

# FULL ORGANISATIONAL PROFILE

ABENA TAY FOUNDATION LBG

***Championing the Mental Wellbeing, Safety, and Empowerment of Girls and Children in Ghana***

## **1. Executive Summary**

Abena Tay Foundation LBG is a Ghanaian non-profit organisation dedicated to the well-being, safety and empowerment of girls and children. We promote mental health, protect children from harm, and create enabling environments where girls can learn, lead and thrive. Our programmes are community-rooted and evidence-informed. We engage schools, families, traditional and faith leaders, health and social service providers and local authorities to deliver results that change lives.

Our purpose is straightforward. We help girls and children to understand their emotions, to heal from trauma, to feel safe in school and at home, and to grow into confident and capable members of society. We also support widows and vulnerable women as a strategic secondary focus because the resilience of mothers and caregivers is central to the well-being of children.

We align our work with the Sustainable Development Goals with emphasis on Goal 3 Good Health and Well-being, Goal 4 Quality Education, Goal 5 Gender Equality and Goal 16 Peace, Justice and Strong Institutions. We operate with a strong governance structure, a clear theory of change, and practical systems for measurement, learning and accountability. Our programmes are designed for scalability and for partnership with national and international actors, including United Nations agencies, government ministries, corporate partners and civil society.

## **2. About the Foundation**

Abena Tay Foundation LBG was established to respond to real needs seen across Ghanaian communities. Many girls are bright and ambitious but struggle with self-esteem, anxiety, stigma, bullying and harmful cultural pressures. Many children are living with undiagnosed emotional distress or exposure to abuse. Many mothers are carrying the weight of loss, isolation and economic pressure without structured support. Our foundation exists to change this reality with programmes that are compassionate, practical and sustainable.

We bring mental health conversations into classrooms and community spaces in a way that is respectful of culture and faith while remaining firmly grounded in child rights and

protection standards. We create safe spaces for girls and children to speak freely. We build the capacity of teachers and caregivers to respond early. We strengthen local referral pathways so that children who need clinical or social protection services are not left behind.

## **2.1 Founder**

The Foundation was founded by Her Excellency Rev Dr Abena Tay, a respected minister, humanitarian and peace ambassador with a long-standing record of social impact. Her work with families, schools and community institutions revealed a quiet but urgent crisis around the mental and emotional health of young people and the heavy burdens faced by caregivers. From these experiences came a clear conviction that structured and professional support was needed at the community level. The Foundation reflects her lifelong commitment to compassionate service, ethical leadership and the protection of the vulnerable.

## **2.2 Vision**

A Ghana where every girl and child is emotionally resilient, protected from harm and empowered to fulfil their potential.

## **2.3 Mission**

To promote the mental and emotional well-being of girls and children through school-based and community-based programmes that deliver prevention, early support, protection, empowerment and sustained family resilience.

## **2.4 Core Values**

- **Human dignity** – Every person deserves respect, safety and opportunity.
- **Compassion** – We lead with empathy and listen before we act.
- **Integrity** – We are transparent and accountable in all operations and finances.
- **Safety** – Child protection and safeguarding are non-negotiable.
- **Inclusion** – We welcome and serve all without discrimination.
- **Collaboration** – We work with families, schools, communities and institutions to multiply impact.
- **Learning** – We measure what we do and improve continuously.

### **3. Strategic Focus**

**1. Mental health and psychosocial support for girls and children**

Prevention, early identification, basic psychosocial support, referral and recovery support.

**2. Child protection and safeguarding**

Awareness, prevention of abuse, safe reporting, survivor centred response and reintegration.

**3. Empowerment and education for girls**

Life skills, menstrual health, leadership, digital and future skills, mentorship and role modelling.

**4. Support for widows and vulnerable women**

Emotional support, trauma healing, skills and livelihood strengthening and parenting support.

*The first three areas are the primary focus. The fourth area is expressly designed to reinforce the wellbeing of children by strengthening the resilience of mothers and caregivers.*

#### **3.1 Theory of Change**

##### **Problem**

Girls and children in many communities experience emotional distress, stigma, exposure to violence, and limited access to appropriate support. Caregivers often lack knowledge, confidence and resources to respond early. Schools rarely have structured wellbeing systems. Community beliefs can discourage help seeking.

##### **Our approach**

We deliver age-appropriate mental health education. We create safe spaces for expression and peer support. We train teachers and caregivers to identify early warning signs and to use basic psychosocial first aid. We build school and community referral pathways into social welfare, health services and child protection systems. We empower girls with life skills and leadership. We support mothers to heal, to cope and to provide stable homes.

##### **Change pathway**

Knowledge improves. Stigma reduces. Early help increases. Safety improves. Emotional

regulation and resilience develop. Girls stay in school. Children feel supported and protected. Families become more stable. Communities become more responsive.

### **Long term impact**

Healthier minds. Safer childhoods. Stronger families. More capable and confident young women and men who contribute positively to society.

## **4. Governance and Organisational Structure**

- **Board of Directors**  
Provides strategic direction, risk oversight, policy approval and fiduciary responsibility.
- **Executive Director**  
Leads strategy, partnerships, representation and overall management.
- **Programme Manager Girls and Children**  
Oversees design and delivery across schools and communities.
- **Mental Health and Psychosocial Support Lead**  
Leads curriculum development, quality assurance, referral relationships and case reviews.
- **Child Protection and Safeguarding Officer**  
Leads safeguarding policy, training, incident reporting and liaison with authorities.
- **Monitoring, Evaluation and Learning Officer**  
Designs indicators, drives data quality, leads evaluations and learning cycles.
- **Finance and Administration Officer**  
Manages budgeting, compliance, procurement and administration.
- **Community Outreach Coordinator**  
Leads community mobilisation and stakeholder engagement.
- **Volunteer and Youth Leaders**  
Support the delivery of clubs, events and outreach with supervision and ongoing training.

## **5. Programmes and Projects**

Each project below includes a full description, objectives, activities, participants, expected results, outcomes and basic measurement approach.

### **1. GirlStrong Initiative**

**Developing confident, resilient and future-ready girls**

## **Purpose**

To build the confidence, emotional resilience, leadership ability and life skills of girls aged 10 to 18 so they can make informed choices, resist harmful pressures and thrive in school and life.

## **Objectives**

- i. Improve self-esteem, self-awareness and positive identity among participants.
- ii. Equip girls with practical life skills, including communication, decision making, goal setting, negotiation and problem solving.
- iii. Strengthen knowledge on healthy relationships, boundaries, consent and personal safety.
- iv. Provide mentorship and exposure to positive female role models and career paths.
- v. Increase school engagement and retention for participating girls.

## **Key activities**

- Weekly club sessions during school term using a structured curriculum on confidence, values, emotions and life skills.
- Quarterly leadership camps that include team challenges, public speaking practice and community service.
- Mentorship circles pair girls with trained women mentors across professions.
- Healthy relationships module that addresses consent, digital safety and peer pressure.
- Academic motivation clinics with study habits, time management and goal tracking.
- Annual GirlStrong Summit that showcases achievements, projects and role models.

## **Participants**

Girls in upper primary and junior and senior high school, with inclusion of girls with disabilities where feasible. Parental consent and school agreements are required.

## **Expected results**

- Girls demonstrate higher confidence and healthier self-talk.
- Girls can name safe adults, set boundaries and seek help when needed.
- Attendance and retention improve among participating girls.

- Girls begin to take on leadership roles in school clubs and community projects.

### **Measurement**

Pre and post confidence scales, attendance and retention tracking, skill demonstrations during camps, mentor and teacher feedback, case stories with consent.

## **2. Safe Minds for Children**

### **School-based mental health and emotional well-being**

#### **Purpose**

To make emotional well-being a normal part of school life and to ensure early support for children who show signs of emotional or behavioural distress.

#### **Objectives**

- i. Integrate age-appropriate emotional literacy lessons into classrooms.
- ii. Establish child-friendly clubs where pupils can learn coping skills and support each other.
- iii. Train teachers in early identification, classroom support and referral.
- iv. Create school referral pathways into guidance and counselling, social welfare and health services.
- v. Reduce bullying and promote a culture of kindness and respect.

#### **Key activities**

- Classroom lessons on identifying feelings, healthy expression, coping with stress and asking for help.
- Creation of School Wellness Clubs with weekly activities including art, games and guided discussion.
- Teacher workshops on psychosocial first aid and positive classroom management.
- Anti-bullying campaigns, including pledge walls, peer champions and restorative practices.
- Development of a simple referral and follow-up system with designated focal teachers.
- Parent sessions on supporting children with stress, loss, conflict and change.

## **Participants**

Boys and girls in basic schools, teachers, head teachers and parents. Schools sign memoranda of understanding and designate focal points for sustainability.

## **Expected results**

- Pupils show improved emotional vocabulary and regulation.
- Teachers feel more confident in supporting children in class and referring early.
- Bullying incidents reduce where clubs and campaigns are active.
- Children who need further help are identified and referred more quickly.

## **Measurement**

Teacher self-efficacy surveys, pupil knowledge and attitude checks, club participation records, incident reporting data and referral tracking.

## **3. Flow with Dignity**

### **Menstrual health, hygiene and emotional support for girls**

#### **Purpose**

To ensure that menstruation never interrupts education and never undermines the dignity and confidence of girls.

#### **Objectives**

- i. Provide reliable access to menstrual products for vulnerable girls.
- ii. Deliver practical education on menstrual health, body changes and hygiene.
- iii. Address the emotional side of puberty with supportive conversations and coping strategies.
- iv. Reduce stigma and misinformation in schools and communities.
- v. Engage boys and male teachers as supportive allies.

#### **Key activities**

- Distribution of sanitary packs through schools with careful targeting and confidentiality.
- Interactive sessions on body literacy, menstrual care, nutrition and common challenges.
- Small group circles for girls to ask private questions and receive guidance without shame.

- Sessions for boys on respect, empathy and support to reduce teasing and stigma.
- Parent conversations on how to support daughters practically and emotionally.
- Facility checks with schools to encourage clean and safe washrooms and disposal practices.

### **Participants**

Girls in upper primary and junior and senior high school, with targeted support for those from low-income households.

### **Expected results**

- Reduced absenteeism linked to menstruation.
- Greater confidence and comfort in managing menstruation at school and at home.
- More supportive school culture with reduced teasing and stigma.
- Improved hygiene practices and better facility management by schools.

### **Measurement**

School attendance data, participant feedback, pre and post-knowledge checks, observation of school culture and facility improvement plans.

## **4. Healing Circles for Girls**

### **Group-based emotional support and recovery**

#### **Purpose**

To provide safe, confidential and guided peer support for girls who have experienced trauma, bullying, grief, family conflict or other emotional challenges.

#### **Objectives**

- i. Offer moderated group spaces where girls can speak openly and be heard.
- ii. Teach practical coping skills for anxiety, stress, low mood and anger.
- iii. Strengthen peer connections and reduce isolation and shame.
- iv. Link girls who need further support to professional services.
- v. Engage parents or caregivers to build supportive home environments.

#### **Key activities**

- Eight-to-twelve-week small group cycles with a trained facilitator.

- Gentle techniques such as storytelling, guided reflection, art and journaling.
- Skills practice in breathing, grounding and thought reframing.
- Safety planning and identification of supportive adults.
- Individual check-ins and referrals where red flags are identified.
- Parent sessions that focus on listening skills and emotional coaching at home.

### **Participants**

Girls referred by teachers, parents, social workers or self-referral where appropriate. Participation is voluntary and consent-based.

### **Expected results**

- Participants report reduced distress and improved coping.
- Improved peer support networks and help-seeking behaviour.
- Increased referrals to appropriate services for those with higher needs.
- Families report better communication and fewer conflicts.

### **Measurement**

Session attendance, wellbeing scales at start and end, facilitator notes, referral and follow-up logs, consented case studies that protect privacy.

## **5. Let us Kick Stigma**

### **Community mental health literacy and advocacy**

#### **Purpose**

To change attitudes around mental health so that girls and children can seek help without shame and families can support recovery with knowledge and kindness.

#### **Objectives**

- i. Increase accurate knowledge about mental health and child and adolescent wellbeing.
- ii. Reduce stigma and harmful beliefs that block help-seeking.
- iii. Improve family and community capacity to support a child in distress.
- iv. Encourage timely use of available services and compliance with care plans.

#### **Key activities**

- Community forums and durbars with open conversations in local languages.

- Radio discussions and short features that highlight practical steps families can take.
- Faith leader round tables that promote informed and compassionate responses.
- Storytelling campaigns that showcase recovery and resilience with consent and ethics.
- Parent learning series on communication, discipline without harm and stress management.
- Training of community volunteers as Mental Health Champions who share messages and link families to help.

### **Participants**

Parents, caregivers, community leaders, teachers, youth leaders and faith communities.

### **Expected results**

- Measurable improvement in mental health literacy in target communities.
- Reduced negative language and blame when a child struggles.
- More families are seeking early support rather than waiting until a crisis.
- Better adherence to care and support plans.

### **Measurement**

Community knowledge and attitude surveys, media reach analytics, number of champions trained and active referrals recorded.

## **6. Mothers of Strength**

### **Support for widows and vulnerable women to stabilise families**

#### **Purpose**

To strengthen the emotional, social and economic resilience of widows and vulnerable women who are caring for children so that homes become safer and more stable.

#### **Objectives**

- Provide trauma-aware emotional support and peer connection.
- Equip mothers with stress management and positive parenting skills.
- Build practical livelihood skills and links to micro support where possible.
- Create referral links to social protection services.

- v. Improve the home environment for children.

### **Key activities**

- Group healing and reflection sessions facilitated by trained staff.
- Parenting under pressure workshops that focus on communication and discipline without violence.
- Short skills training based on local market opportunities with links to partners for startup support.
- Legal and social protection information clinics, including widow rights and child custody.
- Household coaching visits for selected families to reinforce learning.
- Community support days that pair families with local supporters and volunteers.

### **Participants**

Widows, single mothers and women in vulnerable circumstances who care for children.

### **Expected results**

- Improved emotional well-being and social connection among participants.
- Healthier home environments and better childcare practices.
- Increased income-generating activities among participating women.
- More families are linked to social protection and legal support where needed.

### **Measurement**

Wellbeing self-assessments, parenting practice checklists, income activity tracking, case management records and referral outcomes.

## **6. Cross-Cutting Approaches**

### **Safeguarding and protection**

All programmes operate under a safeguarding policy. All staff and volunteers are trained. Clear reporting and response procedures are in place.

### **Gender and inclusion**

Activities are sensitive to the different needs of girls, boys and children with disabilities. We work to remove barriers to participation.

### **Cultural and faith sensitivity**

We use language and methods that respect culture and faith while upholding child rights and wellbeing.

### **Do no harm and ethics**

We avoid practices that may retraumatise. We secure informed consent for any story or image shared. We protect privacy and data.

## **7. Monitoring, Evaluation and Learning**

### **Results framework**

Each programme has defined outputs, outcomes and indicators that align with the overall theory of change.

### **Data collection**

We use attendance records, session evaluations, knowledge and attitude checks, simple wellbeing scales, school records for attendance and retention, safeguarding incident logs and referral tracking.

### **Quality assurance**

Facilitators receive supervision. Session plans are standardised. Periodic observation and feedback are used to maintain quality.

### **Learning cycles**

Quarterly reflection meetings review data and experience. Findings inform programme improvement. An annual impact report summarises reach, results, lessons and priorities.

### **Accountability to participants**

We gather feedback from children and caregivers in safe and age-appropriate ways, and we adjust based on what they say.

## **8. Sustainability Strategy**

### **Local ownership**

We embed clubs and practices within schools. We train teachers and designate focal persons to continue activities with light-touch support.

### **Partnerships**

We work with government services, health facilities, social welfare, metropolitan and municipal assemblies and local civil society to share roles.

### **Volunteer pipeline**

We train youth leaders and community champions who continue advocacy and peer support.

### **Resource diversification**

Funding is pursued through grants, corporate social responsibility partnerships,

individual giving and social fundraising events. We develop sponsorship packs for specific programmes such as Flow with Dignity and Safe Minds for Children.

### **Operational efficiency**

We use standard tools and digital record-keeping to reduce cost and improve oversight. Where possible, we group activities to reduce travel and venue expenses.

## **9. Partnership and Stakeholder Engagement**

We seek collaboration with

- Ghana Education Service for school access, teacher training and integration of wellness content
- Ghana Health Service, including the Mental Health Authority, for referral and technical support
- Department of Social Welfare and Child Protection units for safeguarding and case management
- Local assemblies and community-based structures for mobilisation and coordination
- Corporate partners with an interest in education, technology, health and gender
- Media partners who value constructive storytelling and public education
- Professional associations of psychologists, counsellors, social workers and nurses for technical support and supervision

## **10. Communications and Brand Positioning**

Our communication presents a calm, credible and hopeful identity. We avoid sensational content. We protect the dignity of children and families. We highlight solutions and practical steps alongside human stories with consent. We maintain a consistent visual identity across print and digital platforms. Our website and social media share evidence of impact, learning and responsible financial stewardship.

## **11. Readiness for International Engagement**

The Foundation's focus on girls, children and mental health gives it a clear niche that is relevant to global agendas on health, education, gender and protection. Our programmes translate easily into donor language, such as prevention, early action, systems strengthening, localisation and measurable outcomes. The organisation is structured to

participate in international conferences, local and regional policy dialogues, coalition platforms and technical working groups. We can contribute case studies, community insights and programme evidence to inform policy and practice.

## **12. Three-Year Strategic Outcomes**

1. At least fifty partner schools adopt regular emotional literacy lessons and active wellness clubs.
2. A minimum of fifteen thousand pupils receive basic mental health education and support.
3. Not less than four thousand girls participate in GirlStrong activities with measurable gains in confidence and school retention.
4. Flow with Dignity reaches at least five thousand girls with products and education, and achieves a measurable reduction in menstruation-linked absenteeism in target schools.
5. Healing Circles support at least one thousand girls with reduced distress and improved coping as measured by simple wellbeing scales.
6. Mothers of Strength engages at least one thousand women with improved parenting practices and household stability indicators.
7. Community mental health literacy increases by measurable margins in all target areas, as shown by pre- and post-surveys.
8. Functional referral partnerships are established with health and social services in all operational districts.

## **13. Risk Management**

### **Safeguarding incidents**

Mitigated by strict policies, training, supervision and immediate reporting and response procedures.

### **Stigma and cultural resistance**

Mitigated by engagement of respected community and faith leaders, and by using local languages and practical examples.

### **Funding volatility**

Mitigated by diversified fundraising and by building cost-effective delivery models.

**Staff burnout**

Mitigated by reasonable caseloads, reflective practice, peer support and access to supervision.

**Data privacy**

Mitigated by strong data protection protocols and restricted access to sensitive information.

**14. Operational Geography**

We are headquartered in Accra with programmes that can be delivered across Greater Accra and neighbouring regions through school and community partnerships. Expansion to additional regions is pursued through a hub and spoke model with local partners and trained facilitators.

**Organisational Policies**

- Child protection and safeguarding
- Prevention of sexual exploitation and abuse
- Gender equality and inclusion
- Anti-bullying and a respectful workplace
- Data protection and privacy
- Ethical storytelling and media use
- Finance and procurement
- Health and safety
- Complaints and whistleblowing

*All policies are reviewed annually and shared with staff, volunteers and partners. Orientation and refresher training are mandatory.*

**Monitoring and Reporting to Donors and Partners**

We agree on a results framework at the start of each partnership. We provide quarterly progress updates with data dashboards and narrative analysis. We share financial reports that align with partner requirements. We document lessons and case examples with consent. We welcome joint monitoring visits and external evaluations where appropriate.

## **Why Abena Tay Foundation LBG**

- A clear and timely niche at the intersection of girls, children and mental health
- A practical and respectful way of working that blends global standards with local wisdom
- Strong safeguarding and ethical practice that protect those we serve
- Programmes that schools and communities can sustain with modest resources
- A founder with credibility and a history of compassionate service and advocacy
- A partnership mindset that welcomes collaboration and shared learning

## **Contact**

### **Abena Tay Foundation LBG**

P O Box TA 412,  
Taifa North,  
Accra – Ghana

**Phone:** +233 244 257 884

**Email:** [info@abenatay.org](mailto:info@abenatay.org)

**Website:** [www.abenatay.org](http://www.abenatay.org)

**Facebook:** Abena Tay Foundation

**Instagram:** Abena Tay Foundation