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# **THE SAFE SCHOOLS PROGRAM GHANA ASSESSMENT REPORT**

**January 6-16, 2004**

May 25, 2004

This publication was produced for review by the United States Agency for International Development. It was prepared by DevTech Systems, Inc.

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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## TABLE OF CONTENTS

Acknowledgements	ii.
Acronyms	iii.
I. Executive Summary	1
II. Framing the Issue	4
A. Global Context of Gender-Based Violence	4
B. Defining School-Related Gender-Based Violence	6
III. Scope of Work and Methodology	8
IV. Ghana Findings	10
A. The Context and Problem in Ghana	10
B. Overview of School-Related Gender-Based Violence in Ghana	13
C. Programmatic Overview	18
V. Gaps/Issues and Recommendations	25
A. Overarching Recommendations	25
B. Gaps/Issues, Recommendations, and Programmatic Response	30
VI. Recommended Geographic Focus	45
VII. Next Steps	46
Appendices	
A. Scope of Work – Safe Schools Program	
B. Individuals met in Ghana (listed by institution)	
C. Itinerary	
D. Interview Questions	
E. Interview Notes	

## **Acknowledgements**

The Safe Schools team would like to thank the wonderful team at the USAID/Ghana Mission for inviting us and for facilitating a complex and demanding trip and schedule, including their assistance with advance planning, local travel arrangements, meeting scheduling, and recruitment of key representatives from the MOEYS/GES, AMA, GNAT, and NUGS for the initial stakeholders meeting. The Team would like to especially thank Pamela Allen and Lisa Franchett for their assistance and guidance in establishing partnerships in Ghana and in the development of a shared vision of the SSP. In addition, the Team would like to thank Elsie Menorkpor and Wendy Aboadi who were very helpful in arranging meetings and contacting implementing partners to facilitate visits for the Team to Tamale and Cape Coast. The trips to the Northern and Central Regions were made possible through the assistance of the SAGE Program in Cape Coast and the Quips/CRS team in Tamale. For facilitating transportation in Accra and Cape Coast, we would like to thank the expert fleet of USAID drivers. The Team would also like to thank Mission Director, Sharon Cromer, for her interest and advocacy on behalf of the Safe Schools Program in order to promote efforts to address gender-based violence in Ghana. Finally, we would like to acknowledge the vision and support of our CTO, Julie Hanson Swanson.

## LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AMA	Accra Metro Assembly
BCC	Behavior Change Communication
CRDD	Curriculum, Research, Development Division
CTO	Cognizant Technical Officer
EFA	Education for All
FRESH	Focusing Resources on Effective School Health
GBV	Gender-based Violence
GES	Ghana Education Service
GEU	Girls Education Unit
GNAT	Ghana National Association of Teachers
HIV	Human Immuno-deficiency Virus
IEC	Information, education and communication
MOEYS	Ministry of Education, Youth and Sports
NGO	Non Governmental Organization
NSS	National Service Scheme
NUGS	National Union of Ghanaian Students
PRA	Participatory Rural Appraisal
PTA	Parent Teacher Association
SHEP	School Health Education Personnel
SMC	School Management Committee
SOW	Scope of Work
SRGBV	School-Related Gender-Based Violence
SSP	Safe Schools Program
SWOT	Strengths, Weaknesses, Opportunities and Threats
TAACS	Technical Advisor in AIDS and Child Survival
TTC	Teacher Training College
USAID	United States Agency for International Development
WAJU	Women and Juvenile Unit
WID	Women In Development

## **I. Executive Summary**

From January 6 through 16, a five-person team from the Washington, D.C.-based Safe Schools Program (SSP) traveled to Ghana. The Team was comprised of four DevTech Systems, Inc. employees: SSP Team Leader Meghan Donahue, Senior Gender and Reproductive Health Advisor Maryce Ramsey, Gender and Education Advisor Wendy Rimer and Research Associate Stephanie Gorin; and World Education consultant Shirley Burchfield. Julie Hanson Swanson, Education Specialist in the USAID WID Office and the Cognizant Technical Officer (CTO) for the Safe Schools Program, accompanied the Team.

The overall objectives of this first exploratory trip were to:

- Inform the team of the extent of the problem of school-related gender-based violence (SRGBV);
- Understand how existing programs address SRGBV or could be used to address it; and
- Identify individuals and local partners from the key informant interviews to participate in the Advocates Network.

Over the course of the visit, the Safe Schools team collected reports, materials and data and conducted in-depth interviews and focus group discussions with key informants from the Ministry, USAID and other donor agencies, NGOs, and community level organizations (e.g. Parent Teacher Associations [PTAs]) to identify:

- (a) Types of gender-based violence;
- (b) Issues, gaps and what works in existing programs; and
- (c) Recommendations.

### **Recommendations:**

The initial recommendations contained herein reflect the complex nature of the issue and range from policy issues at the national level, to procedural and systems issues within the educational institutions, to educating and involving communities, to taking action at the individual girl and boy child level, by involving men and boys and nurturing the development of healthy gender equitable relationships based on respect, rights and responsibilities. The results of the data analysis from the interviews includes the following three overarching recommendations:

- 1) Plan for a complex response;
- 2) Put systems of support in place before you encourage victims<sup>1</sup> to come forward; and
- 3) Work with men and boys.

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<sup>1</sup> Safe Schools purposefully decided to use the term “victim” rather than “survivor” of SRGBV. While it is clear when someone has become a victim of SRGBV it is not always clear when or whether victims become survivors. The use of the term “survivor” seemed especially presumptuous when there are no or severely limited counseling, legal or medical services available to victims.

In addition, the SSP Team identified programmatic recommendations in seven areas that are detailed in Section V, including the gaps/issues, general recommendations, and identification of programs that work in Ghana. These seven gaps/issues identified for programmatic response include:

- 1) Lack of visibility of SRGBV on the national agenda;
- 2) Lack of systems and procedures for implementing code of conduct;
- 3) Gap in support services for victims of GBV;
- 4) Gaps in curricula and teaching regarding GBV;
- 5) Lack of awareness, involvement and accountability of the community;
- 6) Lack of awareness, involvement and accountability of the parents; and
- 7) Lack of opportunities and support for children to build healthy, equitable relationships.

*Geographic recommendation:* The Safe Schools Program has approximately three years to develop a pilot program in each country and to demonstrate results. Because the SSP utilizes a social mobilization approach to influence not only individual behavior change related to SRGBV, but also a change in the enabling environment or social change, this requires a greater time investment but is more likely to yield sustainable change. Therefore, in the interest of time and programmatic synergy, the SSP Team proposes to build upon the foundation that the AED SAGE Program has established in the Central and Eastern Regions working with schools and communities on girls' education issues.

**Overlay of Priority Recommendations on Safe Schools Model:**

While the Safe Schools team heard numerous recommendations, a few have been highlighted as the more important first steps to be taken at the national, institutional, community and individual levels. On the following page, these recommendations are presented according to the SSP model (found on page 6) along with particular organizations and existing programs with which the recommended activities can be integrated or linked.

The Safe Schools Team looks forward to working with the Mission to develop an action plan which selects and prioritizes the recommendations contained in this document into a holistic approach to addressing SRGBV in Ghana over the next 3-5 years.

**National level recommendations:**

- Form a national network of advocates and link up with members of existing coalitions such as the Gender Violence Survivor Support Network (members such as Action Aid, AWLA, the Ark Foundation, and WISE).

**Community level recommendations:**

- Provide sensitization and training on GBV for parents and community members such as respected community leaders, PTAs, SMCs, etc. and link with effective community mobilization programs with organizations such as SAGE and the Ark Foundation.

**Individual level recommendations:**

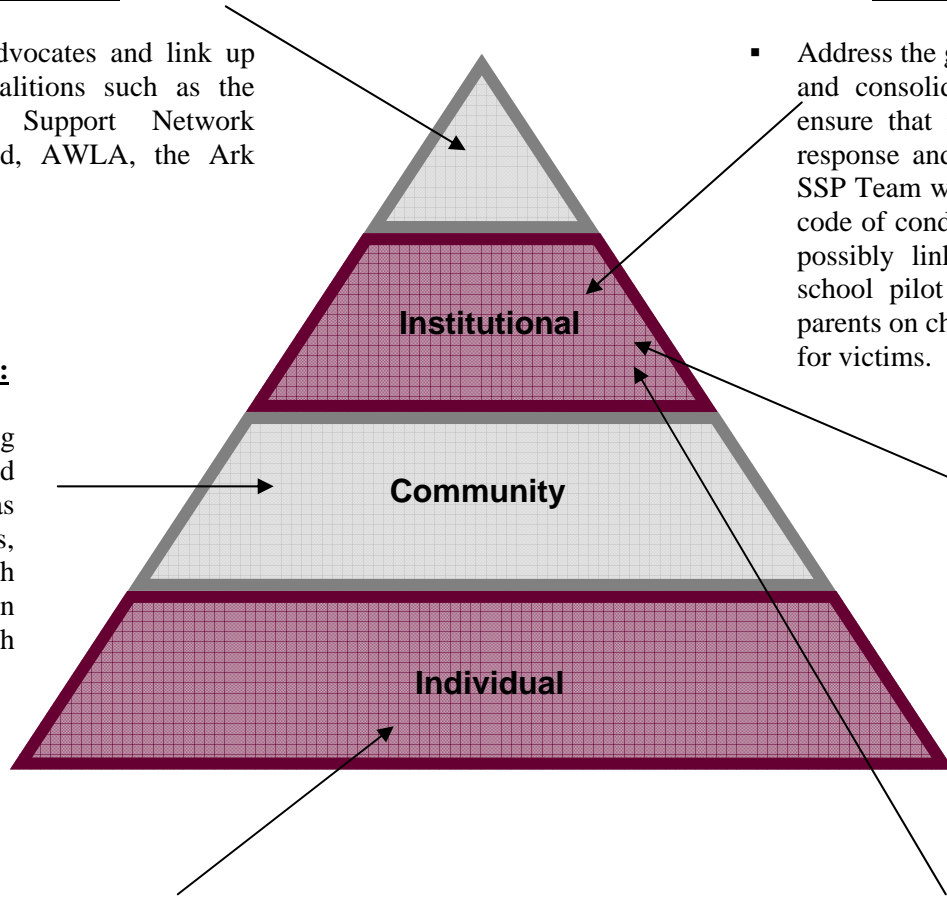
- Work with Action Aid and SAGE to expand gender clubs and girls' clubs and include boys in them as well.

**Institutional level recommendations:**

- Address the gaps related to the **code of conduct**: clarify and consolidate guidelines for teacher behavior and ensure that it prohibits GBV and details appropriate response and protocols to rape, defilement, etc. The SSP Team will need to initiate new activities related to code of conduct, as current programs do not exist. Can possibly link with the **Ark Foundation** that has a school pilot program to train teachers, students and parents on child abuse and how to seek help and redress for victims.

- Provide **support services** to victims of violence by: a) creating a *referral system to external support services* through NGOs like the **Ark Foundation** and the **Gender Violence Survivor Support Network**; and b) providing institutional support services such as *guidance and counseling* that will involve the **GES/GEU** and possibly re-training and expanding guidance and counseling.

- Integrate SRGBV issues into curricula related to forming healthy relationships such as life skills, sex education, HIV/AIDS, moral and religious, etc. Do this by and utilizing existing curricula such as the MOE's Curriculum, Research, Development Division (CRDD)/UNICEF life skills and child's rights and the World Education SHAPE curriculum.



## II. Framing the Issue

### A. Global Context of GBV

The lesson from the past decade of investing in efforts towards universal primary education demonstrates that to achieve quality education, investing in inputs such as school infrastructure, textbooks, and supplying teachers is not sufficient. There is growing recognition that issues of quality (e.g. enabling conditions such as effective leadership and an effective school climate such as positive teacher attitudes) demand serious commitment and attention if the Millennium Development Goals are to be met. While achieving all eight of the goals is critical to development, two are considered to be central to all others – universal education, and gender equality and empowering women.<sup>2</sup> After decades of commitments such as Education For All to ensure a quality education for every child, gender parity in education – in access to school, successful achievement and completion – has not been achieved and girls continue to be systematically left behind. It is widely acknowledged that investing in girls' education is a strategy that will fulfill the rights of all children to a quality education and propel all other development goals.

In order to achieve quality education and address the gender gap, schools must become places children want to attend and safe spaces where they can receive a relevant and meaningful education. A problem affecting school quality in many countries that has received little attention but threatens to erase hard-won gains is the issue of gender-based violence in schools.

School-related gender-based violence in developing countries takes place in a context of gender inequality and specific cultural beliefs and attitudes about gender roles, especially those concerning male and female sexuality, a pattern of economic inequality, and in some instances significant political unrest and violent conflict. This context is critical to a fuller understanding of the health and educational implications and consequences of gender violence in schools.<sup>3</sup>

USAID's Office of Women in Development commissioned a review of the literature on school-related gender-based violence (SRGBV) in developing countries. The review of the literature looks at the evidence of the prevalence of SRGBV and discusses: patterns of economic inequality, cultural beliefs about sex and sexuality, and data on adolescent sexual activity; the consequences of SRGBV on health and educational outcomes; and programmatic and policy responses to address SRGBV. The literature review indicates that addressing SRGBV requires a holistic multi-faceted approach that must involve stakeholders at multiple levels including the schools, teacher training programs, the community, and ministerial policy and practice. The literature review also provides key recommendations for action at each level.

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<sup>2</sup> United Nations Development Programme, *Human Development Report 2003* (New York: Oxford University Press for UNDP, 2003), 6-7.

<sup>3</sup> USAID (EGAT/WID), *Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries*. (Arlington, VA: Development & Training Services, Inc. (DTS), 2003), iii.

SRGBV is a frontier issue that demands greater focus in terms of research and programmatic interventions that directly address the impact of GBV on educational and health outcomes. Efforts to reduce SRGBV and its impact on education and health are imperative in order to achieve the Millennium Development goal for gender parity in primary and secondary education.

*Global Initiative to Address School-Related Gender-Based Violence:*

In response to the need to address the frontier issue of SRGBV, USAID's Office of Women in Development awarded a three-year contract through an Indefinite Quantity Contract to DevTech Systems, Inc. to implement the Safe Schools Program (SSP). Through this task order, DevTech Systems will carry out pilot activities in USAID-assisted countries that include Ethiopia, Ghana and Malawi, and additional countries possibly in Latin America and/or Asia. The purpose of the SSP is to create gender safe environments for all girls and boys that promote gender equitable relationships and reduce SRGBV resulting in improved educational outcomes and reduced negative health outcomes.

Based on the premise that traditional gender roles can have a negative effect on learning, participation and mobility within the school, the Safe Schools Program will work to ensure that schools are gender safe - that both boys and girls have equal opportunity to learn, gain skills through classroom and extracurricular activities and be psychologically, socially and physically safe from threats, harassment or harm in all parts of the school.<sup>4</sup> It is clear based on evidence from the USAID literature review that in order to achieve safe schools for every child, change will be required at many levels: individual, local, institutional and national. SSP proposes to take a social mobilization approach, defined as "involving planned actions and processes to reach, influence and involve all relevant segments of society across all sectors from the national to the community level in order to create an enabling environment and effect positive behavior and social change."<sup>5</sup>

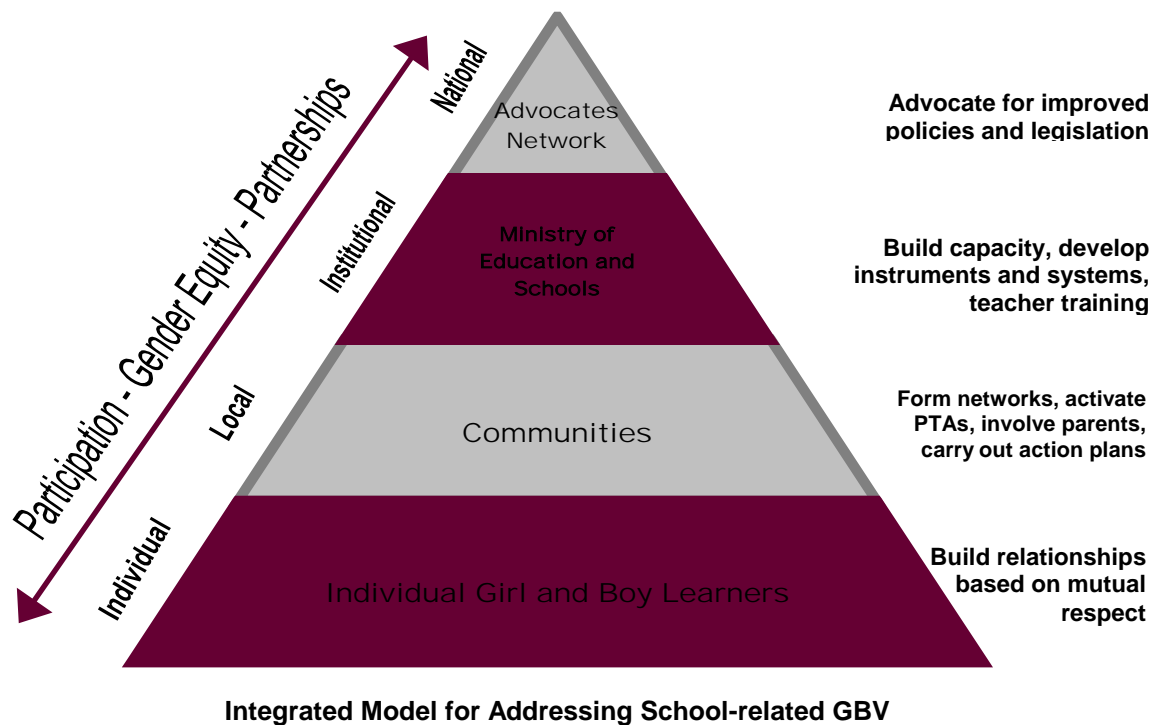
The Safe Schools Program's social mobilization approach is illustrated on the next page in the Integrated Model for Addressing GBV in schools.<sup>6</sup>

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<sup>4</sup> Nan Stein et al., "Gender Safety: A New Concept for Safer and More Equitable Schools." *Journal of School Violence*, 1(20):35-50, 2002.

<sup>5</sup> Centre for Development and Population Activities, *Social Mobilization for Reproductive Health*, (Washington, DC: 2000).

<sup>6</sup> Adapted from PAHO, *Violence Against Women: the Health Sector Responds*. (Washington, DC: PAHO, 2003).



Through this social mobilization approach depicted in the pyramid, SSP will work in partnership utilizing participatory methods at the individual level with learners; at the community level with parents, PTAs and School Management Committees (SMCs); at the institutional level with the Ministry of Education and schools; and, at the national level with an advocates network. A model for SSP will be developed that provides a package of recommended strategies and interventions to address SRGBV at the various levels. SSP will work closely with local stakeholders and partners in each country to identify effective programs related to SRGBV and will build on these existing programs introducing interventions to address the gaps according to the SSP integrated model for addressing SRGBV.

While the Safe Schools model shows the individual girl or boy child as the base of the model, another way of showing this is in the form of an ecological model which has the individual boy or girl child in the center. Surrounding her or him are the layers of her/his life that in total make up her/his *enabling environment for behavior change*. This takes into account the relationship with parents and family members, the role of the community (peers, role models, clergy, etc.) and school (peers, teachers, headmaster) and, finally, the impact of society on the formation of norms.

## **B. Defining School-Related Gender-Based Violence**

The Safe Schools Program seeks to define School-related GBV based on three important areas of intersection: **education** as both a location and a system; **gender** as a system of values and supporting structures; and **public health** (limited here to reproductive health and violence) as “a

social institution, a discipline and a practice.”<sup>7</sup> The Venn diagram on the following page helps to visualize and define how these three areas intersect and by doing so distinguish what does and does not constitute SRGBV.

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<sup>7</sup>United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Chapter VII: Section E, Adolescents.

# Defining SRGBV

**School violence** can be viewed as a policy term reflecting societal values that schools should be a special place of refuge and nurturance for youth, and acts of violence that threaten school security are in fact attacking core values of the existing social system. School violence can take many forms including gang and drug related fights, individual fights, Columbine type shootings, etc.

**Education and reproductive health** overlap in several ways. The educational system is the setting where sexual relationships are often formed by adolescents, usually with other pupils but sometimes with teachers and administrators. Educational outcomes such as enrollment, retention and completion are severely impacted by unintended pregnancies, STIs and HIV/AIDS - negative reproductive health outcomes resulting from these relationships. Further the educational system offers the perfect opportunity to reach adolescents with the information and services called for by ICPD. (See note 1 on following page)

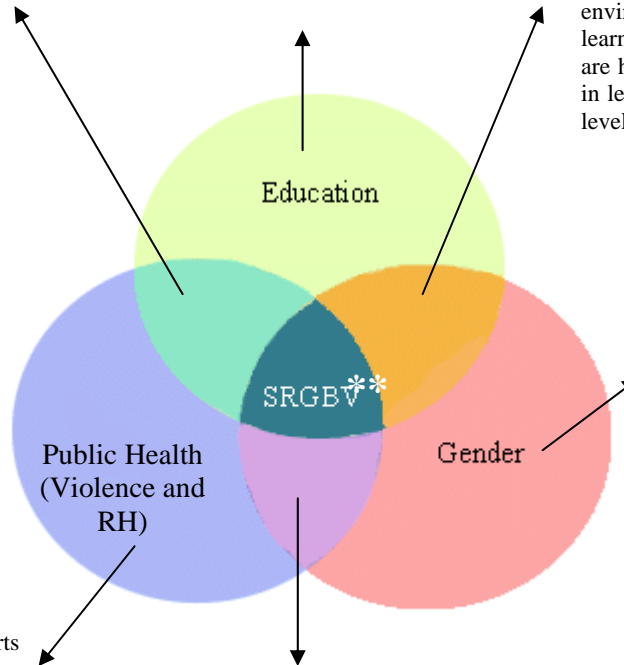
Public health is defined as organized efforts of society to protect, promote, and restore people's health. (See note 2) WHO defines **violence** as: "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation...that compromise the well-being of individuals, families and communities."(See note 3)

"**Reproductive health** is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and its functions and processes." (See note 4)

This sphere encompasses the **entire educational system** including the definition of a school, as a physical structure and as a systemic culture. Includes the role of teachers, pupils, and administrators within the schools as well as all the policy, procedures, and curricula.

**Gender and education** come together as gender influences both learner and educator behaviors. Both are influenced by cultural specific ideologies that shape how they view each other, particularly with reference to gender differences that are reflected in stereotypical roles. Teachers have certain expectations about the behavior of boys and girls that impact on learning conditions. Various aspects of the curriculum maintain and reinforce traditional and expected gender differences (e.g. science or vocational subjects for boys and home economics for girls). Apart from the content of knowledge that is being transmitted, the school environment and social interactions influence learning outcomes. For example, girls who are harassed or intimidated by boys or adults in learning situations do not attain maximum levels of achievement. (See note 5)

**Gender** is a system of values that shapes the relationships between individuals of the same or different sexes, between individuals and society and between individuals and power. It must be seen not only as a set of values that are transmitted (across generations and cohorts) but also as a historical-social construction that affects as well is affected by social practices and the unconscious. (See note 6)



It is in the area of **gender and reproductive health** that we see how closely related gender relations and human sexuality are. Together they affect "the ability of men and women to achieve and maintain sexual health and manage their reproductive lives. Equal relationships between men and women in matters of sexual relations and reproduction, including full respect for the physical integrity of the human body, require mutual respect and willingness to accept responsibility for the consequences of sexual behavior. Responsible sexual behavior, sensitivity and equity in gender relations, particularly when instilled during the formative years, enhance and promote respectful and harmonious relationships between men and women." (See note 7)

**Sexual violence** is a sex act completed or attempted against a victim's will or when a victim is unable to consent due to age, illness, disability, or the influence of alcohol or other drugs. It may involve actual or threatened physical force, use of guns or other weapons, coercion, intimidation or pressure. The intersection of violence and gender includes rape, incest, sexual harassment, domestic violence, violence between intimate partners, gay bashing, date rape. (See note 8) GBV can affect the ability of individuals to achieve their reproductive intentions and can result in numerous negative **reproductive health outcomes** such as mistimed or unintended pregnancies, increased maternal, fetal and infant mortality and morbidity, and STIs and HIV/AIDS.

**\*\*SSP's focus is where education, gender and public health (violence & RH) come together in the form of school-related gender-based violence. SRGBV is violence that is based on gendered norms for roles and relationships. It can be either physical, sexual or psychological or combinations of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. SRGBV can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators. Both educational and reproductive health outcomes are negatively affected by SRGBV.**

### Explanatory Notes for the Venn Diagram on previous page

<sup>1</sup> United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Chapter VII: Section E, Adolescents.

<sup>2</sup> Institute for International Medical Education, [www.iime.org/glossary.htm](http://www.iime.org/glossary.htm)

<sup>3</sup> PAHO/WHO, *World Report on Violence and Health: Summary* (Washington, DC: PAHO/WHO, 2002), 10-12.

<sup>4</sup> United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Section A, Reproductive rights and reproductive health.

<sup>5</sup> AnnMarie Wolpe, Orla Quinlan and Lyn Martinez, *Gender Equity in Education*. (Department of Education: South Africa, 1997), 46-49.

<sup>6</sup> Nelly Stromquist, "Romancing the State: Gender and Power in Education," *Comparative Education Review* (November 1995): 428.

<sup>7</sup> United Nations, *Report of the International Conference on Population and Development (ICPD)* (Cairo: United Nations, 1994): Section D, Human sexuality and gender relations.

<sup>8</sup> Canadian Centre for Missing Children: Victims of Violence, (<http://www.victimsofviolence.on.ca/prsaa.html>).

## III. Scope of Work and Methodology

### A. Scope of Work

The primary objective of the trip was to begin to understand the nature of school-related gender-based violence in the Ghanaian context. In order to achieve this, a Scope of Work (SOW) was prepared by the Safe Schools team through discussion and collaboration with the USAID/Ghana Mission and Julie Hanson Swanson (the USAID CTO). (For the complete SOW, see Appendix A). The main objectives of the trip were to:

- Discuss the objectives of the Safe Schools Programs with key stakeholders;
- Develop a shared vision for implementation of the SSP in Ghana;
- Form partnerships;
- Identify potential advocates;
- Conduct an initial appraisal of the issue;
- Identify existing data; and
- Estimate the institutional capacity for ensuring safe schools.

All of the activities outlined in the SOW were conducted while in Ghana except for the completion of an action plan with recommended strategies to address GBV. The Team decided it was premature to give recommendations for possible entry points for the Safe Schools Program to the Mission at the debrief since the data collected had not been carefully analyzed. Since the return from Ghana, the SSP team has analyzed the data collected and recommendations are contained within this document.

### B. Methodology

Over the course of the visit, the Safe Schools team collected reports, materials and data and conducted in-depth interviews and focus group discussions to identify:

- (a) Types of gender-based violence;
- (b) Issues, gaps and what works in existing programs; and
- (c) Recommendations.

The Team met with approximately thirty-five organizations/stakeholders including nine schools in three regions. The Team interviewed representatives from Ministry of Education Youth and Sports (MOEYS), PTAs, SMCs, District Education Offices Officials, teachers, and NGOs working on a range of related issues from girls' education to human rights, HIV/AIDS, and domestic and child abuse. For a list of the contacts with whom the Team met, see Appendix B; to see the complete itinerary for the eight days of meetings, see Appendix C.

The meetings that the Team held over the course of the two-week trip were of three types:

1. ***An exploratory meeting with the USAID education team and the Ghana Education Service (GES) to provide the Team with meaningful words for discussing school-related gender-based violence within the Ghanaian context.*** Resultant meaningful words such as “welcoming,” “comfortable,” and “uncomfortable” were then incorporated into the interview guide used in subsequent key informant and focus groups discussions. The interview guide also incorporated language from the National Vision Mission Statement, which talks about “safe, welcoming schools” for both boys and girls.
2. ***Meetings with national level non-governmental and governmental bodies focused primarily on obtaining programmatic information on existing programs.*** For this, the Team divided into smaller teams to meet with various NGOs, MOE officials and others recommended to SSP. The primary purpose was to understand their existing programs, identify gaps and issues and seek recommendations for the Safe Schools Program. Interview notes were typed and circulated to other Team members and emerging issues were discussed. (A programmatic overview can be found in Section IV, C.) While these interviews were primarily for understanding existing programs, discussions about the nature and scope of SRGBV in Ghana were also included. (To view the interview notes, please see Appendix E).
3. ***Meetings focused primarily on understanding the issue of SRGBV within the Ghanaian context.*** After three days of interviewing in Accra, the Team split into three groups for field visits to schools and NGOs in the Central and Northern regions as well as in Accra. For NGOs, the Team continued to assess the programs and how well the NGO would fit in the SSP model. For PTAs, SMCs, teachers and school-related NGOs, the Team tried to understand what SRGBV meant in the school setting, what constituted SRGBV and what should be done about it. For example, questions focused on “welcoming/unwelcoming environments” as well as relationships in school settings: pupil-pupil, teacher-pupil, parent-teacher, and community-school relationship. Other questions honed in on what would be so uncomfortable for a girl or a boy that s/he may not want to attend school. Interview questions can be found in Appendix D.

Once interviews in Accra, Cape Coast, and Tamale were completed, the Team rejoined to identify initial findings and recommendations. The Team reviewed critical documents that had been

collected such as the *Education Strategic Plan 2003-2015, Volume 1, Policies, Targets and Strategies* and the *National Vision for Girls' Education in Ghana and a Framework for Action* in order to identify national level policies and strategies that address GBV. Based on the observations and recommendations made by interviewees and materials collected, the Team was able to identify gaps and needs in the implementation of policies and programs that address school-related gender-based violence. Preliminary themes that emerged across the various interviews were shared at the debriefing with the Mission and representatives from the MOEYS/GES. The complete assessment is contained in the following sections below.

## IV. Ghana Findings

### A. The Context and Problem in Ghana

Although some modern sectors have emerged in urban areas in Ghana, the economy is predominantly rural, depending largely on agricultural exports. In the northern region, the poorest part of the country, there are high levels of malnutrition, infant and maternal deaths, and persistent food shortages.<sup>8</sup>

Ghana's population in 2002 was estimated at 20.1 million, with a gross national income of 5.4 billion and a GNI per capita of \$270.0. The adult literacy rate of people 15 years of age or older was 73.8, total fertility rate (births per woman) was 4.0, and life expectancy at birth was 54.9 years.<sup>9</sup> The net primary enrollment ratio (% of relevant age group) was 58.2 in 2000, with 66.3% of the cohort reaching grade 5. The net enrollment ratio in 2000 for boys was 59.6 and for girls was 56.9, creating a gender gap of 2.8. The net secondary enrollment ratio (% of relevant age group) was 30.8 in 2000; for boys it was 33.2 and for girls it was 28.4, creating a gender gap of 4.8.<sup>10</sup> The prevalence of HIV for females ages 15-24 in 2001 was 3.0%. The number of children orphaned by HIV/AIDS was 200,000 in 2001.<sup>11</sup>

While Ghana ranks higher on development indicators than many other countries in sub-Saharan Africa, much needs to be done to improve women's lives. Women in Ghana are subjected to severe abuse and violation of their constitutional rights. Even though Ghana is one of the few Anglophone African nations that have passed specific laws opposing Female Genital Mutilation (FGM) practice,<sup>12</sup> FGM continues to exist. A Ministry of Health survey conducted between 1995 and 1998

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<sup>8</sup> World Bank, *World Development Indicators 2002*. (Washington, DC: 2002).

<sup>9</sup> Ibid.

<sup>10</sup> World Bank, "EdStats Database" (Washington, DC: The World Bank, <http://devdata.worldbank.org/edstats>).

<sup>11</sup> World Bank, *World Development Indicators 2002*.

<sup>12</sup> The Center for Reproductive Law and Policy and International Federation of Women Lawyers, Kenya Chapter. "Women of the World: Laws and Policies Affecting Their Reproductive Lives: Anglophone Africa." (New York: The Center, 1997, <http://www.advocatesforyouth.org/publications/factsheet/fssabus.htm>)

found that Female Genital Mutilation is practiced among nearly all the northern sector ethnic groups.<sup>13</sup>

Although the Constitution prohibits slavery, it exists in some places through ‘Trokosi,’ a traditional practice found among the Ewe ethnic group and in part of the Volta Region. This is a system whereby families give away girls and young women to serve as slaves in religious shrines for crimes supposedly committed by relatives.<sup>14</sup>

A 1998 study by the International Federation of Women Lawyers (FIDA) reported that in low-income, high-density sections of greater Accra, at least 54 percent of women have been assaulted in recent years. The overwhelming majority (95%) of the victims of domestic violence are women. These abuses usually go unreported and police, who tend not to intervene in domestic disputes, rarely charges the perpetrators. In 1998, the Ghana Police Service established the Women and Juvenile Unit (WAJU) to handle cases involving domestic violence, child abuse, and juvenile offenses. This unit works closely with the Department of Social Welfare, FIDA, and the Legal Aid Board.<sup>15</sup>

Sexual harassment can also be found in the schools and the workplace in Ghana. In a survey conducted by the African Women’s Lawyers Association (AWLA) in 2003, it was revealed that although women represent over half of Ghana’s population (51.4%) more than 85% of these women are in subordinate official roles to their male colleagues. These unequal power relations exist in both the formal and informal sectors.<sup>16</sup> Additionally, stories abound of girls being abused by teachers or school officials.

Research on the abuse of girls in three government schools in a particular region of Ghana concluded that some level of harassment and abuse, both sexual and non-sexual in nature, existed and that it was mostly girls who were at risk, whether from male pupils and teachers within the school, or from older boys and men outside. Girls at these schools experienced abusive behavior consisting of excessive beatings, insulting language, physical attacks, propositioning by teachers, and ‘touching’ by male pupils and teachers. Boys also experienced beatings and verbal abuse that was common.<sup>17</sup> Less is known about the experience of boys in school regarding sexual abuse and harassment. However, a recent study on sexual abuse of students in Ghana revealed that boys experienced various levels of sexual abuse and harassment: a small percentage of boys (less than ten percent) did not feel safe in school due to advances of suitors; they feared being sexually harassed in school; and they had been victims of either rape or defilement.<sup>18</sup>

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<sup>13</sup> Afronews. “Gender Profiles 2004,” <http://www.afrol.com>.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

<sup>16</sup> African Women’s Lawyers Association, May 17, 2002, <http://www.awlafrica.org>.

<sup>17</sup> Fiona Leach and others, *An Investigative Study of the Abuse of Girls in African Schools* (United Kingdom: DFID, 2003).

<sup>18</sup> C.K. Brown, *Sexual Abuse of School Children in Ghana* (Center for Development Studies University of Cape Coast, Ghana: UNICEF, June 2003), 18-24.

Not all sexual exploitation takes the form of rape or sexual violence. Because of economic need, many women and adolescent girls are coerced into sex by “sugar daddies” who pay school fees or provide other economic incentives. In a study carried out in several villages in Ghana, many older women reported that receiving gifts in exchange for sex was not regarded as prostitution but evidence of a man's love. Over 70 percent of mothers said they had encouraged young girls into premarital sexual relationships.<sup>19</sup>

## **The Government’s Response to Gender-Based Violence of Children**

The existing policies, acts and regulations on sexual abuse of children in Ghana are based on the commitments by Member States of the UN Convention on the Rights of the Child of 1989. The Convention places the responsibility on the States to take appropriate steps to protect both working and non-working children from all forms of physical, mental and sexual abuse through the establishment of protective, investigative and preventive services.<sup>20</sup>

In addition to the international laws related to children’s rights that protect girls and boys from discrimination and physical and sexual abuse that apply to Ghana, there are comprehensive laws, statutes and regulations in Ghana that protect children from any form of sexual abuse. These include (full descriptions follow below): i) the 1992 Constitution; ii) the Children’s Act, 1998 (Act 560); iii) the Criminal Code (Amendment) Act, 1998 (Act 554); and iv) the Code of Professional Conduct of the Ghana Education Service (GES).<sup>21</sup> Each of these legal frameworks contains provisions for the protection of children against sexual abuse and violence.

The 1992 Constitution spells out fundamental human rights and freedoms for all citizens including children and specifically outlines rights to equality and freedom from discrimination. Article 28 of the Constitution describes specific rights for children and in regards to sexual abuse of children it guarantees that laws should be in place to ensure that: “children and young persons receive special protection against exposure to physical and moral hazards (Section 1d)”; and that “a child shall not be subjected to torture or other cruel, inhuman or degrading treatment or punishment (Section 3).”<sup>22</sup>

The Children’s Act defines a child as any person below the age of eighteen years and makes provisions for the child’s right to education, the right to refuse betrothal and marriage, and the protection from torture or degrading treatment. Section 13 states that: “No person shall subject a child to torture or other cruel, inhuman or degrading treatment or punishment including any cultural practice which dehumanizes or is injurious to the physical and mental well-being of the child.”<sup>23</sup>

The Criminal Code addresses various aspects of sexual offence that includes rape, defilement, indecent assault and incest. Rape applies to cases that involve a female of 16 years or above and

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<sup>19</sup> A. Ankomah, “Premarital relationships and livelihoods in Ghana”, *Focus Gender* (1996, 4(3)), 39-47.

<sup>20</sup> C.K. Brown, 5.

<sup>21</sup> C.K. Brown, 5-6.

<sup>22</sup> C.K. Brown, 6.

<sup>23</sup> C.K. Brown, 7.

defilement applies to cases that involve any child less than 16 years of age. The penalties for these two offences are imprisonment for a term of not less than five years for rape and not less than seven years for defilement and not more than 25 years for either.

The Code of Professional Conduct of the Ghana Education Service (GES) applies to the teaching and non-teaching personnel of the service. The Ghana National Association of Teachers (GNAT) has also adopted the code for its members and employees. Section 27 of the code states that: “No teacher shall indulge in immoral relations with a pupil or student in his own school or in any educational institution in which he performs any official duties. This may result in disciplinary proceedings being taken against the offender.”<sup>24</sup> Under the GES code of conduct, sexual offences are a major misconduct and stipulate a variety of penalties based on the severity of the offence that can include for example suspension, reduction in salary or rank, or termination. There are District and Regional Disciplinary Committees that are responsible for the application and the enforcement of the code. While no Government policies or laws have been enacted specifically addressing gender-based violence in schools, the Ghana Education Service in the mid-70s issued a directive that only school heads could use the cane as a form of punishment. However, this policy has not been strictly enforced, particularly in rural areas.

In spite of the existing laws, it is evident from cases reported in the media that sexual abuse of children and violence against women is prevalent in both the urban and rural areas of the country. There are various institutions that have been established to enforce the rules and regulations on child sexual abuse and violence such as the disciplinary committees under the GES. In addition under the Ghana Police Service, the Women and Juvenile Unit (WAJU) was established in 1998 in response to the increasing number of cases of abuse and violence against women and children. WAJU works with other government institutions such as the Department of Social Welfare and legal institutions such as FIDA to handle the different forms of abuse against children, not only defilement and rape but also incest and child trafficking. WAJU operates at the national, regional and district level and is known as a resource to handle such cases. However, there is criticism that this unit cannot handle the demand for services due to the large number of cases that are reported. Opinions vary from different community and school-level institutions that were interviewed as to whether WAJU is a reliable resource to turn to in the case of SRGBV of a student.

## **B. Overview of SRGBV in Ghana**

The interviews and focus groups conducted by the Team in Accra, Tamale, and Cape Coast generated discussions that provided a preliminary picture of what school-related gender-based violence looks like in the Ghanaian context. Interview and focus group participants represented the perspectives of the MOE and GES, teachers and head teachers, PTA and SMC members, as well as international and local organizations working in the field of education or gender-based violence. Participants described situations constituting psychological, sexual, and physical harm to male and female students. The examples were based on first-hand knowledge of cases of abuse as well as participants’ general impressions of schools throughout the country.

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<sup>24</sup> C.K. Brown, 10.

After conducting a systematic analysis of the interview and focus group notes, the Team identified a range of forms of gender-based violence described by participants as occurring in Ghana's schools. To illustrate this range of forms of SRGBV, Table 1 provides selected excerpts from the transcripts (see table on page 17).

A summary of the Team's findings, corresponding to the overarching categories of psychological, sexual, and physical abuse, follows below.

### **The Cycle of Violence**

In their discussions with the Safe Schools team, interview and focus group participants described a cycle of violence that continues from one generation to the next, perpetuating different types of abuse affecting children. At a private school in Cape Coast, participants explained that students are exposed to abusive behavior at home, internalize the messages they receive, and convey them at school. For instance, one teacher said that a young boy in his class told a female classmate, "If you don't do it, I will rape you." WISE, an NGO providing services to survivors of violence, informed the Team that adult male perpetrators of abuse are often survivors of childhood abuse themselves. These findings suggest the continuation of a cycle of violence that perpetuates behaviors that are harmful to children. One essential step towards ending this cycle is the understanding of different kinds of SRGBV that affect children in Ghana's schools today.

### **Psychological Abuse**

Gender-specific expectations placed on boys and girls can be harmful since they limit a child's sense of self-worth and agency. The study, *Breaking the Silence and Challenging the Myths of Violence Against Women in Ghana*<sup>25</sup> states that 87% of women are emotionally abused and most men do not acknowledge emotional abuse as a form of abuse. Girls who are raised in such a climate learn that they must accept psychological abuse from men and boys. Participants reported that in Ghana, boys are expected and pressured to engage in sexual relationships at an early age and they are teased if they do not have girlfriends. These types of pressures and expectations are psychologically harmful to both boys and girls who have not been equipped to negotiate healthy relationships.

Another form of psychological abuse that emerged from the interviews and focus groups is abuse related to the gendered division of labor. Girls are often expected to perform chores in the classroom when boys are not given chores. Even when there are separate latrines for boys and girls, it is often the girls who clean both latrines. Such experiences teach girls to accept performing menial tasks while boys are entitled to concentrate on schoolwork.

A wide range of examples of psychological abuse of students that emerged from the interviews and focus groups relates to the onset of puberty. For example, it is common for girls to soil their uniforms when they are menstruating due to a lack of absorbent sanitary napkins. Since students must stand when they are asked to respond to the teacher in class, girls who are menstruating are afraid of being humiliated by their male classmates. When girls begin to develop physically, boys

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<sup>25</sup> C. Dorcas Appiah and K. Cusack, *Breaking the Silence and Challenging the Myths of Violence Against Women in Ghana: Report of a National Study on Violence* (Ghana: Gender Studies and Human Rights Documentation Centre, 1999).

tease them and call them names like ‘class mama.’ Boys sometimes peek at girls in the latrine and then tease them and draw pictures of what they saw on the blackboard. Boys also proposition girls and continue to pursue them if they refuse. These kinds of behaviors are harmful to girls, leaving them feeling uncomfortable and vulnerable at school.

There was also a good deal of discussion about bullying of children by other children. Most often the situations described involved boys bullying boys, but there were also examples of bullying that were not gender specific. Participants spoke about incidents where bigger children bully smaller ones, older children bully younger ones, and academically stronger students bully academically weaker ones. In each variation, bullying was characterized as a form of abuse that might prevent the child being targeted from going to school.

Finally, the psychological abuse of children in schools is sometimes related to economic hardship and the need for some school children to work. Girls, more often than boys, have domestic duties in their own homes or in their foster homes, causing them to be consistently late to class and therefore punished by their teachers for their tardiness. Teachers also harass and bully female students from rural areas who have come to the capital to do street vending. Punishing and discouraging such girls, instead of understanding and encouraging them, sends a harmful message that they are not worthy students and do not belong in school.

### **Sexual Abuse**

Economic hardship and the need to earn money can also play a part in the sexual abuse of students. A commonly mentioned form of sexual abuse of female students is economically-coerced sex – that is in exchange for school fees or other needs associated with schooling. ‘Sugar daddies’ may provide school fees for a girl who wants to go to school, but this often leads to unwanted pregnancy and the need for the girl to drop out. In some cases, the girl’s parents push their daughter towards older men, including teachers, knowing that they can be a source of financial support. Such parents understand what the nature of that relationship requires in exchange, but economic hardship may offer few alternatives. Several participants explained that when they begin to mature physically, girls are encouraged to leave school to find employment so they can begin to accumulate items for their dowries. Some girls return home after a short time on the streets, broken and possibly infected with HIV.

A particularly disturbing finding that emerged from the interviews and focus group discussions was that of sexual abuse of students by teachers. While the majority of teachers do not participate in this kind of inappropriate and abusive behavior, participants’ responses suggested that those who do are most often male. One of the values explained and appreciated by interviewees is respect for elders by children. The interviewees lauded this value but went on to explain how it can be exploited in a way harmful to children. It is a common practice for a teacher to ask a student to carry his books to his house. The student, as a minor, cannot refuse to comply with a request from an adult. This acceptable and lauded behavior of obeying an elder provides an opportunity for the sexually abusive teacher to lure a student into his quarters. Participants described multiple cases where teachers had sexually abused female students that often result in pregnancy and they are forced to drop out of school. In addition, a case was mentioned where a teacher had sexually abused many female students that resulted in several being infected with HIV.

It is important to note that there were virtually no cases described by respondents of male students being sexually abused by a female teacher or a male teacher. Since participants' responses indicated that most sexually abusive teachers are male, and WISE reported that male perpetrators of sexual violence are often victims of abuse themselves, it seems plausible that the absence of discussion of the sexual abuse of boys in school may not indicate an actual absence of abuse.

Participants also spoke about the sexual abuse of female students by their male classmates and the fact that the school grounds are often the site of this type of abuse. Examples ranged from unwanted touching to defilement and rape. In some cases, participants mentioned that unwanted pregnancies resulted from sexual relationships between students. When a girl becomes pregnant, both parties are teased by their classmates and called names like 'school papa' or 'school mama.' In this situation, girls have reason to be fearful because in some communities, the head teacher punishes pregnant girls and the male classmates may reveal her secret to her teachers and parents. In some cases, participants talked about sexual relationships between male and female students but it is not clear whether these sexual relations were consensual or coerced.

### **Physical Abuse**

One of the forms of physical abuse that was mentioned by the participants in interviews and focus group discussions was corporal punishment. Participants explained that when a child behaves badly in class, the teacher often uses corporal punishment such as caning, making the child kneel in the corner of the classroom, or making the child pull weeds. Some teachers make an example of a student by caning him or her during an assembly. Some participants reported caning that is abusive because it is excessive; - at a school in Cape Coast excessive caning is a common cause of student dropout. Other participants recommended caning and other forms of corporal punishment as acceptable forms of punishment for disobedient or poorly performing students. Another form of corporal punishment mentioned is when teachers beat girls who have refused to comply with their sexual advances.

Another form of school-related physical abuse described in the interviews and focus groups involves the teacher using students to punish other students. Sometimes a very bright student is told to cane a poorly performing student. To add insult to injury, the poorly performing student may be the older of the two. It is also a common practice for a teacher to make one student the class monitor and to provide that child with a whip. Participants also mentioned cases where a parent will bring an unruly child to the school to be caned by the child's teacher.

Finally, bullying and fighting, mostly among boys, was mentioned in many of the discussions. At a school in Accra, focus group participants explained that it is not uncommon for students to hit each other or to give each other lashes. In Cape Coast, one group discussed how fighting can lead a boy to drop out of school completely to avoid being the target of physical abuse.

The table on the following page summarizes examples of SRGBV described in interviews and focus group discussions conducted by the Safe Schools team during its first trip to Ghana. The table illustrates each category of abuse- psychological, sexual, and physical- with selected examples provided by participants.

**Table 1: Examples of “School-related Gender-based violence”\* as heard in interviews in Ghana**

	Girls	Boys	Both
<b>Psychological Abuse</b>	<ul style="list-style-type: none"> <li>• Boys tease girls when they menstruate for the first time. The girls leave school when this happens and are afraid they will be teased if they return.</li> <li>• Boys peek at girls in latrines and then tease them and draw pictures of them on the chalkboard.</li> <li>• There are problems with unwanted pregnancies. In some communities, the head teacher punishes pregnant girls.</li> <li>• Girls are expected to do chores in the classroom.</li> <li>• Boys pursue girls on the school grounds and this makes girls feel uncomfortable and vulnerable at school.</li> <li>• Girls are bullied by the boys and told that they are dumb.</li> </ul>	<ul style="list-style-type: none"> <li>• There is peer pressure for boys to have sex. Boys are teased when they do not have girlfriends.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are exposed to abusive behavior in the household, internalize the messages they receive, and convey them at school. One young boy told a female classmate, “if you don’t do it, then I will rape you.”</li> <li>• There is teasing and bullying between students. They give each other nicknames that do not make them feel good. The teasing and bullying can lead to physical fighting.</li> </ul>
<b>Sexual Abuse</b>	<ul style="list-style-type: none"> <li>• Female students are sometimes lured into a male teacher’s quarters when he makes her carry his books home for him.</li> <li>• There are cases where an HIV positive male teacher assaulted one or more female students and infected them with HIV.</li> <li>• Some girls get sugar daddies to help pay school fees. This may lead to pregnancy and dropout.</li> <li>• Boys pressure girls into sex with threats of beatings. This sometimes results in defilement or rape.</li> <li>• Parents sometimes push their daughters towards teachers because having a daughter marry a teacher would improve the family’s financial situation.</li> <li>• Girls who leave home to earn money for their dowries are sometimes raped on the streets and infected with HIV.</li> <li>• Teachers have sexual relationships with girls in their class and if she becomes pregnant she will have to drop out.</li> <li>• On the way to school, girls are raped by someone who they rely on (e.g. a taxi driver).</li> </ul>	<p>(There is a gap in terms of examples of SRGBV that affect boys. The UNICEF study on sexual abuse of children in Ghana reveals that a small percentage of boys are victims of sexual harassment and abuse. However, the SSP team either did not interview organizations that work with boys who are victims or people interviewed at the school level did not report sexual abuse of boys. This is an area that the SSP team will need to further investigate.)</p>	

<p><b>Physical Abuse</b></p>	<ul style="list-style-type: none"> <li>• Sometimes, teachers beat girls who accuse them of sexual assault.</li> </ul>	<ul style="list-style-type: none"> <li>• Boys fight with other boys and then the one who is being bullied does not want to come to school.</li> </ul>	<ul style="list-style-type: none"> <li>• If a child behaves badly, the teacher uses corporal punishment such as caning, making the child kneel in the corner, or pull weeds.</li> <li>• Some students are caned at a school assembly to make an example of them.</li> <li>• Excessive caning can cause a student to drop out.</li> <li>• Teachers have students cane or whip other students for misbehaving or for weak academic performance.</li> <li>• Some parents take their children to their teachers to be caned when they misbehave at home.</li> </ul>
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\*It is not clear yet whether some of these examples fit the definition of SRGBV as they need to be further explored.

## C. Programmatic Overview

The Safe Schools team met with a variety of stakeholders and key organizations to begin to identify complementary programs, potential partners for program implementation and individuals to serve in an advocacy network to address SRGBV. One of the objectives of the interviews with the key organizations was to learn about existing programs that address or could potentially address SRGBV at the national, regional, and community/school levels. At the national level, the Team met with representatives from the Ghanaian National Association of Teachers as well as government officials from MOEYS/GES including: the Girls' Education Unit, Teacher Education Division, and the HIV/AIDS Secretariat. The Team met with local NGOs that are working at the community/school level such as Action Aid and the Ark Foundation. The Team also met with international donors such as the World Bank, UNICEF, and USAID contractors (e.g. World Education) that are working in education, legal rights, and HIV/AIDS prevention.

In order to comprehensively address the issue of school-related GBV, there are three areas for program implementation: prevention activities, response activities, and reporting systems. Only one organization – the Ark Foundation – is currently implementing an SRGBV program. A few organizations, Ark, Action Aid, AWLA, and WISE engage in activities in the area of domestic violence. The majority of the organizations that SSP spoke with do not have programming in either SRGBV or domestic violence but offer programs in fields that are related or are of interest to those working in SRGBV: children's rights, girls' education, HIV/AIDS prevention, and gender. The following table provides a summary of the activities of interest that each NGO or governmental organization offers. This programming is classified according to three areas of SRGBV programming that they fall under. It is important to note that with the exception of the few organizations mentioned above, that programs are classified based on their *potential* to offer programming in one of the SRGBV areas.

With that caveat in mind, it is evident from this programmatic overview that there is a gap in terms of those organizations that provide or could potentially provide assistance to victims in the reporting of abuse and seeking redress. In addition, it is clear from the overview that there are few organizations that help to respond or could potentially help to respond to the problem of GBV through the provision of support services to the victims. Most of the organizations interviewed could most likely provide some type of prevention activity through various kinds of training and provision of curricula for stakeholders at the national, institutional and community level. However, the Team recognizes the need to reconnect with some of the organizations listed in the overview to gather more information on the potential for integrating prevention, reporting and responses activities into their on-going activities. The Team has incorporated the need for follow up with organizations in section VII.

## Programmatic Overview

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
<b>Accra Metro Education Office</b>	X	X		Accra	<ul style="list-style-type: none"> <li>▪ Trained 250 Girls Education Facilitators that are classroom teachers.</li> <li>▪ Invite community health providers to talk to girls to prevent teen pregnancy that positively affects retention.</li> <li>▪ Offer self-esteem programs to combat teen pregnancy.</li> <li>▪ Establish disciplinary committees to deal with inappropriate teacher behavior.</li> <li>▪ Provide Guidance and Counseling teachers to help address different needs of students.</li> <li>▪ Organize workshops for SMCs and PTAs and officers train them to assess whether schools are girl friendly.</li> </ul>
<b>Action Aid</b>	X			Tamale, Northern Region	<ul style="list-style-type: none"> <li>▪ Conduct advocacy to promote the passing of the Domestic Violence Bill.</li> <li>▪ Mainstream gender in their projects in food security, education, capacity building and good governance.</li> <li>▪ Organize Gender Awareness Programs in 11 Senior Secondary Schools.</li> <li>▪ Train teachers for gender clubs for 3 days (include HIV/AIDS).</li> <li>▪ Sponsor girls' camps where girls learn science and math and meet others including female role models.</li> <li>▪ Work with <i>kayayee</i> children (children who leave school to go to (e.g. Accra) to work).</li> <li>▪ Organize drama groups that give presentations in villages to promote positive messages and talk about harmful cultural practices.</li> <li>▪ Conducted research on gender violence, <i>Breaking the Silence</i>.</li> </ul>
<b>African Women Lawyers Association</b>	X	X	X	Accra	<ul style="list-style-type: none"> <li>▪ Provides a course for teachers on human rights laws affecting women such as domestic violence and child's rights.</li> <li>▪ Educates people about sexual harassment in the workplace and in academia.</li> <li>▪ Produced a domestic violence video and worked with WAJU to talk with women who were victims of abuse.</li> </ul>
<b>The Ark Foundation</b>	X		X	<ul style="list-style-type: none"> <li>▪ Central office in Achimota, Accra.</li> <li>▪ Legal Center in downtown Accra.</li> <li>▪ Shelter in the Eastern Region.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Piloted a Schools Project: provided training for parents, teachers, students (P1-JSS), and PTAs on human rights, child abuse, and how to seek redress for victims.</li> <li>▪ Established the Support to Survivors of Gender Violence and Child Abuse Program (CRCP).</li> <li>▪ Promotes the Sixteen Days of Activism. Ark visits communities and holds durbars (community meetings) to discuss GBV and child abuse and provides training to create a response team.</li> <li>▪ Conducts advocacy – work with the media on domestic violence bill.</li> <li>▪ Established the Women's Law and Human Rights Institute (WLHRI): provides training for women leaders, advocates, and trainers on leadership and women's rights.</li> </ul>

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
<b>Associates for Change</b>	X			Accra	<ul style="list-style-type: none"> <li>▪ Conducts research on SRBGV: Vivian Fiscian worked with Fiona Leach on <i>An Investigative Study of the Abuse of Girls in African Schools</i>.</li> <li>▪ Leslie Casely-Hayford worked with the Ghana Girl Child Education Enhancement Project that was a 7-year program in 6 districts in the North run by WUSC and funded by CIDA.</li> <li>▪ Forms part of the Girls' Alliance that is a collaborative effort of key stakeholders in Girls' Education.</li> </ul>
<b>Catholic Relief Service (CRS)</b>	X			Work in 10 TTCs across the country.	<ul style="list-style-type: none"> <li>▪ Trains teachers at TTCs.</li> <li>▪ Trains teachers at the school level.</li> </ul>
<b>Christian Children's Fund</b>	X			Tamale, Northern Region	<ul style="list-style-type: none"> <li>▪ Provides leadership training. Also provides training to boys and girls utilizing PRA to sensitize them to gender stereotyping and gender roles.</li> <li>▪ Conduct meetings with PTAs and work on issue of keeping teachers in rural areas.</li> <li>▪ Integrate gender into all programs in education, health, nutrition, water/sanitation and microenterprise development.</li> </ul>
<b>FAWE</b>	X	X		Based in Accra.	<ul style="list-style-type: none"> <li>▪ Works in girls' education, awareness creation, and sensitization. Work with communities, districts, and the girls themselves.</li> <li>▪ Promotes access and performance for girls and boys by creating community libraries and resource centers where students can do school work in the evening.</li> <li>▪ Form girls' clubs: conduct leadership training where girls learn to negotiate for safer sex.</li> <li>▪ Provide training on: life skills, sexuality, menstruation, HIV/AIDS, sexual abuse, and sexual harassment.</li> <li>▪ Provides a focal point/resource person who knows the girls in the community (usually a teacher volunteer).</li> <li>▪ Provides vocational training for girls post JSS.</li> <li>▪ Carried out a baseline study on the effects of menarche.</li> <li>▪ Facilitates dialogue with opinion leaders (e.g., chiefs, queens) who have clout to institute by-laws.</li> </ul>
<b>GES/Girls' Education Unit</b>	X			Works in all of the regions and districts.	<ul style="list-style-type: none"> <li>▪ Published A National Vision for Girls' Education in Ghana and a Framework for Action.</li> <li>▪ Provides a national Best Teacher award and each district selects one.</li> <li>▪ Organizes trainings on gender sensitization for school administrators.</li> <li>▪ Conducted a study using action research with teachers on improving girls' self esteem.</li> </ul>

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
<b>GES/School Health Education Program (SHEP)</b>	X			Based in Accra and works across the country.	<ul style="list-style-type: none"> <li>▪ Works with UNICEF to provide gender sensitive and safe toilet facilities as part of their mandate.</li> <li>▪ Provides first aid kits to the schools, but there are no provisions for girls when they are menstruating.</li> </ul>
<b>GES/Teacher Education Division (TED)</b>	X			Accra and across the regions	<ul style="list-style-type: none"> <li>▪ Provides Access courses for girls applying to the teacher training colleges to help them pass the entrance exam.</li> <li>▪ Provides an orientation regarding HIV/AIDS for student teachers in 3<sup>rd</sup> year at TTCs.</li> <li>▪ Integrates gender sensitization across the curricula in the TTCs.</li> <li>▪ Trains teachers to use child-centered teaching approaches and know how to engage girls equally as boys in the classroom.</li> </ul>
<b>GNAT - Ghana National Teachers' Association</b>	X			Based in Accra and has regional and district coordinators.	<ul style="list-style-type: none"> <li>▪ Disseminated information to teachers regarding the domestic violence bill.</li> <li>▪ Raises the awareness of female teachers towards gender issues.</li> <li>▪ Conducted research in six districts in different regions on sexual abuse: found that female students had been defiled and raped by teachers as well as by pupils. Many of the cases resulted in pregnancy or dropout for the girl.</li> <li>▪ Mobilized own gender clubs that it finances. Plans to train 100 female teachers to organize gender clubs.</li> <li>▪ Produces Gender Policy newsletters and handouts/ brochures (on violence, STD's, etc.)</li> <li>▪ Developed a gender policy for GNAT that is pending approval by the general secretariat.</li> </ul>
<b>HIV/AIDS Secretariat</b>	X		X	Based in Accra and works across the country.	<ul style="list-style-type: none"> <li>▪ Coordinates and mobilizes HIV/AIDS response across the education sector (all 17 agencies).</li> <li>▪ Developed the HIV/AIDS workplace manual that was disseminated across the agencies.</li> <li>▪ Planning a TOT (for 140,000 teachers) on the new curriculum for integrating HIV/AIDS into all curricula from primary through tertiary.</li> <li>▪ Trains Circuit Supervisors on HIV/AIDS prevention who serve as trainers for the schools in their area and monitor implementation in each school.</li> <li>▪ Produced a manual on HIV/AIDS to be disseminated to all NGOs that work in schools.</li> <li>▪ Provides in collaboration with SHEP training for 10 regional coordinators and 110 district level coordinators for school health.</li> </ul>

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
Peace Corps	X			Throughout Ghana	<ul style="list-style-type: none"> <li>▪ Volunteers work in communities on health programs.</li> <li>▪ Volunteers also work as teachers in high schools.</li> </ul>
QUIPS-Quality Improvement in Primary Schools-CSA-Community Schools Alliance (EDC)	X			CRS implements QUIPS in the North	<ul style="list-style-type: none"> <li>▪ Supports teachers and communities to become active.</li> <li>▪ Provides a District Grant mechanism to support community involvement-GES distributes \$10,000 (from USAID) to 20 districts to work at community level with PTAs, SMCs, traditional leaders and DEO management.</li> <li>▪ Recruits graduates each year and provides training for 30 days (PLA, adult ed, etc.).</li> <li>▪ Provides school performance implementation plans and monitoring through PLA assessment to strengthen communities.</li> </ul>
RAINS; Regional Advisory Information & Network Systems	X			Tamale, Northern Region	<ul style="list-style-type: none"> <li>▪ Did participatory research on girl child –found out access linked to safety.</li> <li>▪ Works with district committees.</li> <li>▪ Provides support for teachers. Trains JSS female grad to teach - called Pupil Teacher.</li> <li>▪ Built hostels in Gushiegu district where girls live in order to be able to continue their education due to a lack of safety.</li> <li>▪ Works with ILO to identify and work with girls out of school (foster girls; girls leading blind parents).</li> <li>▪ Implements skills training to encourage youth not to leave home to go work in south – e.g. Accra.</li> <li>▪ Provides training for single moms and on-site childcare.</li> <li>▪ Provides peer health program to raise girls' awareness about reproductive health.</li> </ul>
SAGE	X			Eastern Region	<ul style="list-style-type: none"> <li>▪ Works in 20 communities to promote girls' enrolment, retention and completion.</li> <li>▪ Trains PTAs and SMCs (particularly women who need leadership skills).</li> <li>▪ Places a girls' education facilitator in each school who works with girls in girls' clubs.</li> <li>▪ Developed a girls' education handbook for teachers.</li> </ul>

Organization Name	Type of Program			Location	Description of Program
	Prevention	Reporting	Response		
UNICEF	X			Based in Accra	<ul style="list-style-type: none"> <li>▪ Conducted a study, <i>Sexual Abuse of School Children in Ghana</i>.</li> <li>▪ Provides TOT for teachers on child rights and how to teach children to protect and defend themselves - for in and out of school children.</li> <li>▪ Developed a manual with CRDD on children's rights.</li> <li>▪ Supports CRDD with the development of Life Skills curriculum for use in schools.</li> <li>▪ Conducts a child protection activity: provides role models in schools that children can talk with and promote girls clubs (through FAWE and GES).</li> <li>▪ Developed with CRDD a manual on integrating HIV/AIDS throughout school curricula.</li> <li>▪ Works with families and communities to promote child safety.</li> <li>▪ Works with GES to develop school improvement plans.</li> </ul>
Volunteer Services Overseas (VSO)	X			Based in Accra. Places volunteers in Accra, Northern Region, Cape Coast and elsewhere.	<ul style="list-style-type: none"> <li>▪ Provides capacity building of teachers by helping build planning, management, and implementation skills.</li> <li>▪ Works with National Service Scheme (NSS) to improve teacher support at secondary schools.</li> <li>▪ Improves literacy and numeracy through school-based support and innovative teaching.</li> <li>▪ Works with local teachers to set up Student Peer Clubs that address sexual behavior and convey messages to help prevent HIV/AIDS.</li> <li>▪ Identifies and addresses problems leading to girls' dropout.</li> <li>▪ Encourages community involvement in education.</li> <li>▪ Partners with the African Youth Alliance to support volunteers in schools.</li> <li>▪ Conducts sensitization/mobilization by holding plays and follow-up discussions, and action groups.</li> </ul>

Organization Name	Types of Programs			Location	Description of Program
	Prevention	Reporting	Response		
<b>Women's Initiative for Self Empowerment (WISE)</b>	X		X	Accra	<ul style="list-style-type: none"> <li>▪ Conducts advocacy and works with the media on gender violence and advocates for changes in legislation and public opinion related to the treatment of survivors.</li> <li>▪ Provides confidential support services to survivors of violence through the Gender Violence Survivors Support Network (GVSSN).</li> <li>▪ Offers training and development programs: recruits, selects, trains, and supports "crisis support teams" to offer crisis intervention and services to survivors of violence.</li> <li>▪ Currently setting up an organization focused on men and boys and breaking the cycle of violence.</li> <li>▪ Instrumental in starting the Coalition Against the Sexual Abuse of Children that is a coalition of practitioners who work with child survivors.</li> <li>▪ Provide in-depth individual counseling and group therapy for women.</li> </ul>
<b>World Education – SHAPE Project</b>	X			Work in the following regions: Volta, Eastern, Greater Accra, and Ashanti.	<ul style="list-style-type: none"> <li>▪ Conducted baseline survey that looks at HIV/AIDS prevalence, as well as how common sexual abuse is in schools and who has experienced it.</li> <li>▪ Provides training for pre-service teachers on HIV/AIDS or youth-friendly counseling and developed a training manual called SHAPE.</li> <li>▪ Provides testimonials of people with HIV/AIDS in schools.</li> <li>▪ Works with anti-AIDS clubs, Family Life Education Clubs, the Say it Loud Club, and the HIV/AIDS Control Program.</li> <li>▪ Works with PTAs at the school level and provides capacity building for parents who will be leaders on preventing the spread of HIV/AIDS.</li> </ul>
<b>The World Bank</b>				Based in Accra	<ul style="list-style-type: none"> <li>▪ Reviews annually The Education Strategic Plan for 2003-2015 with all of the stakeholders in education including the government and development partners.</li> <li>▪ Was reported by HIV/AIDS Secretariat that WB would fund teacher training on integration of HIV/AIDS into the curriculum.</li> <li>▪ Supported the development of school health tools in Ghana using the Focusing Resources on Effective School Health (FRESH) model.</li> <li>▪ Reviews curriculum to ensure that it is child centered and free from gender stereotyping.</li> <li>▪ Supports the National Functional Literacy Project to address the most deprived people.</li> <li>▪ Will start a new project to strengthen the management of the MOEYS and GES.</li> </ul>

## **V. Gaps/Issues and Recommendations**

The following section is based on a summarization of gaps/issues and recommendations as reported by NGO staff, Ghana educational personnel, local schoolteachers and parents interviewed (refer to interview notes Appendix E). The Safe Schools team augmented these issues and recommendations based on global literature on best practices. Seven priority issues were selected from the data for focus in next steps. The priority issues were selected for a variety of reasons: those most suited to Safe Schools mission and scope; those issues most often identified by interviewees; those that meet global recommendations for school-related GBV programs; and those best suited to provide a holistic response. A guiding principle for the Team was to build on what exists without “reinventing the wheel,” with a particular focus on current USAID priorities and programs.

For each priority issue there is a paragraph describing the issue illustrated with examples of what the Team heard, then bulleted recommendations, followed by programmatic recommendations. The programmatic recommendations are based on the gaps and issues identified, general recommendations and identification of programs that work in Ghana as told to the Safe Schools team, global recommendations from the literature review and the programmatic assessment conducted by the Team.

### **A. Overarching Recommendations**

In addition to the seven priority programmatic issues, three recommendations stood out for their broader impact across programs. These are:

- Plan for a complex response;
- Put systems of support in place before encouraging victims to come forward; and
- Work with men and boys.

#### **1. Plan for a complex response.**

Virtually all of the literature both internationally and domestically on school related GBV as well as GBV in general recommends the same thing: that one take a holistic, multi-sectoral and multi-leveled response. Violence is an issue with many roots and many branches: its causes are many – poverty, unequal power relations, gender inequality and discrimination to name a few - and its impact great - lowered educational achievement, enrolment and retention as well as negative health outcomes such as pregnancy, sexually transmitted infections and HIV/AIDS. To address the issue, three areas of programming must be developed:

- *Prevention programs* including training for students, parents, communities and teachers, programs for redefining gender relations and norms of masculinity and femininity that put children at risk;
- *Response networks*, including services and referral systems for psychological counseling, medical support and services, and legal aid for victims and their families; and

- *Reporting systems* including policies, procedures and personnel from the policy level down through the schools to the local communities and police.

In addition to needing to work at multiple levels in order to provide comprehensive prevention, response and reporting systems, this multi-leveled, holistic response is needed in order to create an enabling environment for positive behavior change. The global recommendations and literature’s call for a holistic, integrated response is reflected in the Safe Schools model and was echoed in the recommendations of the interviewees:

- Build on what already exists and use existing structures;
- Take a bottom up approach rather than top down;
- Take an integrated, holistic approach;
- Work at all levels: national, district, ground and traditional levels;
- Match policies with implementation.

**Programmatic Recommendation:**

Accordingly, the seven priority issues, listed in Section B beginning on page 30, were selected for their ability to lay the groundwork for a holistic, multilevel program addressing prevention, response and reporting of school-related GBV as well as to create an enabling environment for sustainable behavior change and the creation of healthy gender equitable relationships.

**2. Establish systems of support before encouraging victims of school-related gender-based violence to come forward.**

The implications of this recommendation for program planning for the Safe Schools program are large. Clearly, Safe Schools will not be able to provide the range of services that a victim of SRGBV might need whether medical, psychological or legal. SSP may only focus on providing psychological support and counseling in the schools. However, in keeping with the desire to build on what exists, SSP can partner with organizations that do provide comprehensive response and support services to which victims can be referred. This is particularly true in the areas of medical and legal support.

This recommendation has an ethical genesis with logistical implications. As noted by International Planned Parenthood Federation (IPPF),<sup>26</sup> “Researchers, policy-makers and health workers working with survivors of GBV may, in order to raise awareness of GBV, unintentionally increase the risk of violence experienced by women. Without sensitivity and attention to confidentiality and safety of the individual, survivors of violence may be put in both physical and psychological danger.” A victim’s willingness to share her/his experience with GBV has a reciprocal responsibility from the programmer/researcher to offer comfort in the form of counseling, medical and/or legal services to assuage and address that pain. While the information and insights gained from individual examples of experiences with gender-based

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<sup>26</sup> International Planned Parenthood Federation, “Gender-based Violence: An Impediment to Sexual and Reproductive Health”, *The Ethical Dimension of Gender-Based Violence* (IPPF, November 1998): Section 1.4.

violence are critical for planning purposes they also bring with them an ethical obligation to provide support services to the victims of school-related gender-based violence. This was echoed in the interviews in Ghana:

- Ensure that support is in place before encouraging children to report abuse;
- Work with many partners to establish a net of support for encouraging victims to come forward; and
- Make sure that programs are in place and that there is something to offer people before bringing these issues up and raising expectations.

Additionally, SSP will need to layer its activities in any given community in such a way that support for the victims of GBV has been planned for before actually beginning work at the individual level with boys and girls resulting in victims of GBV coming forward. The first two layers of work (i.e. reporting and response activities) can be carried out simultaneously but, at a minimum, basic *services* for response and reporting will need to be identified and offered before prevention activities begin. This does not mean that all systems of support and reporting have to be in place in any given community or across Ghana before any work can begin at the individual level; but rather that services have to be offered at any given activity where victims may come forward or in any given community where work at the individual level is beginning.

Community work will begin after layers one and two are initiated but before they are completed. Initial work at the community will take the form of Participatory Learning and Action (PLA) and focus not only on how SRGBV plays out within a given community but also how the community will address response, reporting and prevention activities. Counseling services will be made available even at these initial PLA activities in anticipation that these discussions may provide an opportunity for victims to come forward.

*Layer one:* Support services (primarily *response* activities): these include identifying partners for referral for medical and legal aid as well as systems for referral within the school system and how those can be used. Before the initial PLA/PRA activities take place, SSP will need to identify and make available at these activities counseling services and referral for legal and medical services as needed. It will also probably include the training of Guidance Counselors (and possibly school health officers and local service providers) to be the first line responders for school-related gender-based violence. They will need to be trained, and systems of support and retention for Guidance Counselors will need to be clarified/adapted/created.

*Layer Two:* Code of Conduct and Related Activities (primarily *reporting* activities): these activities range from clarifying the Code of Conduct and coming up with systems for reporting abuse; to investigating abuse and disciplining violators; to training head and other teachers in the code and what it means to them and how to access and use the new systems for identifying and reporting abuse.

*Layer Three:* Activities with communities, parents and children to raise awareness and call to action (primarily *preventive* activities): The primary function of these activities will be to prevent SRGBV by working with communities and parents and children to understand what constitutes

abuse, the rights of children and how to report abuse. Programming at the level of the children will focus on these plus how to form healthier and gender equitable relationships. In the process of working on better, healthier relationships, and understanding what constitutes abuse and children's rights, it is inevitable that victims of SRGBV will come forward. When they do so, Safe Schools must be ready with a response system.

### **Programmatic Recommendation**

In general, Safe Schools will follow up with the Ark Foundation and WISE which offer support to child victims of abuse to better understand the scope of support required and the systems needed for referral in terms of psychological, medical and legal services. In preparation for interviewing children, Safe Schools will seek out Ark and WISE and other organizations to ask their support in providing on-site counseling during and after interviews as well as referrals for additional services.

### **3. Work with men and boys.**

The Safe Schools Program is more closely examining the *gender* aspect of gender-based violence by trying to understand how the gender roles and relationships between women and men or boys and girls and the societal structures that support them may contribute to GBV. Global data clearly shows that the preponderance of GBV is committed by boys/men against girls/women. SSP is not suggesting that work be done with boys *instead of* girls but *in addition to* working with girls.<sup>27</sup> But as noted in the literature review “while girls are subjected to gender violence more frequently, often in severe forms and with more severe consequences, boys are also vulnerable.”<sup>28</sup> SSP proposes not to look simply at boys and men as perpetrators of violence nor as strategies for improving girls' lives but rather as partners with girls and subjects of rights.

While it may be understood that notions of femininity put girls at risk by emphasizing a norm of passivity for girls, there is less understanding about notions of masculinity that emphasize a norm of aggressiveness or hyper sexuality for boys. Research in Brazil, for example, “suggests that gender-based violence is often part of the ‘sexual’ or ‘gender scripts’ in which dating and domestic violence are viewed as justifiable by men”<sup>29</sup> Boys are harmed by gendered notions of what is normal and masculine. Boys may engage in sexual activity before they are ready or engage in risky behaviors such as sexual activity with multiple partners or unprotected acts of intercourse or just risky behaviors in general, in order to fulfill societal norms for masculinity. “Studies from around the world find that young men often view sexual initiation as a way to prove that they are ‘real men’ and to have status in the male peer group.”<sup>30</sup>

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<sup>27</sup> Instituto PROMUNDO, “Guy to Guy Project: Engaging young men in violence prevention and in sexual and reproductive health,” <http://www.promundo.org.br/> (accessed March 1, 2004).

<sup>28</sup> USAID (EGAT/WID), *Unsafe Schools: A Literature Review of School-Related Gender-Based Violence in Developing Countries*. (Arlington, VA: Development & Training Services, Inc. (DTS), 2003).

<sup>29</sup> Instituto PROMUNDO and Instituto NOOS, “Men, gender-based violence and sexual and reproductive health: a study with men in Rio de Janeiro/Brazil,” <http://www.promundo.org.br/> (accessed March 1, 2004).

<sup>30</sup> Instituto PROMUNDO, referencing W. Marsiglio, “Adolescent male sexuality and heterosexual masculinity: A conceptual model and review,” in *Journal of Adolescent Research* 3, nos.3-4 (1998): 285-303.

In addition, these norms for what are masculine can be enforced by acts of bullying by other boys, taking the form of either psychological or physical abuse. Further, boys may be subject to higher rates of physical abuse (excluding sexual abuse) in the home than that of girls.<sup>31</sup> So this project will look not just at gendered norms for girls but for boys as well and how these norms affect GBV and the development of healthy relationships.

Global recommendations on the need to work with men and boys are clear:

Male and female pupils need to be encouraged to develop greater understanding and more constructive and consensual relationships, and to discuss gender roles and gender identity openly; boys need to be encouraged to take on less aggressive roles and to ensure that they are not always portrayed as the oppressor (which risks alienating them further.)<sup>32</sup>

...eliminating gender violence needs the involvement of boys and men (including in an educational context male pupils and male teachers), who must be encouraged to engage in an analysis of power in gender relations in both the private and public arenas, to reflect on changing their own behavior, and to offer themselves as positive role models and mentors for others. At the same time, it is clear that mobilizing men to work towards gender equity will only be successful if men see benefits to themselves as well as to women.<sup>33</sup>

Addressing power imbalances between men and women is central to preventing gender violence, and this process must begin in schools. Successful efforts must include both boys and girls. The lives of girls/women and boys/men are intimately interwoven, and working only with girls is, at best, only half a solution. Framing the issue in the polarizing language of girls versus boys, victims versus perpetrators, only exacerbates an already difficult situation and masks the complexity of the dynamics of gender and power. Education is not a zero sum game. Working with girls and boys – sometimes together and sometimes separately depending on the social context – is the only way to implement approaches that can truly reshape the construction of gender roles. This transformative approach (Gupta 2001) is key to long-term success.<sup>34</sup>

However, what the SSP team heard in Ghana reflects more the gap in working with boys rather than the global recommendations. More specifically, what the Team did not hear more accurately reflects the gap. Mostly the Team heard nothing about boys except as perpetrators. In fairness, this was probably partly due to the types of people with whom the Team spoke. Many were NGO/government staff implementing or staff/parents of schools participating in girls

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<sup>31</sup> Instituto PROMUNDO and Instituto NOOS, 6.

<sup>32</sup> Fiona Leach and others, *An Investigative Study of the Abuse of Girls in African Schools* (United Kingdom: DFID, 2003).

<sup>33</sup> Fiona Leach and others.

<sup>34</sup> USAID (EGAT/WID), *Unsafe Schools: A Literature Review*, 27.

education programs. These people are trained to look at ways in which girls are constrained from participating fully and benefiting fully from the educational system. They are used to working with and thinking about girls. So it is likely that they would not have much to say about boys. When prompted, many said that working with boys would be a good idea. But most thought so from a perspective of boys as perpetrators of violence. One organization - Action Aid - did talk about the need to work with boys in gender clubs in order to challenge gender norms and promote equity. Nearly all groups acknowledged boys as a gap. Several interviewees noted that there were increasing complaints from parents and boys themselves regarding the fact that all of the programs are designed for girls and none are targeted for or include boys.

## **Programmatic Recommendation**

It is unclear what the role of boys as perpetrators and *especially as victims* of school-related gender-based violence in Ghana is. Just as it is unclear how specifically girls in Ghana experience psychological, physical and sexual abuse in the school setting, it is also unclear for boys. On the second trip to Ghana as SSP moves further in defining school-related GBV in Ghana by talking with students, it will be important to carefully craft questions to better understand the types of violence that boys face in schools as well as their role in perpetuating violence against both girls and other boys. In general, the Team will need to carefully consider the needs of boys and how best to meet those at all levels of programming. It will be important to develop programs for boys that help them to redefine notions of masculinity that can put themselves and others at harm. One example of such a program that the Team will need to follow up with is Action Aid's gender clubs with boys and girls. It will be useful to identify existing programs for boys so as not to create new structures.

## **B. Gaps/Issues, Recommendations and Programmatic Response**

### **1. Lack of visibility of school-related gender-based violence on the national agenda.**

#### ***The issue/gap:***

At the national level, the issue of school-related gender-based violence does not appear to be on the national agenda. At the MOE level, the issue is mentioned under two policy objectives: i) Equitable Access to Education Objective 15: Strengthen the Girls Education Unit; and ii) Quality of Education Objective 14: Identify and Promote STD/HIV/AIDS Prevention and Support at All Levels of Education. In both instances, SRGBV is only detailed as sexual harassment or bullying of girls by male pupils or teachers. The issue of SRGBV was not apparent in the national media and very few NGOs are working on the issue; only one NGO has a program dedicated to the problem. Although teachers and parents are aware of the issue, they are confused about what can be done or what options are available. While the SSP Team identified only one NGO with a dedicated program to addressing SRGBV, it is possible that there are more NGOs, communities, and schools working on the issue in the areas of prevention, reporting and response services and this will need to be investigated further.

There was a great deal of debate and media attention being paid to the introduction of the Domestic Violence Act 2003. It is divided into three parts: Part 1: Domestic Violence wherein domestic violence is defined following the definition used in the Declaration on the Elimination of Violence Against Women, the procedure for filing a complaint is detailed as well as the role that the police play in receiving a complaint; Part 2: Civil Protection Orders covers all issues related to the issuance of a Protective Order; and Part 3: Miscellaneous Provisions covers the relationship of the bill and the Criminal Code. Most of the content of the bill would not appear to be controversial. However, the majority of the debate and publicity regarding the bill was focused on the one provision that did appear to generate controversy: the criminalization of rape within marriage. The relationship between this bill and SRGBV needs to be further explored. However, in some conversations it was stated that this bill would affect the definition of defilement since a child is defined as being younger than 18. There are also provisions in the bill that cover the police and court official training, education and counseling of victims and perpetrators, creation of shelters, social welfare services and free medical treatment. All of this may have implications in terms of setting up referrals within the school system for reporting abuse and referring to legal, medical or counseling services.

While there did not appear to be advocacy going on in the area of SRGBV, there was significant advocacy being carried out in relation to the Domestic Violence Act. Several of the organizations that SSP met with were very active in these advocacy efforts. All were members of the Gender Violence Survivor Support Network (GVSSN) that hosted a strategy workshop in March for organizations interested in advocating for the passage of the bill. Some of the organizations that participated and that the Team met with include the Ark Foundation, WISE, Action Aid, GNAT, FIDA and AWLA. Due to their work in the GVSSN, many of these organizations and their work will be mentioned below in the programmatic recommendations under each issue/gap.

At the national level, the Ministry of Education has outlined strategies in the Education Strategic Plan (ESP) to address issues related to SRGBV that affect girls. Included in the Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis of the *Education Strategic Plan for 2003 to 2015, Volume 1 Policies, Targets and Strategies* under weaknesses in the area of “Access and Participation to Education and Training” are “gender concerns” and “child abuse”; and under threats to “Health and Environmental Sanitation” is “increased vulnerability of female learners as they suffer from child abuse, or partake in ‘transactional sex’ to enable the purchase of basic items.”<sup>35</sup> This SWOT analysis incorporated the findings of the October 2002 *Education Sector Review* and was used to guide the formulation of the ESP.

In the Strategic Framework of the ESP there are many strategies that support the recommendations that SSP makes here and in the issue areas detailed below. Among them:

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<sup>35</sup> Ghana Ministry of Education Youth and Sports (MOEYS), *Education Strategic Plan for 2003 to 2015, Volume 1 Policies, Targets and Strategies*. (Accra, Ghana: 2003).

“Develop and circulate information, education and communication (IEC) plan to encourage community involvement.”

“Encourage the establishment of girls’ clubs and promote the use of role models, both within schools and communities.”

“Eliminate gender stereotyping in teacher preparation and in teaching materials.”

“Provide ongoing training to all GEU staff on community mobilization, guidance and counseling...”

“Coordinate GEU and Guidance and Counseling (G&C) to establish procedures and systems related to girls education – e.g. to sanction sexual harassment or bullying of female pupils/students by male peers.”

“Ensure that there is potable water within 500m of all school sites and that there are adequate sanitation facilities on site (especially for girls and women) at all pre-tertiary institutions.”

“Provide guidance and counseling systems in schools which provide support and assistance to pupils experiencing problems such as sexual harassment or bullying, including that of girl pupils by male peers and/or teachers.”<sup>36</sup>

All of the above strategies were either on-going from the previous ESP or have start dates of 2003 or 2004.

Among the NGOs with whom the SSP team spoke, many were well aware of the issue of school-related gender-based violence but most, with a few exceptions, were not working directly on the issue. This was true even for NGOs that were working on directly related issues such as girls education programs dealing with girls’ enrolment, retention and dropout issues. Almost all of the teachers interviewed mentioned SRGBV either spontaneously or when prompted as an issue that would make a girl feel uncomfortable. One head teacher shared her experience as a victim of SRGVB at the hands of a teacher when she was a student. The issue also came up in almost every meeting with parents, PTAs and SMCs. Yet, with only one or two minor anecdotes, the Team heard of no programs or instances of students, parents, PTAs, or teachers dealing effectively with an instance of SRGBV. No one spontaneously raised the issue of boys as victims of SRGBV yet the Team heard many examples of caning, fighting, teasing and bullying of boys. None identified these examples as SRGBV. In none of the meetings with teachers was there clarity on what to do when faced with a case of GBV especially one involving a fellow teacher. The Team heard as many ideas of what “should” be done as there were teachers present.

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<sup>36</sup> Ghana MOEYS, 21, 23, 23, 23, 23, 27, 28.

The need for taking a social mobilization response as defined and shown graphically on page six is reiterated in the recommendations heard in Ghana. The three main components of a social mobilization response are advocacy, community mobilization and behavior change communication (BCC). Recommendations related to advocacy and BCC at the national level are addressed below. Community mobilization recommendations are under issue five and BCC at the individual level falls under issue seven.

***Recommendations for getting SRGBV on the national agenda:***

- Form a national network of advocates.
- Hold a national meeting with stakeholders that may be working on this issue or related issues.
- Involve the media at multiple levels.
- Work with existing coalitions and committees such as the Ghana National Coalition on the Rights of the Child, the Ghana Committee on Children, the Gender Violence Survivor Support Network.
- Compare national policies with actions on the ground.
- Work with the District Assemblies to influence policies and laws.
- Engage in policy advocacy and reach out to those needed for providing support to victims.
- Advocate with service providers to ensure victims are offered comprehensive services.

***Promising Programs/Organizations to address this issue:***

There were no coalitions or advocacy groups conducting advocacy on the issue of SRGBV. However, there are several groups and organizations and one network that have similar issues or missions that would be sympathetic to the issue of SRGBV and require follow up. The network is the GVSSN many of whose members have experience in advocacy efforts for the Domestic Violence Bill. Several organizational members of the GVSSN would be good institutional members of an advocacy network on SRGBV. Those include: Action Aid, African Women Lawyers Association (AWLA), the Ark Foundation, and the Women's Initiative for Self Empowerment (WISE). There are numerous other institutions that could be good members of an advocacy network such as the Ghana National Association of Teachers (GNAT), the National Union of Ghana Students (NUGS), the Forum for African Women's Education (FAWE), and numerous governmental agencies such as the Ghana Educational Service, the Girls Education Unit, the HIV/AIDS Secretariat, the School Health Education Program, the District Education Offices and the Women and Juvenile Unit (Waju). This list is not a complete one, as the Team did not speak, for example, with members of the media or with religious leaders.

There will need to be a core group of advocates committed to this issue. The Team began to identify some of these leaders on the trip. Once a core group is identified then the first step will be to hold advocacy training and a strategy meeting. Part of that meeting will entail conducting a power mapping exercise to see who might be good partners in different activities in the effort. This is a good opportunity for organizations or governmental agencies that cannot dedicate huge

amounts of time to be involved in effective ways. There will be a BCC strategy developed and a media strategy for effectively communicating the issue and impact of SRGBV in Ghana. All of these will be parts of an overall advocacy strategy that prioritizes the advocacy issues related to SRGBV as identified by the advocacy team and as heard on this first Ghana trip.

## **2. Lack of systems and procedures for implementing code of conduct.**

### ***The issue/gap:***

The Code of Professional Conduct of the GES applies to the teaching and non-teaching personnel of the service. GNAT has also adopted the code for its members and employees. Section 27 of the code states that: “No teacher shall indulge in immoral relations with a pupil or student in his own school or in any educational institution in which he performs any official duties. This may result in disciplinary proceedings being taken against the offender.”<sup>37</sup> Under the GES code of conduct, sexual offences are a major misconduct and stipulate a variety of penalties based on the severity of the offence that can include for example suspension, reduction in salary or rank, or termination. There are District and Regional Disciplinary Committees that are responsible for the application and the enforcement of the code.

While the policy exists to ban GBV against students, the overall systems of support and response to victims of GBV are weak or not functioning from the national level down to the local school level and these present many obstacles for those who try to support victims of GBV. Because there is a lack of policy protocol that determines what action is to be taken by whom when a child is abused, the cases often go unreported. There is a gap in the knowledge of the law and the practical side of how a teacher or head teacher should respond to cases of GBV and child abuse. There is no teacher or head teacher handbook on the issue. Some stated that in the past, it was more difficult to enforce the code of conduct because head teachers and GNAT tended to cover up or not report cases of abuse or GBV committed by teachers. There is a lack of support from the policy level down for guidance counselor teachers to report cases of abuse especially since head teachers wield a lot of power. Head teachers in some cases perpetuate traditional norms that condone rape or defilement of a young girl; for example, after attempted rape by an assistant headmaster, he offered to take the girl as a second wife.

Various stakeholders face the following problems in addressing cases of abuse. The SSP team learned that when cases are taken to the police, often times they are not officially recorded. Individuals at the school level such as parents, Guidance Counselors, teachers, etc. who try to intervene in cases of abuse are sometimes blacklisted. The system discourages taking action against the perpetrator of violence. This is evident by the fact that there is no protection for students who report abuse and there is a lack of support from authorities and the community. The girls fear further beatings by the perpetrator of abuse if they report the case. In some cases this has happened, for example when a victim was made to give testimony in front of her attacker who beat her in front of members of the PTA, SMC, etc. and the teacher was not disciplined for

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<sup>37</sup> C.K. Brown, *Sexual Abuse of School Children in Ghana* (Center for Development Studies University of Cape Coast, Ghana: UNICEF, June 2003).

his actions. In general, there seems to be a gap in the school/community response to cases of abuse, and only in extreme cases do the disciplinary committees, local government, or welfare officers intervene to help students.

In regards to the teacher's code of conduct, there is a lot of ambiguity on the issue of caning in school. The Ghana Education Service in the mid-70s issued a directive that only school heads could use the cane as a form of punishment. However, this policy has not been strictly enforced, particularly in rural areas. Supposedly "supervised caning" is allowed that requires teachers to follow certain procedures and fill out paperwork however, it is clear that it is ambiguous as to what is acceptable and as a result there are cases of excessive caning of female and male students by both female and male teachers. No one seems to be clear on the policy of corporal punishment, therefore, at the school level, it often times is left to head teachers to interpret and implement the policy with little monitoring of their authority on the issue.

***Recommendations – Address gaps in the code of conduct:***

- Provide guidelines to schools regarding the *code of conduct* that:
  - a. clarify the code of conduct so that directives such as caning are not ambiguous;
  - b. specifically prohibit GBV in schools; and
  - c. detail the appropriate response of school staff to allegations of rape, harassment, etc.
- Conduct more and better training on the code of conduct.
- Consolidate and disseminate guidelines for teacher behavior.
- Develop a handbook for head teachers on conditions of service for teachers.
- Develop in-service teacher training programs on the prevention of, and response to, GBV in their schools that helps teachers to see themselves as protectors of children.
- Work with parents to help them institute sanctions against a teacher.
- Work with District Assembly leaders to devise prevention, reporting and response measures to ensure safe and welcoming environments at schools.

***Promising Programs/Organizations to address this issue:***

The SSP team in their meetings with representatives from GES, GNAT, and other local NGOs learned of only one program working in the area of training for school personnel on some of the code of conduct but none working on enforcement of the code of conduct at the school level. The one program that addresses some of the code is the SHAPE program implemented by Safe Schools partner, World Education. That program, through its *Window of Hope HIV/AIDS Curriculum for Teacher Training Colleges in Ghana*, does have sessions on teacher ethics and sexual harassment and abuse that reference the code of conduct but is not specific training on the code. This lack of training on the code and enforcement of the code is a major gap in addressing the problem of gender-based violence in schools. Therefore, it is recommended that the code of conduct be incorporated in pre-service training as a separate module.

One local NGO, the Ark Foundation, while not specifically addressing the code of conduct, has a promising pilot project in the Ga District where they work in ten schools and train stakeholders (parents, teachers, students) on human rights, child abuse, and how to seek help and redress for

victims. They have also developed a training manual for teachers and head teachers on these subjects. They also provide support services to victims of abuse and they have had a few cases in the schools in which they worked in the Ga District where teachers have brought students to their organization to seek help for various types of abuse encountered. Because they are already providing training on abuse and what to do when abuse is discovered, the Ark Foundation can serve as a resource for working with the GES to develop training and guidelines on the proper procedures for reporting, documenting, and handling cases of abuse.

### **3. Gap in support services for victims of GBV.**

#### ***The issue/gap:***

At the national level in Ghana, it was reported that there are gaps in the overall systems of support and response to victims of violence including police, hospitals, schools (e.g. guidance counselors), shelters/safe houses, etc. There is minimal support in terms of counseling or medical attention provided to victims by the state. Government institutions that are supposed to provide support such as the Ministry of Manpower and Social Welfare have been weakened, therefore the social welfare officers at the district level do not have the resources they need to handle cases and these are not effective in supporting victims of violence. Other institutions such as the Women and Juvenile's Unit (WAJU) have received training to handle victims of violence but they are overwhelmed with cases and cannot handle the demand for such services. Policy work is crucial in order to hold people accountable and enforce a larger system of response because the current supports do not function.

Guidance counselors appear to be ineffective in the area of mentoring and counseling for boys and girls. There is a policy in which a teacher is supposed to be appointed as a guidance counselor at each school, but in many cases they are absent altogether in the schools. Teachers who are designated as guidance counselors assume this role in addition to their normal teaching responsibilities and they receive little or no training to be a guidance counselor. There is a high transfer rate of teachers, therefore guidance counselors who leave are replaced by teachers who may not receive any training at all.

#### ***Recommendations – Address gaps in support services:***

- There are two areas in which support services need to be offered to victims of violence that includes:
  - a. Referral to external support services through NGOs such as the Ark Foundation. (See promising programs/organizations below.)
  - b. Institutional support services within GES such as Guidance and Counseling. The GES needs to strengthen the role of the guidance counselors in reporting and providing support in cases of child abuse. The GES should provide training in counseling and ensure that all guidance counselors are knowledgeable of the appropriate action to take in cases of abuse.
- Ensure that support is in place before encouraging children to report abuse; need to work with many partners to establish a network of support for encouraging victims to come forward.

- Take an integrated approach within the MOEYS by providing support services by which staff from the various disciplines work in closer collaboration such as the Girls' Education Officer, SHEP and the Guidance and Counseling personnel. They should be trained together so they can reinforce one another.
- Take a whole community approach: provide training and sensitization with identified service providers and community leaders on laws, how to use local government structures, and how to hold agencies accountable.

***Promising Programs/Organizations to address this issue:***

Women's Initiative for Self-Empowerment (WISE) offers a variety of programs in this area including temporary housing, health care, legal, financial, and transportation assistance to survivors of violence; a coalition of practitioners who work with child survivors; advocacy and media work; recruitment, selection and training of "crisis support teams" and the development of a program for boys and men focused on breaking the cycle of violence.

The Ark Foundation's Support to Survivors of Gender Violence and Child Abuse Program provides support to women and children who are survivors of gender-based violence and abuse within the domestic or public sphere. Ark also runs a schools project in the Ga District that provides training for stakeholders on child abuse and how to seek help and redress for victims.

**4. Gaps in curricula and teaching regarding GBV.**

***The issue/gap:***

One of the key objectives of the Safe Schools Project is to help boys and girls find ways to build healthy gender equitable relationships. In keeping with its guiding principle to build on and complement programs that already exist, the team sought to identify existing curriculum and programs that would be appropriate both in terms of their existing content's ability to contribute to the formation of healthy gender equitable relationships and their appropriateness for integrating SRGBV. Key avenues could include curricula dealing with gender, sex education, HIV/AIDS, life skills, human rights, and ethics to name a few. The objective of helping to form healthier gender equitable relationships is not just confined to relationships between students but between students and teachers as well as between teachers. Therefore the team looked for opportunities to reach teachers as well as students.

While the GES has reviewed and revised curriculum for gender stereotyping messages, there are textbooks in use that transmit messages that highlight male accomplishments while omitting females altogether that devalues their role in society. Therefore, it is difficult for individual relationships to be gender equitable if the enabling environment of the school and home are not equitable. The overall school environment is not always girl-friendly or welcoming for girls based on messages and attitudes that are transmitted through the curriculum and teachers' attitudes towards girls versus boys, and norms accepted by the school community that

discriminate against female students. Preferential treatment is shown to boys in regards to resources such as in the case when there are limited desks or books, they are distributed to the boys first and girls are made to sit on the floor and share the remaining books.

Teachers' beliefs and attitudes towards girls' achievement in school can cause girls to lose interest in their studies and drop out. For example when teachers do not call on them; when teachers punish them for arriving late without asking for a reason and then make them stand outside the classroom; or teachers believe that girls do not like subjects such as math and that girls give up easily. Female and male teachers propagate these gender stereotypes of boys and girls in the classroom and there is a need to sensitize them to these negative attitudes and practices.

Schools are not necessarily welcoming nor safe environments for boys either. In some of the literature on sexual abuse of students in Ghana, it reveals that boys also experience sexual abuse and harassment in school. Because sex is considered a taboo subject in school, girls and boys are probably not educated about the subject and they do not feel comfortable coming forward to report when there is a case of sexual abuse. Students are not taught how to form healthy relationships among their same sex or members of the opposite sex and therefore sexual abuse and harassment occurs between students as well as between teachers and students.

***Recommendations – Address gaps in the curricula and teaching:***

- **Integrate into Curricula:**
  - a. Embed gender into the primary through tertiary curricula where it is not already integrated.
  - b. Utilize population and life skills curriculum to teach problem solving, conflict resolution, developing individual goals, and gender equitable behavior.
  - c. Use the moral and religious curriculum to discuss GBV.
  - d. Introduce sex education into schools at JSS level and SSS where it is not being implemented and integrate information on building healthy relationships between students.
  - e. Integrate GBV into the child protection activities and rights manual.
  - f. Integrate GBV into the HIV/AIDS manual developed by the GES's Curriculum Research and Development Department (CRDD)/UNICEF.
  - g. Integrate GBV and the concept of teachers as protectors of students into the World Education/SHAPE Windows of Hope Curriculum.
  
- **Build the capacity of the teaching workforce on GBV:**
  - a. Review the gender sensitization component of the pre and in-service teacher training and provide training on gender where possible, (e.g. through the Teacher Training Colleges, school-based teacher training, etc.).
  - b. Collaborate with the GEU in their gender sensitization trainings for school administrators.
  - c. Train teachers in human rights to promote rights-based education.

- d. Promote/train on child-centered teaching/learning approaches.
- e. Produce materials, brochures, and video clips on GBV that can be disseminated through GNAT and at the school level.

***Promising Programs/Organizations to address this issue:***

**Curriculum:**

- The HIV/AIDS Secretariat is coordinating activities with SHEP and UNICEF on the integration of HIV/AIDS into the school curriculum. The Secretariat is working with SHEP to train 10 Regional and 110 District level coordinators for school health. The majority of teachers will be trained this coming year on the integration of HIV/AIDS into the curriculum.
- UNICEF has a program on child protection and children's rights. They have worked with CRDD to develop a manual on children's rights and will train trainers to use this. As part of this program they will have role models in the schools that children can talk to. They also promote girls clubs (through FAWE and GES) and work with families and communities to promote child safety. They utilize the Sara Kit materials in their program activities as well.
- GES, through the Teacher Education Division (TED), provides in-service training using a cascading approach to introduce training on new topics. GES provides training for national teacher trainers who work with Teacher Support Teams at the district level. TED integrates gender throughout the pre-service teacher training.
- UNICEF and the CRDD have collaborated in the production of a life skills curriculum for students.
- World Education: Through the SHAPE project, explore the possibilities of integrating GBV into the Window of Hope curriculum and throughout the SHAPE Program.

**Teacher Capacity building:**

- AWLA has provided training for teachers on human rights law in regards to women and children. Could expand upon this training and refocus on the issue of GBV in schools.
- As part of a whole school approach, AWLA could provide training they developed on sexual harassment in the workplace for teachers to sensitize them that GBV happens to teachers as well as students.

**5. Lack of awareness, involvement and accountability of the community.**

***The issue/gap:***

Because there is a lack of accountability between the parents/community and the school, both boys and girls are made vulnerable by being placed in unsafe situations. The overall school environment is not always welcoming for students based on discriminatory attitudes, norms and beliefs learned and reinforced in the school environment, community and society. It is important to view Ghanaian schools in the context of Ghanaian society where gender stereotyping and perceptions are perpetuated.

Some reported that teachers are not accountable to the community, yet there is a need to work with the community and the head teacher to enhance the image and the conduct of the teacher. The schools are also not accountable to the community and head teachers in some cases defend the teachers rather than respond to the needs of the community (i.e. the students and parents) whom they are supposed to serve. The role of the head teacher and his/her effectiveness has a great impact on whether or not a particular school is safe. If the head teacher is not sensitized to the issue of abuse and students perceive this insensitivity, the children will not go to him/her in a case when their teacher abuses them. There was a clear difference between the SAGE and other schools in terms of the participation of the PTA and the relationships between the schools and the community. PTAs and SMCs were vocal and active in SAGE schools but not necessarily on the issue of SRGBV. In summary, there seems to be a gap in the school/community response to cases of abuse whether GBV and/or corporal punishment, and only in extreme cases does the local government or welfare officers intervene to help students.

One program that has had positive results is the SAGE program. This program supports girls' education by working in three areas: system, school and community. SAGE believes that by mobilizing community leaders and communities themselves to address the benefits of education for their girls, communities will realize what roles they play in the children's education. A benefit of the SAGE approach has been that parents are more visible in the schools and participate in the running of the schools. Because the community is more active, the community is aware of what happens at the school. SAGE also works with the teachers and enlists one of the staff to become a girls' education facilitator. The facilitator has become a role model, a guidance counselor and a voice for girls in the schools. SSP recognizes the rewards of working with the community and views the good work of SAGE as a model to replicate and possibly expand to include boys.

***Recommendations-Address gaps in community involvement and accountability:***

- Use community/traditional structures such as durbars to disseminate information.
- Work with the District Assemblies to influence policies and legislation.
- Take a whole community approach involving all relevant governmental, traditional, religious and non-governmental organizations.
- Provide training for respected community leaders, PTA, SMC and other community members in sensitivity to victims, on laws, how to use local government structures, and how to hold agencies accountable.
- Involve traditional authorities such as Chiefs and sub-Chiefs to become advocates and allies who can have an immediate effect on the issue. Queen Mothers (*Margaza*) can be good advocates in the longer term.
- Work with the churches/mosques and reach out to pastors/Imams who are often the closest to the community.

***Promising Programs/Organizations to address these issues:***

- The Ark Foundation in its program "Sixteen Days of Activism" visits communities and holds durbars to discuss GBV and child abuse and provides training to create a response team.

- Ark Foundation also conducts meetings with PTAs and works on issues such as keeping teachers in the rural areas.
- FAWE facilitates dialogue with opinion leaders (e.g., chiefs, queen mothers) who have clout to institute by-laws.
- QUIPS supports teachers and communities to become active; they also distribute district grant mechanisms to 20 districts to work at community level with PTAs, SMCs, traditional leaders and DEO management; they also provide school performance implementation plans and monitoring through PLA assessment to strengthen communities.
- RAINS works with district committees.
- SAGE Train PTAs and SMCs (particularly women who need leadership skills).
- VSO encourages community involvement in education.
- World Education/SHAPE works with PTAs at the school level and provides capacity building of parents who will be leaders in preventing the spread of HIV/AIDS in their communities.

## ***6. Lack of awareness, involvement and accountability of the parents.***

### ***The issue/gap:***

Parents' attitudes have an impact on what happens when a girl wants to report sexual abuse. Some parents will deny that the case was abuse and their response is to cover up the sexual abuse for a variety of reasons. Some parents see this situation as an opportunity for the girl to be married; therefore they do not want the case against the teacher to be pursued. In some cases the parents pushed their daughters towards the teacher in the first place, hoping for marriage, so this is not seen as a case of sexual abuse. On the other hand, some parents feel helpless to do anything when they see their daughter with an (older) man who is perhaps providing her with gifts and/or money especially if they do not have money for her needs. When parents cover up the cases of GBV and/or if the abuse is reported under duress, false reports may be written and nothing is done to discipline the teacher. Teachers may try to report the case but the parents see it as a scandal and do not want the teacher to report it. When a case of sexual abuse is exposed and it becomes an incident, this may cause the parents to pull the girl out of school.

In Ghana, it appears that children have difficulty talking to their parents about issues such as sex. Therefore, it is difficult for children to come forward to talk to anyone about abuse, especially between a child and an adult. Children may not understand that abuse is wrong or that they have a right to report it. For those children who do report abuse, the community and the authorities do not yet provide the appropriate support or response systems leaving children feeling powerless and/or guilty, for example.

Parents are not always accountable to the school. Parents do not always live in the community where they send their children to school and/or they are not aware of what is going on at the school. When teachers call parents/community member to a meeting, parents sometimes do not attend or want to be involved even to discuss sensitive matters such as a case of sexual abuse. Some parents may want to attend but do not feel that they can contribute. And, even if they did,

they don't know how to express their concerns. Some parents, especially women, do not feel that they have authority in such a setting. Therefore, even if the issues pertain to them as parents of students, parents do not realize their responsibility to their children and their community to strengthen the school and/or to have a voice in the hiring and/or the replacement of teachers, for example. In essence, parents' lack of involvement whether on the issue of GBV or classroom teaching, may inadvertently send a message to their children that they do not care about what happens in the school environment.

If parents communicate with one another and function in a healthy way, this mature relationship can be modeled. If children witness unequal power relations, they may use this negative relationship as a reference either with their future partner or with their classmates. For example, child-to-child relationships are not necessarily formed on a platonic level of friendship. In many cases, boys and girls think that relationships are only about sex and maybe violence. Rather than boys and girls being friends, some relationships between them are viewed as sexual rather than innocent, violent rather than harmonious. This attitude towards female/male relationships can later lead to abuse and violence among students as well as adults.

***Recommendations- address gaps in the role that parents play in their children's lives by:***

- Working with parents to help them institute sanctions against a teacher who acted inappropriately.
- Involving parents in girls' and women's assertiveness programs.
- Strengthening parents' abilities to communicate effectively with their children such as: asking children about school, interacting freely with their child; asking about studies, and showing parents how to be approachable and patient.
- Encouraging parents and other community stakeholders to visit the school.
- Having gender training for parents.
- Educating the parents through the PTA and/or church.
- Sensitizing parents to the issue of "sugar daddies".

***Promising Programs/Organizations to address these issues:***

- The Ark Foundation Schools Project: provide training for parents, teachers, students (P1-JSS), and PTAs on human rights, child abuse, and how to seek redress for victims.
- Action Aid works with *kayayee* children who leave school to go to south (Accra) to work (encouraged by their parents to do so).
- In villages, drama groups present to promote positive messages and talk about harmful cultural practices.
- World Education/SHAPE works with PTAs at the school level and provides capacity building of parents who will be leaders on preventing the spread of HIV/AIDS.

**7. Lack of opportunities and support for children to build healthy, equitable relationships.**

***The issue/gap:***

Informants perceived that children have a difficult time forming platonic boy/girl relationships. As stated earlier, rather than viewing boys and girls as friends, relationships are viewed as sexual

rather than innocent. As one older teacher lamented, “does it always have to be about sex?” Yet others said that any male/female relationship is regarded suspiciously and assumed to be sexual in nature, whether between children or between adults. So relationships that could be healthy and protective are instead potentially abusive especially in regards to girls and sexual abuse by male teachers and classmates. In addition, children in Ghana are vulnerable because they cannot give voice to their concerns either because they do not have the language to be able to talk about their issues, they do not have outlets where they can safely talk, or they do not have an accepted role in the community. Children are vulnerable in a variety of ways and for a variety of reasons. Children often find it difficult to talk with their parents especially about issues such as sex or abuse. Children may also not even understand that abuse is wrong or that it should not happen. They often feel that they have no one to talk to.

Girls are particularly vulnerable as they do not know their rights and may not have the self-efficacy, self-esteem or empowerment to be able to report abuse. They do not know where to go when they have been victimized and they are fearful of what may happen, justifiably so according to examples heard in interviews. There were several instances reported of teachers abusing students and not being punished. In one instance, the child was asked to talk of the abuse in front of the accused teacher. That teacher then beat the girl in front of the head teacher and others. Nothing was done. So girls may not know what constitutes abuse or that they have a right to be treated better, if they do know, then they don't know where to turn once it happens and they may not get justice once they do report it but may be victimized again. Systems for reporting abuse are unfriendly, unclear and intimidating to a child, if they exist at all.

Girls are also vulnerable due to some cultural practices and economic realities. Many people mentioned the need for girls to buy things for their dowry in order to be marriageable. Girls lack the means to do this and must find work to earn money. In the north, they may be sent to the south by their mothers to find work. There they are vulnerable to being preyed on and risk a variety of negative outcomes. Some turn to “sugar daddies” often with the support of their parents and sometimes their encouragement to meet the girl's needs for a dowry or to buy food, trinkets, and pay school fees. All of these relationships leave girls vulnerable to unwanted pregnancy, STIs and HIV/AIDS. The Team heard enough to understand that not all girls are vulnerable in the same way but will need to further explore the different categories of girls (market girls, fostered girls, etc.) and their vulnerabilities.

Boys experience their own set of vulnerabilities. Research shows that they are also victims of sexual and physical abuse. The Ark Foundation reported having assisted male victims of sexual and physical abuse. Yet many organizations and those charged with assisting victims overlook boy victims who, as a result, do not receive the support and counseling that they need. This is important as today's male victim may turn into tomorrow's male perpetrator. Male perpetrators were often victims of abuse themselves as children and continue the cycle of violence.

Both boys and girls lack sufficient role models of strong and gender equitable adults after which to model their current behavior and future achievement. Girls in particular lack models within the schools, community and nation. Having heard numerous examples of parents, including mothers, pushing their daughters towards relationships with teachers or into sugar daddies, it is possible that girls are not finding appropriate role models at home either. Parents don't often see themselves as role models who encourage their children to achieve their full potential. Both boys and girls internalize behaviors first learned in the home. The girl child especially needs role models since gender stereotyping teaches her from a very young age that she is limited to certain roles in the family and community.

There is a need for role models for girls, especially in schools where there are few female teachers and girls may end up feeling inferior. Although girls may hear about the value of education and the possibility of achieving success through education, it is hard to believe when they see no female teachers that can demonstrate that value. At the community level, there are few governing structures in which women are in leadership positions. There are few female chiefs. Women are often not active in the community. They may not participate in the PTA and if they do, they may be reluctant to speak. At the national level, there are few women visible in the government.

Although boys do have more role models in education, careers, and political and economic success, most boys have few role models in terms of gender equitable males. There may be few men modeling the kinds of relationships that boys can emulate to achieve healthy gender equitable relationships. There is need for role models for boys; especially in schools where male teachers and classmates may be perpetuating negative gender scripting that encourages boys to continue the cycle of violence. If boys are in schools where male teachers harass and abuse girls, those men serve as the models for the boys' relationships with female pupils. Even if the boys do not behave in abusive ways to their female classmates, they may through their silence offer tacit approval for others to do so. And if boys are seeing violence played out domestically within their own homes, they become more likely to perpetrate violence themselves. Boys need role models to help them understand how to build positive relationships with healthy interaction based on rights, responsibility and respect.

Girls and boys may both feel uncertain about the role that they play in the community. Just as they may feel that they lack a voice at home, they may not see how they can share their ideas or concerns within the community structures. Adults expressed a lack of community organizations that serve youth, where they can have both a focus for their lives and yet, exercise choices. Youth may feel like they are never consulted, have no voice in the community and that they do not belong to any group.

***Recommendations to promote healthy, equitable relationship:***

- Expand gender clubs.
- Teach sex education and relationships.
- Promote life skills.

- Host student forums where students can learn about GBV and what it means and how to report it and be encouraged to talk with teacher and guidance counselors about it.
- Address GBV in the school using a child-centered approach, making sure that both girls and boys are addressed and that both have an equal voice. Children should feel comfortable to express themselves.
- Help children learn healthy boy/girl relationships; to see each other “as brothers and sisters” and to respect each other as peers and equals.
- Bring in community leaders to talk about GBV.
- Embark on a serious HIV/AIDS campaign.

***Recommendations to provide youth with choices and outlets:***

- Provide counseling in the community for youth.
- Hold rural education clinics where boys and girls can learn life skills, training, and be empowered to protect themselves.
- Form youth clubs.
- Hold girls’ camps so they can learn about science and meet role models, learn about other people and places.
- Form boys’ clubs; form girls’ clubs and expand on SAGE’s model of girls’ clubs.
- Hold sports activities.
- Reach out to out of school youth.

***Recommendations to build self-esteem and self-efficacy, boys and girls need to:***

- Learn their rights and know what kinds of behaviors are inappropriate and unacceptable.
- Become more aware about harassment and report it to their parents.
- Become more assertive in order to protect themselves and feel comfortable reporting cases of abuse.
- Help boys to relate better to girls and help girls relate better to boys.
- Help girls set education as a goal so that they will avoid things that can impede obtaining that goal such as unwanted pregnancies.

***Promising Programs/Organization to address these issues:***

- RAINS programming for girls, includes out-reach to out-of-school girls, skills training for youth to keep them from migrating south, networks where girls can meet to talk about issues such as FGM and child abuse and a peer health program that raises awareness about reproductive health issues.
- Action Aid: Developed the gender clubs that several organizations mentioned. Other programs of potential interest are their girls’ camps and village dramas.
- GNAT has plans to train 100 female teachers to run gender clubs.
- Accra Metro Education Office’s Girls Education Facilitators Program works with SMCs, PTAs and girls. Girls clubs focus on advocacy, self esteem, girls education and micro enterprise. Facilitators serve as counselors for the girls.

- VSO Student Peer clubs look at sexual behavior and convey messages to help prevent HIV/AIDS.
- FAWE has many programs that can address SRGBV and related issues at the community and individual level: leadership training for girls, safer sex negotiation training, life skills, adolescent sexuality, focal person in the community for girls to talk to, vocational training.
- SAGE girls' clubs.
- UNICEF has a child protection activity in which they have role models in schools that children can talk with and promote girls clubs (through FAWE and GES); they also work with families and communities to promote child safety.

## **VI. Recommended Geographic Focus:**

It is virtually impossible to raise sensitive issues such as GBV in schools without having established community trust. The process of building community trust and involvement can be a long one. Safe Schools has approximately three years to develop a pilot program and to show results. By referring to the social mobilization pyramid, it is clear that what is being proposed is not only individual behavior change but also a change in the enabling environment or social change. While this takes more of a time investment up front, it yields longer lasting sustainable change in the long term. Safe Schools could potentially shorten this time frame if it were to begin work in communities that have already undergone a program involving community organizing, PTA activation and training and work within the schools on girls' education issues. It was clear from interviews conducted in SAGE participating schools that this hard work has been done and that the SAGE communities, PTAs and schools have a solid foundation of activism and involvement upon which Safe Schools could more quickly build.

Safe Schools is well positioned to follow on the good work and build on the foundation that SAGE has established in the Central and Eastern Regions. Their work at the community level in particular is exactly the kind of work and approach that Safe Schools needs to emulate. They have trained facilitators that are well established and regarded in the communities where they work. They have excellent skills in PRA and PLA methodologies and have used these in their participating communities. Similar PRA and PLA methodologies will be used by Safe Schools to develop community SRGBV Action Plans. The Girls Education Facilitators have training in the kinds of issues that will be important for Safe Schools and can more easily incorporate SRGBV information into activities. They also have experience in serving as sounding boards and advisors for girls in the schools. This will be important as Safe Schools moves forwarding setting up counseling and response systems. In addition, SAGE schools have on the ground experience working with girls in girls clubs. These are the kinds of programs that Safe Schools will want to build on and expand to include boys as part of the strategy for individual behavior change in helping young people build healthier relationships. We could build on their work in both the Central and the Eastern region.

## VII. Next Steps

The needs assessment conducted by the SSP team is a preliminary assessment of the issue of SRGBV in the Ghanaian context and provides an overview of the key issues, gaps and recommendations for action. The SSP will engage in dialogue with the Mission to finalize entry points. On the second trip, the SSP team will:

1. Follow-up with organizations and possible advocates and meet with additional relevant organizations that could serve as partners.
  - Follow up with the organizations that were identified as having promising programs that can be integrated and adapted to address SRGBV.
  - Review more closely the activities and materials developed by these promising programs to determine how to build upon the existing resources and integrate SRGBV into them or incorporate certain materials that have proven to be effective such as the SARA kits.
  - Meet with recommended organizations that did not have a chance to meet with before (e.g. WAJU, FIDA, etc.) to determine whether they are relevant partners or could form part of the Advocates Network.
  - Obtain key documents mentioned by relevant organizations such as the curriculum and a training manual on life skills for teachers developed by CRDD in collaboration with UNICEF.
2. Undertake administrative tasks such as:
  - Setting up an office in order to begin to implement activities in Ghana.
  - Hire local staff including a Country Coordinator, two facilitators and an administrative assistant. The SSP team has already begun to identify possible candidates who could serve as the Country Coordinator and through the subcontractor, World Education, will begin a more extensive search for the local hires.
3. Begin to identify entry communities.
4. Develop an overall an action plan with the Mission in order to select and prioritize the recommendations contained in this document into a holistic approach to addressing SRGBV in Ghana over the next 3-5 years.

As the team moves forward in identifying communities for work and delving deeper into the scope and breadth of SRGBV as experienced by both girls and boys within those communities, there were three areas of SGBV identified on this trip that will require more in-depth investigation in the future:

- *Bullying*: this was the largest type of violence mentioned once all of the notes were coded and bundled. But it became apparent to the Team that bullying could mean many things. It was not clear who/how/when/why bullying was taking place. Was bullying taking a physical or verbal form? Was it carried out by boys or girls and

- against boys or girls? These are some of the questions that can be pursued in exploratory focus groups during a follow-on trip.
- *SRGBV as experienced by boys*: as can be seen from the SRGBV table on page 21, the Team heard much more about SRGBV as experienced by girls than by boys. There are numerous possibilities as to why that is. Perhaps boys do not experience SRGBV. Yet we know that boys do experience SRGBV in other countries. There are more likely explanations. The Team spoke with many people working on girls education programs that are naturally more focused on girls' issues. The Team did not speak with NGOs offering programming for boys. The notion of SRGBV as being something that boys can experience and not just perpetuate is very new. So when asked about boys, many responded with their role as perpetrator. And, finally, although parents and teachers spoke about experiences of boys that are quite likely to be examples of SRGBV, they did not frame them as such. It is in relation to boys that we most often heard about bullying.
  - *Caning and corporal punishment* – while caning and corporal punishment are clearly examples of violence that take place in a school setting, it is not clear whether these are examples of gender-based violence. Referring back to the Venn Diagram on page 14, the Team needs to better understand whether corporal punishment is not just an overlap between violence and education but between violence, education and gender. To do this, SSP will need to explore *who* gets caned/punished and *why*. Are boys more likely to be caned? Are the reasons for caning gender related?

## Appendices

- A. Scope of Work – Safe Schools Program
- B. Individuals met in Ghana (listed by institution)
- C. Itinerary
- D. Interview Questions
- E. Interview Notes



**SAFE SCHOOLS PROGRAM  
GHANA**

**SCOPE OF WORK**

1. Discuss objectives of SSP: Discuss with the Mission how the SSP package of interventions can not only complement the Mission's existing programs but also achieve its objective of developing a model to address school-related gender-based violence (GBV). Work in collaboration to identify the potential partners and entry points for the Safe Schools Program.
2. Develop a shared vision: Meet with Mission stakeholders and possibly Mission implementing partners to create shared vision for safe schools and delineate roles and responsibilities among partners.
3. Form partnerships: Meet at the national level with MOEYS, NGOs, Teachers Union, Federation of Parents and other Ministry officials, students, etc. to begin to form partnerships for the implementation of activities to address GBV.
4. Identify advocates: Identify experts in the fields of gender, GBV, human rights, health, education, legal, media and private sectors who can help inform the activity and participate in the Advocates Network.
5. Conduct initial appraisal of the issue: Conduct interviews with key informants from the Ministry, USAID and other donor agencies, NGOs, and community level organizations (e.g. PTAs) to inform the team of the extent of the problem of GBV and how people are addressing it. In addition, the key informant interviews will serve to identify individuals and local partners who can participate in the Advocates Network and will also serve to inform the development of indicators for M & E and baseline instruments.
6. Identify existing data: Collect data/reports that will serve to inform the team of what information already exists at different levels regarding GBV and education (enrollment, attendance, completion etc.) and therefore what baseline data is necessary to collect on a second visit for reporting results of the SSP. Begin to develop research protocol for the baseline assessment.
7. Estimate institutional capacity for ensuring safe schools: Assess the overall ability of the Ghanaian educational system to ensure a safe and supportive learning environment for all students (i.e. professional codes of conduct for teachers exist and are enforced; systems for addressing complaints by teachers and students are in place and effective; teachers are trained in recognizing and preventing gender-based violence in their classrooms; and life skills, gender and HIV/AIDS prevention programs available to students).

8. Draft an action plan: Outline initial next steps and activities to be implemented in Year 1 of SSP.
9. Debrief: Conduct a debriefing meeting with the Mission to present draft action plan and initial findings and to determine the entry points for SSP that complement and enhance existing initiatives to address GBV.

INDIVIDUALS MET IN GHANA (BY INSTITUTION) APPENDIX **B**

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## **MINISTRY OF EDUCATION AND GHANA EDUCATION SERVICE**

### ***Girls' Education Unit (GEU)***

Mrs. Aba Mansa Folson, Director  
Juliana Osei, Assistant Director  
Divine Akafoa, Program Officer

### ***HIV/AIDS Secretariat***

Hilda Eghan, HIV/AIDS Coordinator

### ***School Health Education Program (SHEP)***

Mrs. Mary Quaye, Director

### ***Teacher Education Division (TED)***

Mrs. Margaret Benneh, Director

## **DISTRICT EDUCATION OFFICES**

### ***Metro Education Office, Accra***

Ms. Yaa Tiwaa, Pre-school Coordinator  
Mrs. Getrude S.A. Simpi-Amuzu, Girls' Education Officer  
Beatrice Asomaning, Guidance and Counseling  
Mr. N.T. Donkor, Metro Education Officer  
Mr. N.A. Dwamena, Training Officer  
Mrs. Elizabeth Oduno-Mensah, Guidance and Counseling  
Paul Antwi Oppong, Basic Education (Private)  
Joseph Noble-Nkrumah, Examinations Officer

***Mfantsiman District Education Office, Cape Coast***

Girls' Education Team:

Vivian Etroo  
Salumay Odobil  
Julia Damalie

***Tamale Municipal Education Office, Tamale***

Mr. Philip Issahakm, Deputy Director of Municipal Education  
Mr. Sam Lamor, Public Relations Officer  
Mr. Moaloga, Budget Officer  
Mr. Mohamed Mahoney  
Mr. E. Imoro  
Mr. Salison, Head of Inspection  
Margaret Harruna, Regional Girl Child Officer

**NATIONAL AND LOCAL ORGANIZATIONS  
(NON-GOVERNMENTAL AND GOVERNMENTAL)**

***Accra Metro Assembly (AMA)***

Beatrice A. Obro, Assistant Director

***Action Aid***

Action Aid (Accra)  
Julie Adgyusami  
Georgiana Kouaisie

Action Aid (Tamale)  
Patience  
Al Hassan from CYDE  
Anaba Nabila Kumsonyan

***African Women Lawyers Association (AWLA)***

Mrs. Edna Leslie Kuma, Director

## ***ARK Foundation***

Angela Dwamena-Aboagye, Executive Director

## ***Associates for Change***

Leslie Casely-Hayford, Development Consultant

## ***CAMFED/ Regional Advisory Information & Network Systems (RAINS)***

Joanna  
Sulemana

## ***Catholic Relief Service (CRS)***

Issah Abaneh Fuseini, Senior Program Officer – QUIPS  
Jayom Peter Chammik, Senior Program Officer – QUIPS

## ***Christian Children's Fund***

Mrs. Sanatu Nantagoma, Field Director

## ***CSA/QUIPS***

Addae Boahene (CSA)

## ***Forum For African Women's Education (FAWE)***

Camilla Haldane-Luttedt, Chairperson, FAWE Ghana  
Caroline Patterson, Administrator/Financial Officer, FAWE  
Theodera Daaker, Ex-member of FAWE Ghana

## ***The Ghana National Association of Teachers (GNAT)***

John Nyoagbe, Deputy General Secretary of Professional Development  
Helena Awurusa, National Gender Coordinator

## ***The National Union of Ghana Students (NUGS)***

Felix Kyei-Baffour, Vice-President

## ***Strategies for Advancing Girls' Education (SAGE)***

Dr. Beatrice Okyere, Country Coordinator

Ato Brent-Eshun, SAGE Facilitator

Ami Ackumey, SAGE Facilitator

## ***Volunteer Service Overseas (VSO/Ghana)***

Daniel Jones, Acting Programme Director

## ***Women's Initiative for Self Empowerment (WISE)***

Esi Awotwi, Executive Director

## ***World Education/SHAPE***

John Yanulis, Country Director

## **INTERNATIONAL DONORS AND ORGANIZATIONS**

### ***Peace Corps***

Howard Williams, Director

Joseph Boamah, APCD Education

Mary Noorah, APCD Education

### ***UNICEF***

Augustine Agu, Project Officer

Saori Ohkubo, Asst. Programme Officer Education

## ***USAID/Ghana***

Sharon Cromer, Mission Director

Lisa Franchett, Director, Education and Human Resources

Pamela Allen, TAACS Officer/Basic Education Advisor

Elsie Menorkpor, Education Development Advisor

Tracey Hebert, Democracy & Governance Program Officer

Wendy Aboadi, Secretary

## ***World Bank***

Eunice Dapaah, Education Specialist





Wed. Jan 7	Thurs. Jan 8	Fri. Jan. 9	Mon. Jan 12	Tues. Jan 13	Wed. Jan 14	Thurs. Jan 15	Fri. Jan 16
9:30 Meeting with the USAID Mission with Pamela Allen	9:00 (Meghan, Wendy, Stephanie) <b>Associates for Change</b> Leslie Casely-Hayford	8:30 (Shirley, Meghan, Stephanie) <b>CSA/QUIPS (EDC)</b> Akwesi Addae-Boahene	<b>Cape Coast:</b> Maryce and Stephanie – visited two schools and the District Education Office in Mfantseman District.	<b>Cape Coast:</b> Maryce and Stephanie went to two additional schools in Mfantseman district.	9:00 Julie and Wendy Go to Metro Education Office: meet with Mr. Dunkor – will go to visit 2 schools in <b>Accra</b>	Met with Beatrice Okyere <b>SAGE</b> (SSP team - over breakfast)	8:30 SSP representatives meet with D & G team at USAID r.e. new RFA and possible areas for collaboration
2:00 Meeting at the USAID Mission with the MOEYS/GES representatives from the GEU, GNAT, etc.	10:00 (Maryce, Julie) <b>UNICEF</b> Augustine Agu	9:00 (Maryce, Wendy) <b>HIV/AIDS Sect.</b> (MOEYS) Youth and Sports Building Hilda Gann Room 39	<b>Tamale:</b> Meghan and Shirley met with: Action Aid Camfed/RAINS Christian Children's Fund. District Deputy Director of Education. Catholic Relief Services.	<b>Tamale:</b> Meghan and Shirley met with: Peace Corps Volunteers. CRS. 1 QUIPS school and a non-QUIPS school. GEU Regional Director: Mrs. Harunna	<b>Cape Coast:</b> Maryce and Stephanie visited one more school in Mfantseman district.	10:00 (Wendy and Maryce) <b>Ark Foundation</b> Angela Dwamena-Aboagye	10:00-12:00 at USAID <b>MOEYS/Safe Schools Team presentation</b> (MOEYS/GES, HIV/AIDS, NUGS, GNAT, SHEP, etc.)
	11:00 (Meghan, Wendy, Stephanie) <b>Girls' Education Unit.</b> Aba Folsom,	10:00 (Julie) <b>World Bank</b> Office Enuice Dapaah	11:00 Julie and Wendy Mrs. Margaret Benneh, Director <b>Teacher Education Division</b>	12:00 Julie and Wendy AWLA African Women Lawyers Association	Wendy and Julie visited two schools in <b>Accra:</b> Ministry of Health Basic School and the Central Mosque Primary School	10:00 (Stephanie and Shirley) <b>WISE</b> Esi Awotwi	

	Devine, Juliana						
	2:00 (Maryce, Julie, Shirley)  <b>VSO Office</b> Adelaide, MacDuff and Dora	10:30 (Shirley, Meghan, Stephanie)  <b>Peace Corps</b> Howard Williams	12:00 Julie and Wendy School Health Education (SHEP)  Mrs. Mary Quaye	3:00 (Julie and Wendy) Meeting with Mr. Dunkor Metro Education Office Director, District Education Officers, and Girls Education Officer	<b>3:00</b> (Meghan and Shirley) <b>FAWE</b> meeting with Ms. Camila Lutros and Tudora Daaku	<b>Mrs. Ahwoi</b> Regional Education Director (Eastern Region) SSP Team met her in afternoon at hotel	
	Entire team  <b>World Ed</b>  <b>(SHAPE)</b> John Yanulis		3:00 Julie & Wendy Ghana National Association of Teachers (GNAT) Mrs. Helena Awurasa, Gender Officer				





## Investigative Questions for Ghana Trip

### Semi-structured Interview with USAID

Illustrative questions include:

- 1) What does the Ghana Mission see as the goals and objectives for this project in Ghana?
- 2) Who does the Mission see as their primary and secondary audiences for the project?
- 3) How do the Missions see this project complimenting the other projects in country?
- 4) Who are the key partners we should be collaborating with (at the national, state and local level)?
- 5) In what capacity do you see local organizations playing a role in this project?
- 6) Is there any national level sex-disaggregated data on enrolment, drop-out, etc.? Are there reports/data on sexual harassment or GBV?
- 7) Are there newspaper articles related to girls' ed in Ghana that they have on file?
- 8) Is the assessment by the Education and Health Teams to determine interventions targeting teachers finished?
- 9) What Life Skills curricula already exists in Ghana that we can get a copy of?
- 10) Who is working on HIV/AIDs issues at the Mission, at the GES, and at the national level with whom we should talk to/collaborate? (In addition to the HIV/AIDS Secretariat within MOE)
- 11) What regional priorities does the Mission have for conducting activities and can they provide recommendations as to the advantages and disadvantages of working in certain regions?

### Semi-structured interview with Ministry of Education/GES

Objectives: below are key areas to explore when interviewing MOE/GES.

- A description of the work carried out by the institution in general and by the key informant specifically, with emphasis on the issue of girls' education, GBV, and sexual harassment in schools and communities.
- The experience that the informant has had in providing services and/or responding to girls affected by GBV/sexual harassment.
- The social meaning that the institution has about the topic of GBV/sexual harassment.

Illustrative questions include:

- 1) Is there a policy in place regarding sexual harassment/GBV in schools?
- 2) Is there a policy in place regarding corporal punishment in schools?
- 3) Is there a code of conduct for teachers regarding GBV? What are the consequences for breaking the code of conduct for teachers/school admin?
- 4) If a policy is in place, what are the steps/systems in place for a student to lodge a complaint?
- 5) Is there any support for students who lodge a complaint?
- 6) Is there sex-disaggregated school level data on enrollment, retention and completion and achievement? Are there different levels of achievement? Can we get copies of the report?
- 7) Is there any type of module in teaching on any level that address GBV issues?
- 8) What type of training do teachers receive on gender issues?
- 9) What is the MoE perception on the prevalence of GBV in schools?
- 10) Are there any "drop-out" studies that look at causes of dropping out?
- 11) What is there perception of the problem of drop-out for girls and at what education level or age range is there the highest drop-out rate?

- 12) Who are the service providers in Ghana besides the GES that are addressing the problem of sexual harassment/GBV in schools that they recommend we meet with?
- 13) What might the MOE suggest as a reasonable response to GBV? How would the MOE accomplish this response? With whom? Where?
- 14) What is the GEU doing to address this issue? How can we (SSP) support these activities?

### **Semi-structured Interview with NGOs**

Objectives: below are key areas to explore when interviewing NGOs.

- A description of the work carried out by the institution in general and by the key informant specifically, with emphasis on the issue of GBV/sexual harassment in schools and communities.
- The experience that the informant has had as a professional in providing services to girls affected by GBV/sexual harassment and his/her response.
- The social meaning that each service provider has about the topic of GBV/sexual harassment.

Illustrative questions include:

- 1) What are the general activities/goals of the NGOs?
- 2) How do the different NGOs define GBV?
- 3) What is their experience with GBV in schools?
- 4) What is their perception of GBV in schools?
- 5) Are any NGOs directly addressing the issue of GBV?
- 6) Is there inter-sectoral coordination (with institutions) to address GBV and does their particular NGO participate?
- 7) If so, how do NGOs address GBV at the individual, community, state and national level?
- 8) What are the challenges in addressing the issue?
- 9) Is there any training available that they know of regarding GBV?
- 10) Are any NGOs directly addressing corporal punishment in schools?
- 11) What type of support are the NGOs receiving from international organizations/donors (finance, technical assistance, capacity building) in general and regarding GBV?
- 12) Are any NGOs working with the police/law enforcement regarding GBV?

### **Semi-structured Interview with School Administration**

Objectives: below are key areas to explore when interviewing School Administration.

- A description of the work carried out by the institution in general and by the key informant specifically, with emphasis on the issue of girls' education, GBV, and sexual harassment in schools and communities.
- The experience that the informant has had in providing assistance to girls affected by GBV/sexual harassment and his/her response.
- The social meaning that the school has about the topic of GBV/sexual harassment.

Illustrative questions include:

- 1) How do they define GBV?
- 2) What is the structure of the School administration? Is there a school management committee?
- 3) Do they perceive GBV as an issue? What is their experience with GBV?
- 4) Do they believe that something should be done to address GBV/sexual harassment?

- 5) What are they doing to address the issue? What are the challenges?
- 6) What actions are taken when a GBV situation arises?
- 7) Are there policies in place regarding GBV? Are they enforced?
- 8) Do teachers receive any training/awareness workshops on GBV? In-service or pre-service training?
- 9) Are there policies on corporal punishment? Do teachers receive any training on prevention of corporal punishment? In-service or pre-service training?
- 10) Do students receive any education/awareness building on the issues of corporal punishment or GBV?
- 11) Do they see cases/situations of GBV between students? Are there any policies in place to prevent student to student GBV? What action is taken by school admin to prevent this or address?
- 12) Do students have a place to go or someone to talk to regarding GBV?
- 13) Do students receive any training/education regarding building healthy relations?
- 13) What would the school admin. like to see happen re: GBV? How would you achieve this? with whom?

### **Semi-structured Interview with Parent Teacher Associations**

Objectives: below are key areas to explore when interviewing PTAs.

- A description of the work carried out by the PTA in general (i.e. the role they play in relation to the school and the community) and by the key informant specifically, with emphasis on the issue of GBV/sexual harassment in schools and communities.
- The social meaning that the PTA has about the topic of GBV/sexual harassment.

Illustrative questions include:

- 1) What is the function of the PTAs? How is the PTA organized? Who are members of a PTA? How do you become a member of a PTA? How are decisions made?
- 2) What type of representation do PTAs have at the state and national level? (Federation of PTAs?)
- 3) Do the PTAs receive any type of training or capacity building?
- 4) How does a PTA/community define GBV?
- 5) What is the PTAs perception or experience with GBV in schools?
- 6) If it is perceived as an issue, at what school level do parents think that GBV becomes a problem?
- 7) Are they doing anything to address the issue?
- 8) What are the challenges in addressing the issue?
- 9) How do parents feel about the issue? Is GBV important to parents?
- 10) What type of action do parents take if they find out about GBV?
- 11) What is their perception of corporal punishment? Is it an issue for parents?
- 12) If the PTA perceives it as an issue, what role do they see themselves being able to play in addressing the issue?

How does the community view this issue? What action is taken by the community when a situation arises involving GBV

## **The Safe School Program One Minute Introduction to use while in the field:**

The Safe School Program is a global education project that will improve quality in the teaching/learning environment by creating welcoming, safe and healthy schools for all girls and boys. The Safe School Program will work in partnership at multiple levels to protect children from psychological, physical and sexual harm by promoting healthy relationships based on rights, responsibility and respect for self and others.

SSP is a global project and we are here in Ghana to explore whether Ghana wants to be part of a pilot. We have met with the MOEYS and GES and we now want to look at what healthy, welcoming environments mean in this context. We see in Ghana documents such as the GES Vision for Girls' Education, the Education Strategy Paper, (can refer to specific text) e.g. page 7 – “enable children to develop potential”.

### **General objectives of the meeting, issues to raise and unpack:**

1. Explore interactions at the individual level regarding relationships between/among the following groups (as well as between male/female, male/male, female/female)
  - a. Students with students
  - b. Teacher- student
  - c. Teacher – teacher
  - d. Teacher – parent/community
  - e. Headteacher – teacher / and student
2. Understanding relationships at an individual level: regarding healthy and gender equitable (remind them this is a gender perspective)
3. Unpack what “uncomfortable” means for boys and girls
4. Understanding “safe” and “welcoming/unwelcoming” for themselves, learners, teachers, etc.
5. Understanding roles of key people to create welcoming environment and what exists at different levels to promote this.
6. Find out what are the gaps. How improve the situation? Recommendations for action.

To clarify/provide examples of gender issues for boys: (in terms of psychological, physical and sexual issues)

- Boy on boy – bullying, violence
- Entering sexual relationships at an early age – being pressured into it
- Expectations for boys – what is expected of them?
- What is acceptable behavior and not acceptable behavior?
- What happens when a boy in school treats a girl equally? Are they teased by other boys?

### **Format for Meeting Notes**

Names

Full address and coordinates; website

Date and day

Participants-names; titles; email addresses

Recommended organizations/materials

Advocates

Meeting notes collecting objectives outlined above

Gaps/recommendations