



SCHOOL-BASED SEXUAL VIOLENCE IN GHANA REPORT OF A NATIONAL STUDY

November 2016



This study was funded and made possible by the sexual and reproductive health and rights granting agency, Amplify Change. The contents of this report are the joint responsibility of the Gender Studies and Human Rights Documentation Centre and of VOTO Mobile and do not necessarily reflect Amplify Change's official policies or beliefs.

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Suggested citation:

Aylward, Erin, Elizabeth Doyle, and Dorcas Coker-Appiah. 2016. *School-based Sexual Violence in Ghana: Report of a National Study*, Accra: Gender Studies and Human Rights Documentation Centre.

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FOREWORD

The 1992 Constitution of Ghana guarantees access to education and for that purpose places an obligation on the state and its agencies and institutions to ensure the substantive enjoyment of this right to all, including girls. The obligation of the state and its agencies includes, not only provision of infrastructure, teachers and other resources but also includes a safe and conducive environment so these children can enjoy the right guaranteed under the Constitution. In addition to the state's obligation, parents and guardians as well have the same obligation to ensure their children's access to education which is clearly spelt out under the Children's Act.

While acknowledging that enrolment rates have increased considerably in the past decade or so, there is some concern about the drop out rates from school, especially of young girls due to multiple factors, including pregnancy and lack of basic needs.

In our previous projects on Promoting quality education delivery and safe school environment (2012-2014) and Reducing Early and forced marriage among adolescents, the issue of school based sexual violence came up as one of the factors driving school drop-out and teen pregnancy. Additionally, anecdotal evidence from other women's rights and children rights organisations indicates that school-based sexual violence is a problem. Unfortunately, such evidence has tended to focus on girls with hardly any information on boys.

As has been our practice as an organisation, we decided to undertake a survey to understand the issue of SBSV with the view of getting the relevant data for advocacy to address the underlying factors. The methodology adopted for the national survey is one that guaranteed privacy to the survey respondents and enabled them to talk about their experiences. The survey findings show that girls as well as boys experience school-based sexual abuse and that stigma is one of the reasons why some victims have never talked about their experience. The setting up of a hotline is one of the activities under the project to provide support to victims as well as information to callers on adolescent reproductive health and rights.

It is our hope that the findings of the report will be used by all stakeholders, the state and its agencies, civil society, parents and all Ghanaians to work towards eliminating school-based sexual violence.

Dorcas Coker-Appiah

November 2016

RESEARCH PARTNERS AND ACKNOWLEDGEMENTS

This research report is a collaborative effort between the Gender Centre and VOTO Mobile. Survey tool development was conducted by Erin Aylward, Jocelyn Light, Dorcas Coker-Appiah, and Evelyn Nuvor. Survey tool creation, data collection, preliminary data cleaning and analysis was conducted by Jocelyn Light and Alycia Leonard. Final data analysis was conducted by Elizabeth Doyle and Erin Aylward. This report was co-authored by Erin Aylward, Elizabeth Doyle, and Dorcas Coker-Appiah.

WHO IS THE GENDER CENTRE?

The Gender Studies and Human Rights Documentation Centre, established in 1995, is a non-profit, non-governmental organization committed to working for the promotion and protection of the human rights of women. Specifically, the Gender Centre was founded with the mission of compiling information on women and human **rights** issues to support assertions about women's human rights issues and to help integrate women's concerns and perspectives into mainstream programs, projects and policies addressing social and development issues. The Gender Centre works with a network of local partners and has conducted landmark projects that resulted in public discussions and law reforms related to domestic violence, links between gender norms, domestic violence and women's vulnerability to HIV and AIDS and school-based sexual violence.

WHO IS VOTO MOBILE?

VOTO Mobile is a social enterprise with offices in Ghana (its headquarters), Canada, the United States, Zimbabwe, Senegal, Nigeria, Tanzania, Kenya, and India. Their services help their partners to distribute and collect information by engaging difficult-to-reach populations through their mobile phones. VOTO specializes in interactive voice calls (including IVR) and SMS in local languages, reaching across distance and literacy barriers. Their products and services have been used by 300 organizations to reach over 300,000 people across 23 countries (16 in Africa). Some of their existing partners include: UNICEF, the World Bank, Facebook, IDEO.org, Stanford University, MIT, FarmRadio International, the Gates Foundation, and the Government of Ghana.

ACKNOWLEDGEMENTS

We wish to thank the granting agency, Amplify Change, for making this report possible through their generous sponsorship of the 2-year pilot project, "Cell Phones Against Sexual Violence." We are also very grateful for the tireless efforts of Ama Asubonteng, the operator of a sexual violence hotline that was created as a component of this two-year pilot project. Ama interacted with hundreds of survey respondents who called the hotline during data collection. Additionally, we wish to thank Heather Semotiuk and Rajanthi Manivathan for their proofreading suggestions. We wish also to thank Louis Dorval of VOTO Mobile for his contribution to this study.

EXECUTIVE SUMMARY

In this report, we shed light on the under-profiled and deeply troubling phenomena of school-based sexual violence in Ghana (SBSV). School-based sexual violence refers to forced or unwanted sexual activities that may take place during a youth's schooling years. This can include unwanted touching or rape on the part of school authorities and/or peers; however, it also includes a much broader and complicated series of incidents that may take place on account of a youth's schooling, or may impact a youth's schooling in some way. For example, young girls may feel obliged to submit to sexual activities on the part of men that offer them lifts to school.

THE PERVASIVENESS OF SCHOOL-BASED SEXUAL VIOLENCE

This report – based on a national, mobile-based survey of 3,671 Ghanaians – reveals that a disturbingly high number of youth are exposed to school-based sexual violence: 56% (N=1086) of female respondents and 37% (N=633) of male respondents indicated having experienced sexual violence, and the overwhelming majority of these cases were reported to have occurred while respondents were completing various levels of schooling ages (92% and 91% of all reported cases of sexual violence for females and males, respectively).¹ In over half of these cases (51% and 61% of female and male reported cases, respectively), respondents indicated having experienced multiple incidents of sexual violence.

Moreover, the majority of instances of sexual violence appear to have taken place in disturbingly early levels of schooling: over half of all reported cases of SBSV (57%) occurred while youth were in primary or in junior high school.

9% of all total female respondents and 3% of all total male respondents reported experiencing sexual violence at the hands of a teacher or principal: shockingly, this suggests that, on average, one out of every 11.5 girls and one out of every 30 boys² in Ghana will experience sexual violence at the hands of a school authority figure.

We found considerable variation in reported frequencies of sexual violence, ranging from 44% female/33% male (Greater Accra) to 57% female/37% male (Upper West); however, wide variation in the number of respondents (645 in Greater Accra vs. 160 in Upper West) did not allow us to determine to what extent these differences reflect real differences in rates of sexual violence. Additionally, there was no significant variation in the number of respondents from urban vs. rural areas who indicated having experienced school-based sexual violence.

¹ It should be noted that this figure likely also reflects chronic under-reporting of sexual violence within marital relations, since, for example, the concept of marital rape has been refuted in some communities. Hence, the frequency of intimate partner sexual violence is probably much higher than the findings in this survey suggest.

² More specifically, 170 of 1956 of female respondents (8.69%) and 59 of 1715 male respondents (3.44%) reported experiencing sexual violence from a school authority.

THE AFTERMATH: DIFFICULTIES IN BREAKING THE SILENCE AND IMPACTS ON VICTIMS

These survey results also point to substantial barriers survivors of sexual violence face in seeking support and/or justice: 63% of respondents indicated that they had never reported their experience of sexual violence to anyone, primarily because of feeling too ashamed (42%) or because of fearing punishment (23%).

Further, for those who did report, the degree of support that they received appears limited: respondents who reported indicated that the perpetrator was punished in only 25% of cases; in 15% of cases, respondents themselves were punished for having reported their experience.

Regardless of whether or not respondents reported their experience, it is clear that school-based sexual violence can generate harmful consequences for its victims. Of the many possible consequences of sexual violence, our survey only asked respondents about pregnancy; shockingly, 9% of female respondents reported having become pregnant on account of rape. Moreover, these numbers varied dramatically based on the respondents' highest level of attained education, suggesting that girls' chance of pursuing further schooling drops dramatically as a result of pregnancy.

SHIFTING ATTITUDES AS A WEAPON AGAINST SEXUAL VIOLENCE

Even while respondents may feel too afraid or shy to share their experiences of school-based sexual violence, it is clear that most Ghanaians do not condone certain forms of sexual violence: 88% of respondents indicated that it was *not* acceptable for a teacher to have sex with a student; 88% also indicated that it was *not* acceptable for a man to expect sex in exchange for gifts.

Yet, even while certain forms of sexual violence appear to be firmly renounced by respondents, it should also be noted that victims of sexual violence are frequently assumed to be the ones responsible for preventing sexual violence. For example, in respondents' answers to an open-ended question at the end of the survey in which respondents were invited to share how school-based sexual violence could be curbed, over half of the respondents advised girls to be more cautious about accepting gifts and/or to dress more conservatively. The majority of other suggestions related to law enforcement.

THE NEED FOR ACTION

The shocking results of this survey highlight the urgent need for parents, civil society organizations, and education officials, among others, to take action. In particular, we issue the following recommendations:

Parents and guardians should:

- i. Listen to their children/wards, believe them if they report experiencing sexual violence, and avoid blaming the youth for the violence that they have experienced.
- ii. Ensure that their children/wards are aware of sexual rights, sexual harassment, sexual assault, and sexual health.
- iii. Provide for their children/wards in order to reduce the transactional sexual relationships that youth – especially young women – may otherwise feel obligated to pursue.

Civil society organizations should:

- i. Undertake regular awareness-raising campaigns on youth's sexual and reproductive health rights, in order to ensure that youth are aware of their rights to live free of sexual violence and to use contraception in cases where they may be sexually active. Further, civil society organizations must ensure that youth are aware of how to report cases.

Ghana Education Service should:

- i. Ensure that teaching staff who have been found to have sexually abused any pupil are reported to the police for the law to take its course, in addition to any administrative punishment that will be taken.
- ii. Emphasise to pupils that they are not to be blamed for sexual abuse and to encourage them to report and most importantly where and who to report to in cases of sexual abuse.

INTRODUCTION

With this report, the Gender Studies and Human Rights Documentation Centre (Gender Centre), in collaboration with the mobile technology company VOTO Mobile, aim to break the silence on school-based sexual violence in Ghana.

OVERVIEW OF THE CELL PHONES AGAINST SEXUAL VIOLENCE PROJECT

This report is one component of a 2-year pilot project that the Gender Centre launched in December 2015 with VOTO Mobile, entitled: “Cell Phones Against Sexual Violence: Using Mobile Technology to Promote Safer Schools.” This project emerged out of a need that both of these organizations had identified: a need to better understand and respond to the prevalence of school-based sexual violence (SBSV) in the context of Ghana.

The objective of this project is to help curb SBSV by:

- Launching the first national, mobile survey about SBSV in Ghana
- Working with women's rights organizations to launch a national conversation that challenges the social norms that perpetuate SBSV
- Educating girls on their rights to live free of violence through school-based gender clubs
- Educating service-providers of their duties
- Providing support to survivors of school-based sexual violence through a national hotline

We believe that having better data about the prevalence of SBSV is a vital component to designing effective interventions and advocacy campaigns to address this complex and pervasive problem. Indeed, the passage of Ghana’s landmark Domestic Violence Act in 2007 only occurred after the release of a comprehensive national report on gender-based violence by the Gender Centre.³ Evidently, research is just one component of what is needed in order to address school-based sexual violence; women’s rights organizations’ dedicated activism and movement building has been critical to advancing legislative and social changes in Ghana, as has been the support and solidarity of development agencies and donors. As such, we hope that this research report can help galvanize other like-minded actors across the country to collaborate in denouncing and taking action against school-based sexual violence in Ghana.

CONTENT OF THE REPORT

This report is divided into five chapters. In Chapter One, we define school-based sexual violence, establish why this kind of sexual violence is deserving of attention, and review some of the previous research that has been conducted about school-based sexual violence in Ghana. In Chapter Two, we outline our report’s

³ Adomako Ampofo, Akusua. (2008). “Collective Activism: the Domestic Violence Bill becoming Law in Ghana.” *African and Asian Studies* 7: 395-421.

methodology, data collection, and data analysis; we also describe some of the characteristics of our sample population. Chapter Three provides an overview of the reported frequency of sexual violence and school-based sexual violence, highlighting the most frequent perpetrators, the most frequent number of incidents that respondents reported, and the ways in which these findings vary based on region, gender, level of education, urban/rural status, and age. Chapter Four outlines patterns in rates of reporting, and the outcomes of reporting incidents of sexual violence, including the extent to which sexual violence resulted in unwanted pregnancy. In Chapter Five, we examine attitudes about sexual violence's acceptability, frequency, and the resources available to victims who wish to report. Chapter Six presents a very brief overview of some reported consequences of experiencing school-based sexual violence. Finally, Chapter Seven concludes with some closing remarks and recommendations.

CHAPTER ONE: SITUATING SCHOOL-BASED SEXUAL VIOLENCE

DEFINING SCHOOL-BASED SEXUAL VIOLENCE

We follow USAID’s guidelines and define sexual violence as, “violence or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible, or power and/or intimidation is used to coerce a sexual act”.⁴ In our study, we limited our analysis of sexual violence to unwanted touching and any kind of rape.

A tragic, illustrative example of school-based sexual violence can be found in the phenomenon of “bush allowance” - the accepted belief that teachers are entitled to sexual favours from students on account of accepting a rural posting.

However, the kinds of sexual exploitation that young girls and boys face in pursuit of their education extends beyond sexual violence perpetrated by teachers or school authorities. Indeed, many youth - and in particular, girls - report feeling obliged or forced to engage in transactional sexual relationships as a way to procure transportation, schooling fees, uniforms, sanitary pads, and other expenses that may be necessary in order for a girl to attend school. In these cases, men lure young girls by providing gifts or favours, with the expectation that these gifts will be eventually “paid back” through sexual favours.

“Teachers, in effect, believe that they are entitled to the bodies of the children they teach when they are transferred to less developed villages in Ghana, even before these girls have reached the age of maturity, or can make decisions for themselves! Such a practice is illegal ... Teachers, to whom we have given the most authority and the most influence on our children, defile students under the warped belief that being transferred to some village must come with this benefit.”
– Amandla News,
<http://amandlanews.com/2015/02/13/ghanas-ugly-bush-allowance/>

In this study, we operationalized sexual violence by asking respondents the following two questions (see Appendix A)

- Did anyone ever try to touch you against your will or to force you to touch them against your will? This could include unwanted touching, rubbing, kissing, grabbing, fondling, or being forced to touch that person’s private parts?
- Did anyone ever force you to have sex against your will?

As a result, our survey covers some of the more common and clear forms of sexual violence that a youth may experience. Importantly, however, our research does not examine the full range of forms that school-based sexual violence may take. For example, sexual relationships between a “willing” student and school authority are unlikely to be captured by our above-mentioned questions’ emphasis on sexual acts

⁴Management Systems International. (2008). *Are Schools Safe Havens for Children? Examining School-Related Gender-Based Violence*. USAID http://pdf.usaid.gov/pdf_docs/Pnadm792.pdf

done against the respondents' will. However, we believe that these cases *should* still be considered examples of school-based sexual violence, since students should not be considered able to consent to sexual acts at certain ages, and since these sexual relationships always involve a very explicit power imbalance. Incidents in which students experience verbal forms of sexual harassment and abuse are also not covered by our survey, though these do also constitute examples of sexual violence. As a result, it is reasonable to presume that levels of school-based sexual violence are in fact higher than the statistics addressed in our report.

CURRENT KNOWLEDGE OF SBSV IN GHANA

Relatively little research on gender-based violence in Ghana has examined how the pursuit of schooling may put some youth at risk of experiencing sexual violence. For example, a recent DfID-funded study on domestic-violence in Ghana⁵ correctly acknowledges that domestic violence may limit youth's ability to access and/or fully benefit from schooling. However, by focusing predominantly on the important topic of intra-household violence, this study cannot shed light on how youth experience sexual violence at the hands of schoolmates, school authorities, and neighbourhood men, colloquially known as "sugar daddies", in their pursuit of schooling. Relatedly, little is known about how forms of domestic economic violence (for example, withholding the resources necessary to attain school) may put school-going youth at greater risk of experiencing sexual violence.

SBSV is a major and all-too-often overlooked obstacle to gender equality, to girls' empowerment, and to the provision of education in Ghana. The Gender Centre's 1999 report on violence against women and girls in Ghana⁶ found that teachers or principals had threatened the schooling (through marks, attendance, etc.) of 10% of adolescent respondents and 4% of adult respondents if they refused sex. Of these, the majority of respondents (66%) were between the ages of 15-18 when they were threatened, while 30% were between the ages of 10-14 and 4% were over 19. This early research hints at just how pervasive and problematic sexual violence may be within Ghana's education system.

Increasingly, news agencies in Ghana have shed light on the problem of school-based sexual violence and the problems that may result from school-based sexual violence. In December of 2014, a television broadcaster with the Ghana TV3 network featured a documentary on "bush allowance" (the sexual exploitation of teenage girls in rural schools by male teachers), which provoked widespread outrage and condemnation.

⁵ Institute of Development Studies (IDS), Ghana Statistical Services (GSS) and Associates (2016). *Domestic Violence in Ghana: Incidence, Attitudes, Determinants and Consequences*, Brighton: IDS.

⁶ Coker-Appiah, Dorcas, and Kathy Cusack. (1999). *Breaking the Silence & Challenging the Myths of Violence against Women and Children in Ghana: Report of a National Study on Violence*. Gender Studies and Human Rights Documentation Centre.

Within the past decade, several studies have shed light on issues related to school-based sexual violence in Ghana. In 2015, Sahadatu Alolo published a doctoral dissertation about “bush allowance,” in which she examined the critical factors underlying the exploitation of rural schoolgirls and examined ways to address this exploitation.⁷ Genevieve Proulx and Andrea Martinez published research about the challenges in implementing Ghana’s policies against school-based sexual violence based on a case study in Awaso, Ghana.⁸ Both of these studies have underscored that school-based sexual violence does appear to be an important area for concern, with serious implications for students who experience such forms of violence. These analyses have also informed the analysis below about why we should focus on school-based sexual violence.

However, these studies are also limited in enabling an understanding of how SBSV plays out nationally. First, there is no way of knowing whether these findings are nationally representative, since each is based on research in a single district or in a small number of districts. Second, since most of these reports relied on forms of in-person interviewing or focus groups, it is possible that some respondents may have under-reported incidents of school-based sexual violence, given the severe level of stigma that is often attached to these issues in Ghana. However, these studies do enable more in-depth analyses of the causes and solutions to SBSV through two-way forms of research, such as focus groups and interviews.

This research seeks to build on these pre-existing reports by presenting a broader analysis of how pervasive school-based sexual violence may be across various socio-demographic categories.

WHY FOCUS ON SCHOOL-BASED SEXUAL VIOLENCE?

Addressing school-based sexual violence is also of grave importance on account of the complex and multifaceted ways in which SBSV can impact youth and their broader communities. Below are just some of the most frequently cited consequences that SBSV can wreak:

Early pregnancy and contraction of sexually transmitted illnesses (STIs) can be common occurrences for youth who are forced into sexual activities. Oftentimes, youth are unaware of contraceptive methods and may also lack the power to influence whether contraception is used. Consequently, these youth are at heightened risk of contracting STIs or, in the case of girls, becoming pregnant.

Unsafe abortions and unsafe births are possible outcomes of early pregnancy. Young girls may not be biologically developed enough to safely deliver a baby, with

⁷ Alolo, Sahadatu. (2016). "Bush Allowance: A Phenomenological Study on Sexual Exploitation of Schoolgirls by Male Teachers in Rural Schools in Northern Ghana."

⁸ Proulx, Geneviève M., and Andrea Martinez. (2013). "Sexual Violence against Girls in Schools: Addressing the Gaps between Policy and Practice in Awaso, Ghana." *Journal of Applied Research on Children: Informing Policy for Children at Risk* 4.2: 9.

the result that some young women and girls die in childbirth. Other young women may seek unsafe abortions, which may result in severe medical consequences and even death.

School dropout is a common consequence of sexual violence in cases where girls become pregnant. Further, girls may be removed from, or never enrolled in, schools where incidents of sexual violence are particularly well known, since parents may calculate that their daughters would be safer if they remained out of school.

Forced and early marriage can also be an outcome of school-based sexual violence, particularly in cases where a victim of school-based sexual violence becomes pregnant. In such cases, the rapist may be pressured to marry the victim, with the result that this victim is forced to live with her attacker. The assumption that sexual relations should end with marriage may also create family-level pressures in which young girls are forced to engage in sexual relationships with high-status men such as a teacher, since the family may assume that doing so will result in their daughter becoming married to an educated man.⁹

Cycles of poverty are also perpetuated in cases where young girls become pregnant, since early pregnancy may curtail a girl's educational and professional opportunities, while also exerting financial pressure on the young mother. This is especially true if the father of the child refuses to take responsibility and/or to contribute to the mother and child's financial needs.

Psychological trauma is another clear, tragic outcome of many instances of school-based sexual violence. Survivors of school-based sexual violence may suffer from serious mental health conditions such as depression or posttraumatic stress disorder. Additionally, being socialized into sexual violence at an early age puts young girls at risk of having their own lives and aspirations curtailed, since young women may come to believe that their best chances at advancing stem from transactional sexual relationships and not from hard work or virtue.

⁹ For more information on this phenomenon, see pages 68-82 of A Alolo, Sahadatu. "Bush Allowance: A Phenomenological Study on Sexual Exploitation of Schoolgirls by Male Teachers in Rural Schools in Northern Ghana." (2016).

CHAPTER TWO: METHODOLOGY

RESEARCH GOALS AND PURPOSE

This research aimed to determine the distribution of school-based sexual violence (SBSV) and attitudes towards it in Ghana. In doing so, we sought to better understand:

- i. How different demographic categories influenced the likelihood of an individual experiencing SBSV,
- ii. Who were the most common perpetrators of SBSV,
- iii. What impacts SBSV had on the lives of survivors, and
- iv. Attitudes towards SBSV and knowledge of resources available to survivors.

OVERVIEW OF METHODS

Mobile Interactive Voice Recognition Survey

The majority of the data from this report was derived from an interactive voice response (IVR) survey. IVR technology involves the use of a human voice recording to ask survey questions, which the survey participant can respond to by pressing a number on the phone dial pad or by speaking their response. These responses are then automatically recorded using dial tone sensing technology or, in the case of a spoken response, the audio from the participant is captured as a recording and stored in a secure database.

IVR surveys are considered to be a robust methodological tool with a number of advantages. They can be useful in places with low literacy rates since the survey questions are asked in a participant's local language. Moreover, the anonymity of interactive voice recognition surveys may promote higher rates of disclosure on topics that are highly stigmatized. IVR surveys also offer a standardized survey experience for respondents (since the survey itself is pre-recorded), reducing the possibility that different interviewers may bias survey data. Significantly, IVR surveys can also reduce order bias in surveys as respondents are known to select earlier items in an ordered list, which can significantly bias survey results; with IVR surveys, the order of items can be randomly generated.

With the exponential rise in mobile phone penetration rates across developing countries, including Ghana, mobile-based surveys have increasingly emerged as a cost-effective means through which to attain random samples for surveys. In order to access respondents, the survey operator, VOTO Mobile, uses a random number generation system to obtain a sample of potential mobile users. To do so, VOTO's technology randomly generates a list of numbers that conform to Ghana's mobile number format (e.g. beginning with +233 with ten randomly generated numbers following). Of these randomly generated numbers, about 10% will correspond to actual phone numbers (90% of the attempted phone calls will reach non-existent phone numbers).

Upon answering the phone, the participants first selected the language of their choice (this survey was recorded in Ewe, Dagbani, Ga, Hausa, Twi, and English). Next, respondents received a brief overview of the purpose and scope of this survey, after which they were prompted to select whether they would like to participate. From there, respondents were asked to indicate their sex and age. This enabled VOTO Mobile to ensure that the quota of male and female respondents was reached. Respondents answered a series of automated questions about their knowledge, attitudes, and experiences of sexual violence using their dial pad. At the end of the survey, respondents were also given an opportunity to share any additional comments, ideas, or feedback by speaking their response. A copy of the interview template can be found in Appendix A.

Method Limitations

While a mobile IVR survey proved to be an efficient technique for procuring a nationally representative sample in a relatively short period of time, this technique also came with several drawbacks. First, given that the survey is administered using automated pre-recordings, there was no opportunity to clarify questions if a respondent was uncertain of the meaning of a question. While respondents could request to have any question replayed, it is likely that some respondents may have been unsure at times of the precise meaning of some of the prompts. Given the automated nature of this technique, we were also unable to probe survey respondents with follow-up questions.

This challenge was compounded by the fact that, due to a glitch in the survey platform, 859 respondents were not given the opportunity to select a language other than English when completing the survey. We examined this subset's responses in order to determine whether there was a stronger degree of survey question miscomprehension and found that there was no reliable evidence of statistically significant variation.¹⁰ This suggests that respondents who received the English-only survey hung up or disengaged if they were unable to understand. However, perhaps not surprisingly, these 859 respondents were more likely to have higher levels of education, and were also less likely to come from the Upper West region (whereas 11% of total survey respondents came from the Upper West region, only 4% of those in the English-only-survey-subset came from the Upper West region). Hence, this survey glitch does appear to have partially compromised the national representativeness of the total survey sample.

Finally, while our randomized sampling method helped to offset the possibility of a biased sample, limiting our sample to individuals possessing mobile phones means

¹⁰ More specifically, we examined the % of respondents who indicated that they had no formal schooling, but also indicated that they experienced sexual violence while they were in JHS, SHS or post-secondary, since these responses are contradictory and suggest that respondents may well have miscomprehended one or both of these two survey questions. 27 of the 859 English-only-survey respondents (3.1%) fell into this category, compared to 66 of the 2812 remaining respondents (2.3%). Hence, while it appears that a slightly largely proportion of the English-only-subset may have miscomprehended some of the survey questions, there does not seem to be a significant discrepancy.

that those without mobile phones -- in many cases, the most marginalized of Ghanaians, including those who may be at greatest risk of experiencing sexual violence-- may not be covered. As such, we believe that our data likely offer a conservative estimate of the prevalence of school-based sexual violence in Ghana.

Ethics and Support to Survey Respondents

School-based sexual violence is evidently a very sensitive topic, and one that can evoke significant pain and trauma for survivors. Given that our survey was automated, we felt it was critical to ensure that survey respondents were able to seek support if completing this survey caused them pain or suffering. We sought to offer such support through the creation of a sexual violence hotline that was created as another component of the “Cell Phones Against Sexual Violence” project. At several points during the survey, respondents were informed that they could flash the hotline number if they wished to speak with someone about their experiences, learn more about sexual violence, or learn about the law enforcement services, health services, or other services that were available to them.

Data Analysis

Data cleaning and preparation

Raw survey data were cleaned by VOTO mobile staff, including: removing male respondents whose calls exceeded a set quota of 2000 men; merging the cases of respondents who completed the survey in more than one call; and removing all data points representing callers who dropped the call or chose the “opt-out” option. The analyst checked for possible duplicate callers using the Excel “COUNTIF” function, which detected four sets of identical duplicate cases based on their unique subscriber ID numbers. One copy of each was removed. A technical malfunction introduced into the data collection system unfortunately necessitated removing 62 cases. The final, cleaned dataset represents 3671 unique callers (1956 females and 1715 males).

Recoding and aggregating variables

Those variables that are of principal interest to the analysis were edited in the data analysis software program, *R*, in order to make them easier to analyze and report. Firstly, because all responses were given in numeric code (“1”, “2”, “3”, et cetera), those variables that are of most interest were recoded into string variables, meaning that answers of “1” were recoded to “Yes”, “2” to “No”, and so on. Secondly, several aggregate variables were computed. This step was necessary because several core variables relating to respondents' background and experiences were collected with detailed questions, meaning that answers to binary questions, such as whether or not a respondent had ever experienced any form of sexual violence or coercion, were spread out across two or more questions in the survey. All such aggregates are indicated by the suffix or prefix “any” in the variable name; these variables are described in greater detail in the complete *R* code (available on request).

“Double Counts” of sexual violence in the survey

Because this survey asked respondents about whether they had experienced both unwanted touching (Question 10 – see Appendix A) and rape (Question 11), it is possible that respondents may have “double counted” an experience of sexual violence by describing the same incident in both of these two questions. In order to avoid double counting, Question 12 asks if the experiences detailed in questions 10 and 11 *are the same experience or not*.

1952 respondents reported neither form of sexual violence; 879 respondents reported unwanted touching, but not rape; 276 respondents reported rape but not unwanted touching; and 564 reported both. However, importantly, out of those 564 people who reported both forms of sexual violence, 424 were reporting the same incident in both question 10 and question 11 (174 males and 250 females), based on their responses to question 12. This means that these cases are “double counts” in which the same event is reported twice. 138 respondents (124 females and 14 males) replied “No” to question 12, indicating that they had experienced separate incidents of unwanted touching and rape.

To avoid including the double-counted results in our analysis, we created an aggregate variable to represent the 1719 respondents who indicated that they experienced sexual violence (the 879 who reported unwanted touching but not rape, the 276 who reported rape but not unwanted touching, and the 564 who reported both).

Analysis of non-response

A total of 20234 calls were initially logged, including 6822 callers who opted in, 1543 who opted out, 5037 who dialled “0” to end the call, and 6832 whose calls contained no further information, likely as a result of hanging up. The raw dataset included responses from 2302 callers who reported their gender as female, 4278 who reported their gender as male, 212 who chose “0”, or non-response, and 13442 non-responses. After initial cleaning and removal of non-responses and excess male respondents the sample totalled 3733 unique respondents (1990 female respondents and 1743 male respondents). 62 of those respondents were removed at a secondary stage of the analysis (see above, under “Data cleaning”), leaving a total sample size of 3671 unique respondents.

Statistical methods

Because all variables in the dataset are either nominal or ordered categorical, they were predominantly examined using visual methods and cross-tabulation. Tests of simple and conditional independence (Pearson Chi-Square and Mantel-Haenszel statistics) were occasionally used to quantify patterns within the dataset in statistical terms. All analyses were performed in R version 3.2.4 (2016-03-10) and SPSS version 24 (2016). Complete scripts are available on request.

Answers to the open-ended question “What measures can be taken to reduce sexual violence in Ghana?” were translated and transcribed by Voto staff. These transcripts were then coded thematically using the qualitative data analysis program, NVivo 10.

SAMPLE DESCRIPTION

Full Sample Demographic Composition

The demographic composition of the full sample (n=3671) is summarized in Table 1, which outlines the distribution of education levels, preferred languages, type of residence (rural versus urban), and age groups:

Table 1: Demographic Composition of Sample					
Region	N	%	Age Group	N	%
Ashanti	645	18	<10	45	1
Brong-Ahafo	268	7	10-19	779	21
Central	350	10	20-29	1781	49
Eastern	373	10	30-39	671	18
Greater Accra	676	18	40-49	248	7
Northern	366	10	50-59	103	3
Western	210	6	60+	44	1
Upper East	160	4	Sum	3671	100
Upper West	390	11			
Volta	233	6	Residence	N	%
Sum	3671	100	Rural	1654	45
			Urban	2017	55
Education	N	%	Sum	3671	100
None	485	13			
Primary	540	15	Language	N	%
JHS	846	23	Dagbani	114	4
SHS	1230	33	English	964	34
Post-Sec	570	16	Ewe	308	11
Sum	3671	100	Ga	41	2
			Hausa	50	2
Gender	N	%	Twi	1335	47
Female	1956	53	Sum	2812¹¹	100
Male	1715	47			
Sum	3671	100			

¹¹ As is mentioned above in the section, “Method Limitations,” a glitch in the survey design resulted in 859 of the total respondents not receiving a prompt to select the language in which they wished to complete the survey (with the result that English was the only option made available to these respondents).

Distribution of Respondents by Region, Sex, Age, Language Group, Urban/Rural Residency

As with Ghana’s general population, respondents are distributed unevenly by region, with the greatest clusters in Ashanti and Greater Accra (18% and 18%, respectively). Respondents predominantly completed the survey in English or Twi (34% and 47%), and are slightly more likely to dwell in urban (55%) than rural locales (45%). Nearly half of respondents (49%) gave their ages in the 20-29 year age range, with individuals under the age of 20 and individuals over the age of 50 being markedly under-represented. 13% of respondents had no formal schooling, and 16% had reached the post-secondary level; 15%, 23%, and 34% had completed up to primary, junior high school, and senior high school, respectively.

Distribution of Age and Educational categories

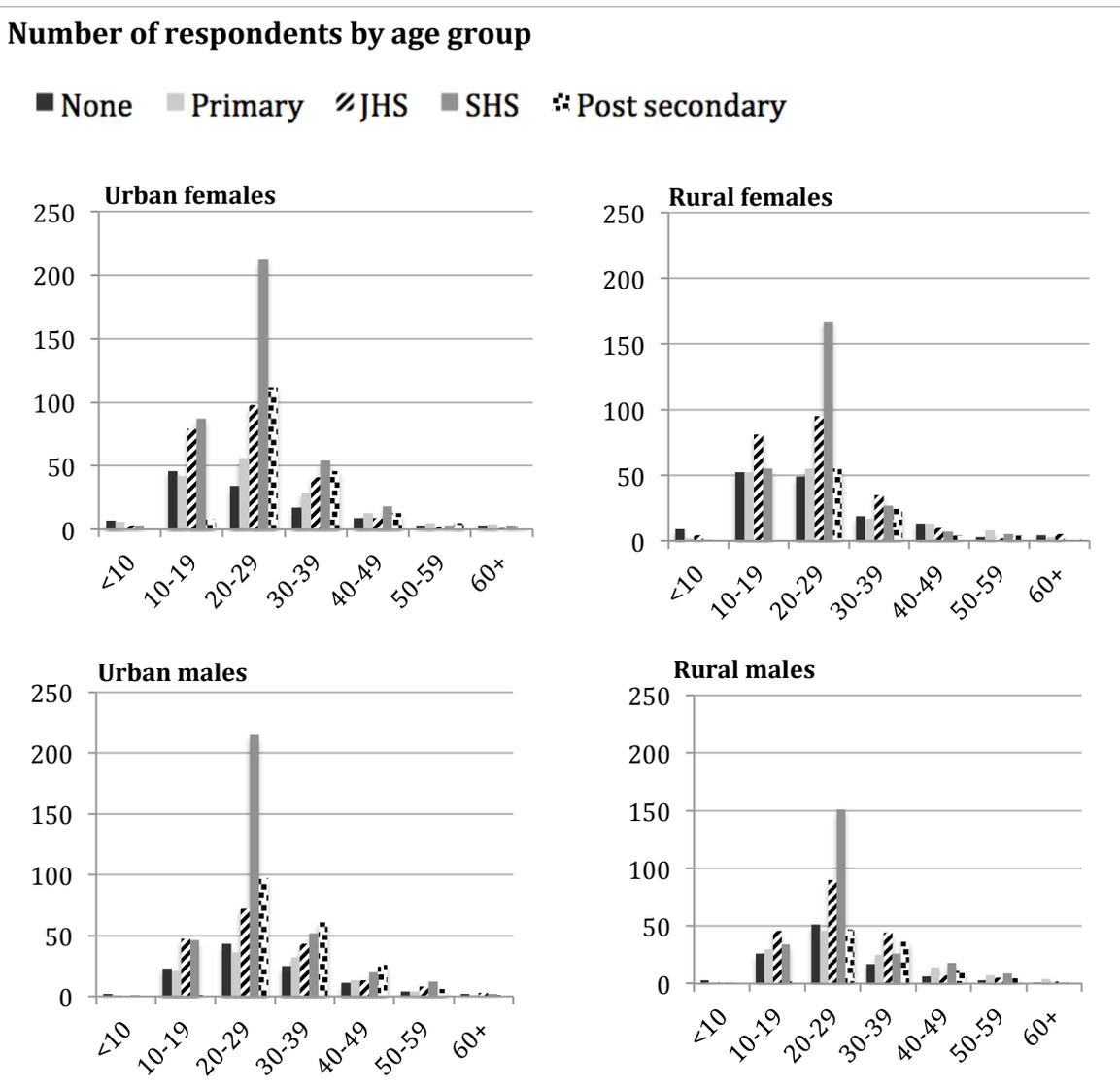


Figure 1: Education by Age, Gender, and Residence Type

Figure 1 illustrates that the distribution of respondents by age group and sex is consistent between rural and urban-residing respondents. The greatest numbers of respondents cluster in the age bracket 20-29 for both sexes, but males under the age of twenty years were notably less likely than females of the same age to have responded. For example, 35 girls under the age of 10 years (2% of female respondents) and 503 aged 10–19 (26%) responded, compared to 10 boys (0.6% of male respondents) and 276 young men aged 10-19 (16% of males). The relative difference declines markedly in age groups 20 and older: 48% of female respondents and 49% of male respondents were between 20 and 29, for example. A Pearson Chi-Square test indicated that the difference is marked enough to be considered statistically significant ($\chi^2=83$, $df=6$, $p<0.000$).

Distribution of Education by Sex:

The distribution of achieved education levels is quite close between male and female respondents, with males exhibiting a slightly greater degree of post-secondary (university, polytechnic) attainment than females: 294 males (17%) had completed post-secondary education, versus 276 females (14%). The difference is not statistically significant, however.

Table 2: Education by Gender						
	Female		Male		Total	
	N	%	N	%	N	%
None	268	14	217	13	485	13
Primary	305	15	235	14	540	15
JHS	465	24	381	22	846	23
SHS	642	33	588	34	1230	34
Post Sec	276	14	294	17	570	15
Total	1956	100	1715	100	3671	100

Influence of Urban/Rural residence on Education:

As Table 3 indicates, levels of educational attainment are slightly greater among urban respondents ($\chi^2=69$, $df=4$, $p<0.000$).

Table 3: Education by Urban/Rural Status						
	Rural		Urban		Total	
	N	%	N	%	N	%
None	256	53	229	47	485	100
Primary	277	51	263	49	540	100
JHS	427	51	419	49	846	100
SHS	502	41	728	59	1240	100
Post Sec	192	34	378	66	570	100

Plotting the relative proportion of achieved education levels by each gender, age group, and residence locality (Figure 1, previous page) illustrates a mild but

consistent bias toward greater levels of education among men compared with women, among urban compared with rural respondents, and among older respondents compared with younger ones. Young, rural, female respondents overall have the lowest proportion of post-secondary education achievement, while urban, male respondents in their thirties and above have the highest. A χ^2 test affirms that the difference in the distribution of education levels between the sexes is very mild ($\chi^2 = 10$, $df = 4$, $p = 0.04$), suggesting that differential age distribution (more young women responded than young men) and the rural-urban divide are stronger determinants of the educational distribution in the sample than gender.

CHAPTER THREE: PREVALENCE OF SBSV

“It’s happening at so many places ... students are being abused and its something that is not helping at all, not advancing the studies of the children. Some of the tutors have sex with the students thereby impregnating them and promising them passes and certificates but nothing comes up. It’s an issue that is not helping at all in our country.”
– survey respondent

OVERALL EXPERIENCES OF SEXUAL VIOLENCE

Frequency

One of the most shocking findings from this study is just how frequently respondents indicated that they had experienced sexual violence. As Table 4 demonstrates, 56% of all female respondents and 37% of male respondents reported experiencing some or multiple forms of sexual violence during their lives.¹² While female respondents make up 53% of the overall sample, they represent 63% of sexual violence incidents recorded in the survey.

Furthermore, nearly all of the instances of sexual violence (touching or rape) noted by respondents took place during ages when respondents were attending school, as Table 5 demonstrates. Only 140 out of 1719 total reported instances of sexual violence occurred while survivors were not in school.¹³

	Female		Male	
	Number	%	Number	%
Sexual violence	1086	56	633	37
Sexual violence during school	1001	51	578	34
Sexual violence outside of school	85	4	55	3

¹²Female respondents are more likely than males to report an experience of sexual violence ($\chi^2=127.1$, $df = 1$, $p<0.000$).

¹³ It should be noted, however, that a significant number of respondents (195, accounting for double-counts) reported sexual violence at various levels of schooling, but while also reported that they had completed no formal schooling. In 102 of these cases, respondents indicated having experienced sexual violence in primary school, which could have well been the case (since these respondents may have experienced sexual violence in primary school, but not have completed primary school). It is not clear why the 93 other respondents would have reported these seemingly contradictory answers, but it seems likely that this might relate to respondents’ comprehension of survey questions and/or to order bias (since “no formal schooling” was the first option listed for level of education).

As with general sexual violence, *school-based* sexual violence is more common among female respondents than among males ($\chi^2 = 127.5$, $df=2$, $p < 0.000$): in total, some 51% of female respondents and 33.7% of males said that they had experienced at least one form of school-based sexual violence (SBSV).

Level of Schooling and Sexual Violence:

As Figures 2 and 3 demonstrate, an alarming proportion of cases occurred during early levels of schooling, with over half of all reported cases (N=973, or 58%) occurring in primary or junior high school (JHS). The greatest frequency of reported sexual violence incidents occurred in junior and senior high school (36% and 26% of incidents reported by females; 36% and 27% of incidents reported by males).

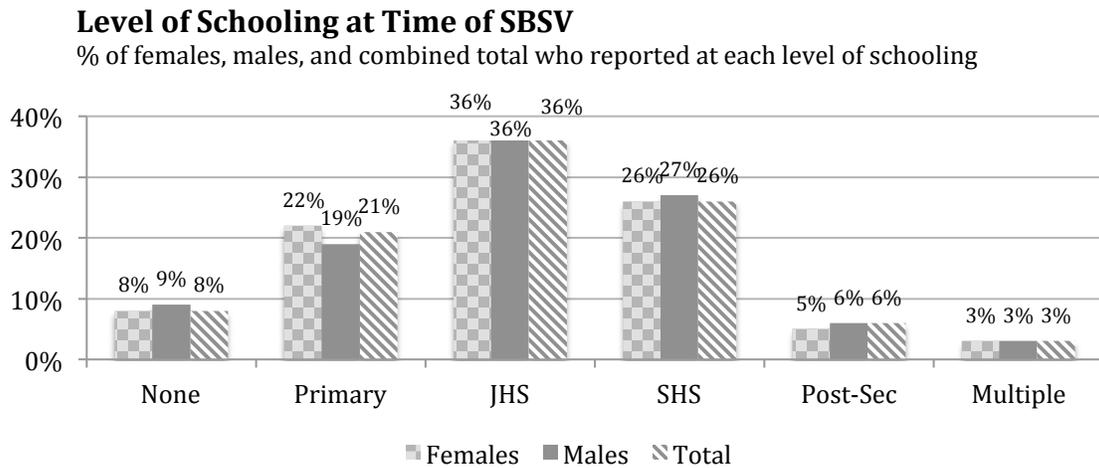


Figure 2: Levels of Schooling at Time of SV (Proportional)

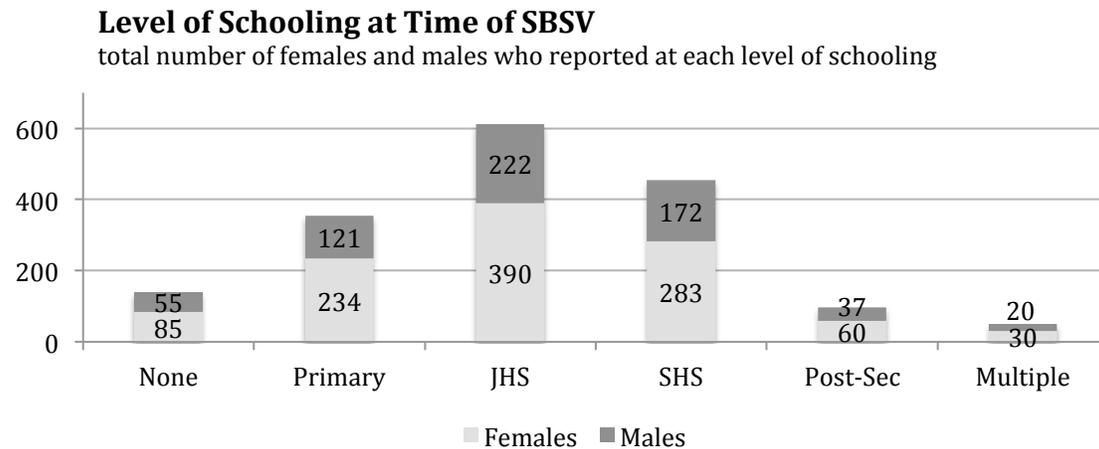


Figure 3: Level of Schooling at Time of SV (Frequency)

Regional Variation

Across regions, an average of 43% of respondents said that they had experienced sexual violence while they were attending school. When both genders are considered together, regionally specific frequencies of SBSV range from 41% in Greater Accra to 50% in Upper East region.¹⁴ Chi-Square tests do not suggest that these are significantly high frequencies (Female $\chi^2 = 12.536$, $df=9$, $p=0.185$; Male $\chi^2 = 3.668$, $df=9$, $p=0.936$), meaning that a larger sample size would be required in order to prove that these regional trends are statistically significant.

SBSV by Region

% of respondents who experienced SBSV in each region

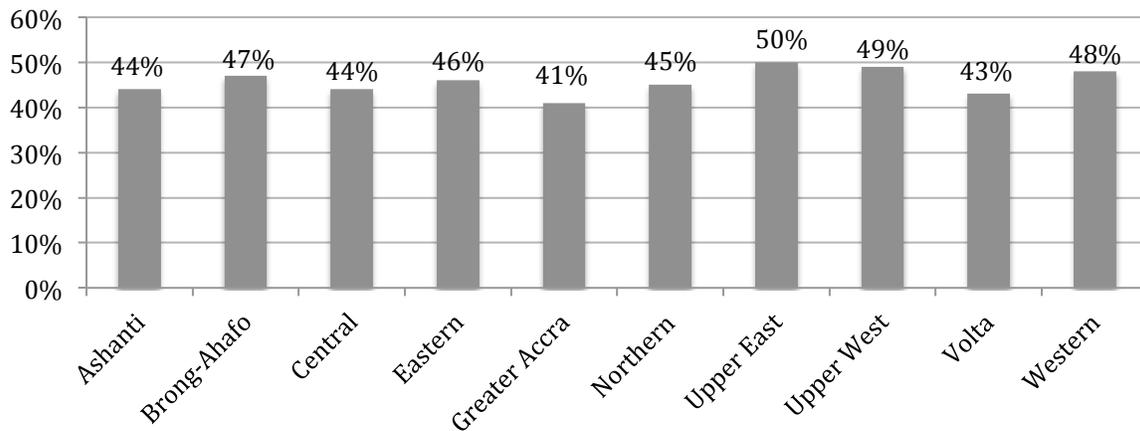


Figure 4: SBSV by Region

Rural vs. Urban Experiences

Our survey results suggest that respondents were not more likely to experience sexual violence on the basis of whether they currently lived in an urban or rural area. Chi-Square tests affirm the absence of a significant difference between rural and urban residents ($p>0.200$). The absence of a systemic rural or urban bias in SBSV remained robust even when rural and urban localities were examined region-by-region and by gender. As with regional variation, however, it should be noted that respondents only indicated whether they currently live in an urban or rural setting, and did not specify whether they had been living in an urban or rural region at the time of experiencing sexual violence.

¹⁴ Among females, frequencies are higher than the average and range from 47% in Greater Accra region to 58% in Upper East. Among males, the frequencies range from 32% in Ashanti region to 38% in Upper West.

Sexual Violence and Highest Attained Level of Education

The frequency of school-based sexual violence varies across levels of education among female respondents, with between 43% and 58% of respondents at each level of education reporting at least one form of sexual violence, but the variation does not appear to be systematic (Table 5). Among male respondents, however, there appears to be a slight negative correlation between SBSV and attained education: 37--40% of males with no formal schooling or primary schooling reported SBSV, while only 26% of males with post-secondary schooling did. Education-related differences in both sexes, however, yield high Chi-Square statistics, but very small Somers' *d* results, suggesting that any negative trend is negligible.

Table 5: SV And Level of Education Attained		
	Female	Male
	%	%
None	43	38
Primary	58	40
JHS	52	33
SHS	50	35
Post-Sec	52	26

Frequency of SV by Age

There is a mild but significant negative trend in the frequency of school-based sexual violence incidents with greater respondent age (Figure 5): 60% of females and males under the age of ten years reported at least once instance of school-based sexual violence; in contrast, 35% of females and 25% of males aged 50-59 reported school-based sexual violence (Somers' $d = -0.056$, $p < 0.027$ for each. This finding could indicate that rates of sexual violence towards school-aged youth have increased over time; however, it is also likely that this finding reflects recall bias, since respondents are more likely to recall events that have taken place recently (meaning that older participants may be less likely to recall incidents of sexual violence that took place during their schooling).

Age of respondents who experienced SBSV

% of female and male respondents in each age group who experienced SBSV

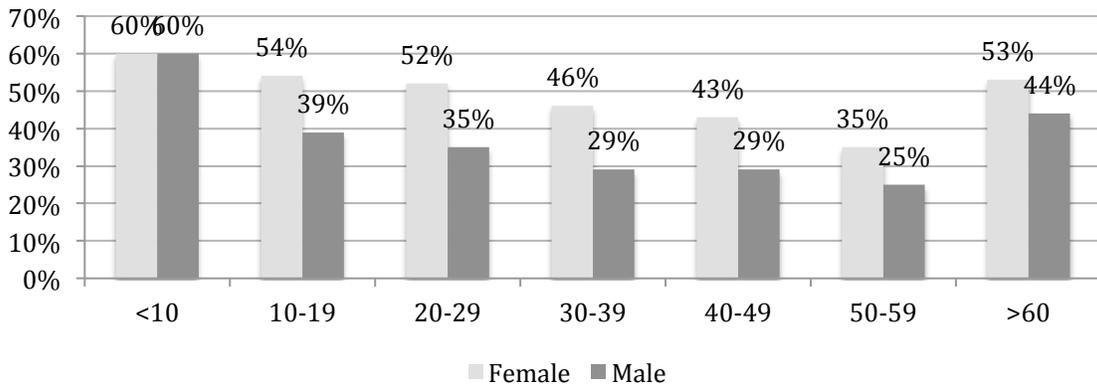


Figure 5: SBSV by Age

Number of SBSV Incidents Experienced

Over half of survey respondents (51% of female respondents and 61% of male respondents) indicated that they experienced sexual violence on more than one occasion: 45% of respondents reported experiencing SBSV a single time (N=714), whereas 46% reported 2-5 incidents, 7% reported 6-9, 1% reported 10-20, and 1% reported more than 20 incidents. As the gender-disaggregated frequencies in Figure 6 demonstrate, there is a significant difference with regards to the number of males who report having experienced multiple SBSV incidents; the reasons for this gender difference are not clear and warrant further investigation.

Number of SBSV incidents experienced by respondents

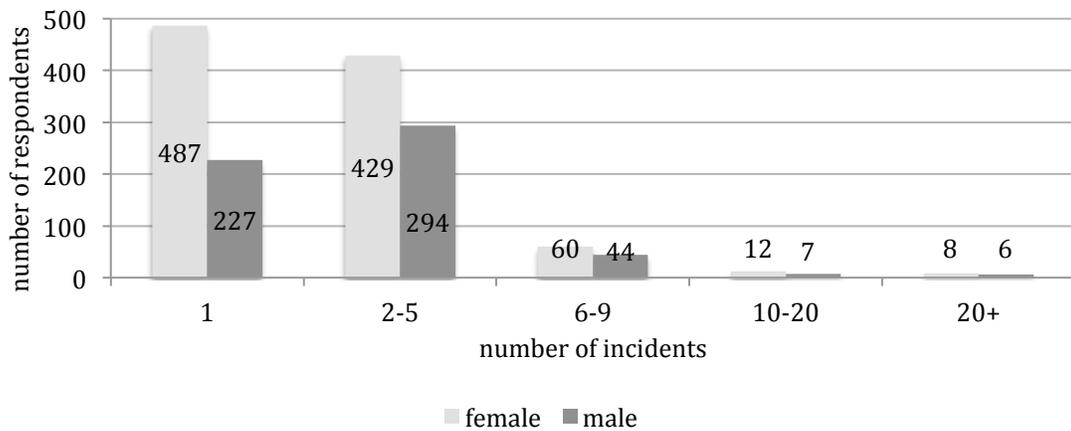


Figure 6: Number of SBSV Incidents Reported by Respondents

IDENTITY OF SBSV PERPETRATORS

Overall frequency: Both female and male respondents indicated that the most frequent perpetrators of school-based sexual violence were “friends” (27% and 36%, respectively). “Other” perpetrators (20% for females; 16% for males) and fellow students (15% for females, 25% for males) were also frequent perpetrators. Based on answers to the final open-ended question at the end of the survey, it seems that many of the respondents who indicated “other” as perpetrator were referring to older adults who would provide some form of financial support to the youth in question. For example, one male survey respondent noted “sometimes it is poverty that makes people do it: for me I was poor and where I rented there was a woman who ... was forcing me because her husband had traveled and she used money to entice me and I gave in.”

Shockingly, teachers and principals together made up 15% of all cases of SBSV for females (170 cases in total) and 9% for males (59 cases in total). Taking into account the total population sample, this means that 8.7% of female and 3.3% of male respondents had experienced sexual violence at the hands of a school authority figure. For female respondents, teachers alone were cited as a perpetrator nearly as often as were family friends or family members (although it should be noted that the differences between these different categories is fairly small).

Perpetrators towards males and females

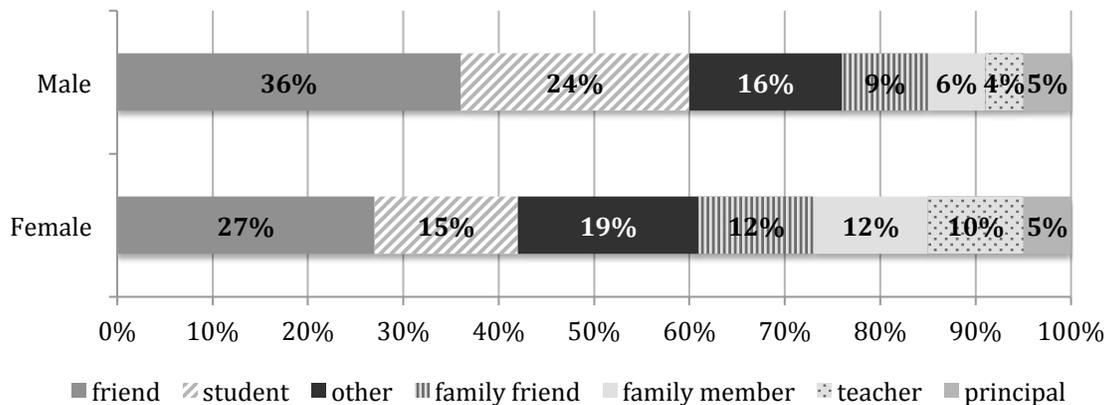


Figure 7: SBSV Perpetrators Towards Respondents

Sexual Violence by School Authorities: Some Respondents' Stories

“It was a teacher that forced me to have sex but I did not agree. Because of that he showed me hatred till I completed school and left.” – female survey respondent

“All these things happen in the schools. In my case it happened in school: I was handsome and the madam came to do her National Service she use to send me and ask me to come home after school. She cooked for me afterward she undressed in front of me and had her way to me and I was 12 years old.” – male survey respondent

“It was my madam in school who forced me to have sex with her. She warned me not to tell anyone because if I do she would fail me in our exam.” – male survey respondent

Regional Variation

Examining the data by regional variation and by perpetrator type considerably fragments the data; for example, when the total number of cases of SBSV committed by principals is broken down by region, the values range from just 5 to 13. A larger survey would therefore be necessary in order to confidently examine regional variation in cases of SBSV committed by teachers or principals. Here, we present a preliminary snapshot of regional variation by combining teacher or principal-related into the aggregate variable “school authorities.”

School Authority SBSV by Region

% of respondents who experienced SBSV by a principal or teacher

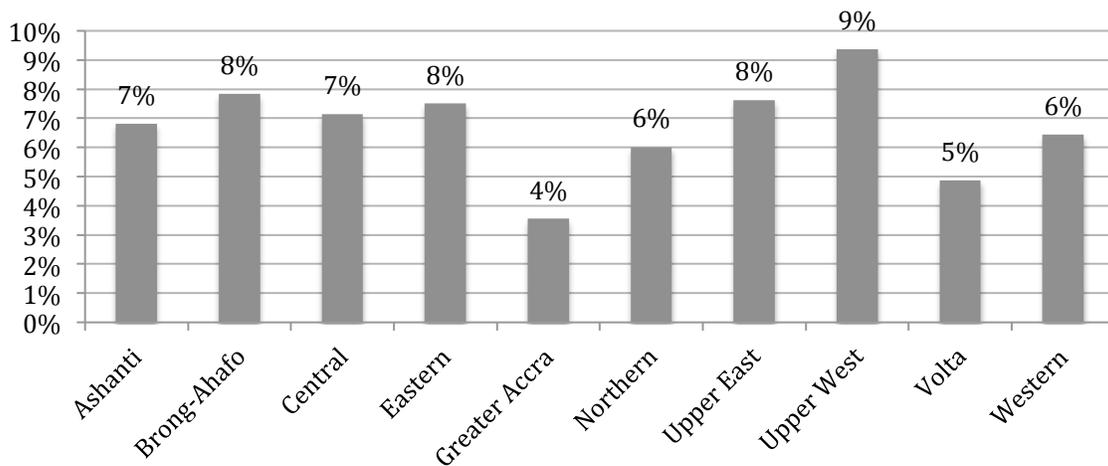


Figure 8: SBSV by School Authority by Region

The percentage of total survey respondents who experienced SBSV at the hands of a school authority figure range from 4% in Greater Accra to 9% in the Upper West region. Rates are lowest in Greater Accra (4%), Volta (5%), and Northern regions (6%); most regions' rates average around 7% of all respondents, with Upper West being a clear outlier with over 9% of total respondents reporting experiences of SBSV at the hands of school authorities. Again, however, larger and/or more targeted surveys should be conducted in order to confirm regional variations in SBSV committed by school authorities.

Urban/Rural

There does not appear to be any significant distinction in the type of perpetrators in urban settings compared with rural settings based on relative frequencies.

COERCION BY PERPETRATORS TOWARDS VICTIMS

We also sought to understand the extent to which victims of SBSV may have felt pressured into unwanted touching or rape through the use of threats or persuasion. Accordingly, after respondents indicated the perpetrator of SBSV in the survey, they were prompted with the following yes/no questions, depending on the perpetrator:

- Teacher: Did this teacher ever hint or threaten that you could fail your exams or get bad marks, or that your schooling would be negatively affected if you resisted this unwanted touching?
- Principal: Did this principal ever hint or threaten that you could fail your exams or get bad marks, or that your schooling would be damaged if you resisted this unwanted touching?
- Family: Did this family member ever threaten that they would remove you from school or not take care of you if you resisted this unwanted touching?
- Student: Did this student threaten you if you resisted this unwanted touching?
- Other: Did this person or these persons ever insist that he would give you a job or do a favour for you or someone if you did not resist this unwanted touching?

It is important to note that the above-mentioned threats do not come close to entailing the full range of possible coercive measures that a respondent could experience. Namely, our responses to these questions do not account for physical threats that youth might face from teachers, principals, family members, or "other" perpetrators. Evidence of these additional forms of coercion was apparent in respondents' answers to the open-ended question in the survey. For example, one respondent noted that her perpetrator, "forced me to do something that I did not want and I was really ashamed of myself and I could not tell anybody about it because if I did he would killed me ... he would have killed me if I had not run away and by the grace of God am still alive so I just forget about it."

Similarly, one student who was raped by her teacher commented, "He forced me when I was not interested - I had not done it before. He said if I do not oblige he will

beat me. In fact he showed me hatred in the school but I endured it. It was when I was in the JHS. It made me stop schooling. I could not complete JHS.”

Family, friends, and “other” perpetrators used coercion in 44% or fewer of the incidents attributed to them, with family and friends using coercion in under 40% of incidents. Teachers and principals, on the other hand, used coercion in 54% of the incidents attributed to them. Family friends and fellow students are intermediate, having used coercion in 49% of incidents involving them. Hence, as the power differential between victim and perpetrator grows, it would seem that the likelihood of coercion being used also grows – at least to a certain extent (Figure 6). Among respondents who reported coercion (summed across gender categories), friends, “other”, and fellow students accounted for 26%, 16%, and 18% of coercion, while teachers accounted for 11%, principals for 7%, and family members for 9% of coercion incidents.

Use of Coercion and SBSV Perpetrators

% of cases in which coercion was used by different perpetrators

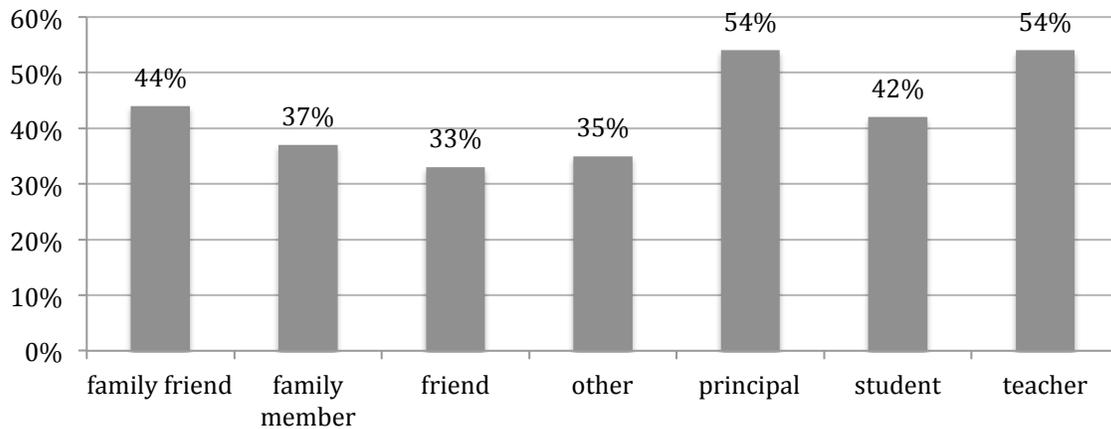


Figure 9: Use of Coercion and SBSV Perpetrators

CHAPTER FOUR: REPORTING

“Even up until now nobody believes me and the guy is free. I did not get justice for what was done to me.” – female survey respondent

“Personally, I have experienced such a thing ... and am afraid to tell my parents or talk about it. Till now it hurts me anytime I remember.” – female survey respondent

Our data suggest some alarming trends with regards to how many survivors of SBSV may be suffering in silence.

The majority of respondents who had experienced SBSV did *not* report these incidents to anyone: 675 (62%) of females who had experienced SBSV said that they had not reported these incidents, as did 413 (65%) of male respondents. A Chi-Square test comparing the frequency of reporting between genders indicates that males are not significantly less likely than females to report instances of SBSV ($\chi^2=1.58$, $df=2$, $p=0.114$).

Reporting SBSV

Number of SBSV cases reported and not reported by gender

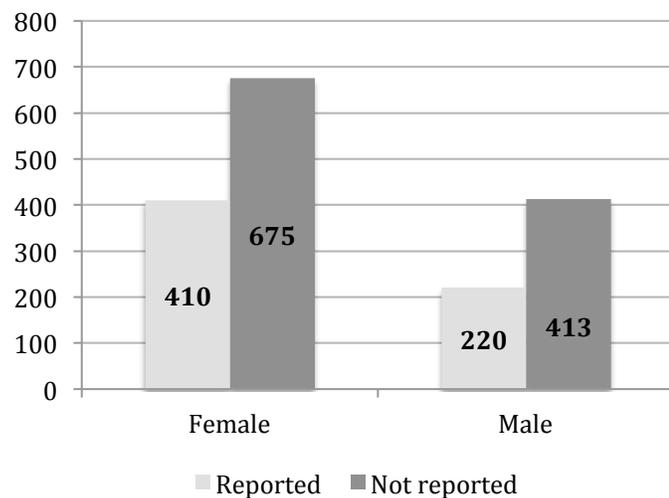


Figure 10: Frequency of Reporting SBSV

The frequency of respondents who reported SBSV to a third actor does not appear to vary significantly by region or by urban/rural status. We also found no evidence of a systematic or directional trend in reporting frequency by the level of schooling in which it occurred, or by respondents' attained level of education.

In general, the relative frequencies of non-reported and reported SBSV incidents are fairly consistent across perpetrator categories: 54-67% of incidents attributed to each perpetrator category were not reported.

Reporting and Perpetrator Types

% of cases reported and not reported by perpetrator type, showing number of cases in each category

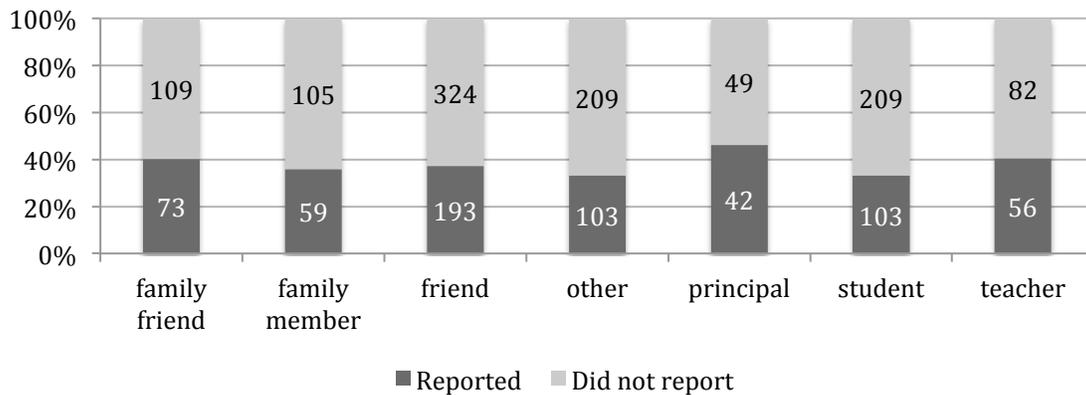


Figure 11: Reporting and Perpetrator Type

The 46% of reports in principal-related incidents may indicate that respondents were more willing to report teaching staff than family or peers, but only 41% of teacher-related incidents were reported, and in both cases that samples are small ($N_{principals}=91$, $N_{teachers}=138$), which makes it difficult to establish significant differences in reporting.

Rates of Reporting based on Perpetrator and Regions

When reporting/perpetrator data were examined region-by-region, the reduction in responses for each perpetrator category led to pronounced and likely uninformative variation in results. Chi-Square statistics suggest that the perpetrator categories do not vary regionally in their rates of reporting.

Rates of Reporting based on Perpetrator and Schooling Level

Breaking down the frequency of reported incidents by the perpetrator category and level of schooling at which they occurred suffers from the same problem of deteriorating sample size: only two cases of family member-related incidents were reported at post-secondary level, for example. Family, friends and fellow students initially appeared somewhat less likely to be reported than teachers and principals, but not markedly so given the variation in the number of responses.

TO WHOM DO SURVIVORS REPORT?

Respondents were by far most likely to report sexual violence to family and friends, with 28% and 41% overall reporting to these third actors. This preference for reporting to friends or family does not vary significantly based on gender, region, or urban/rural status, with friends being the most preferred, and family members the next most preferred third actors, at 33-45% and 20-35%, respectively. These

findings are similar to the findings of the Gender Centre’s 1999 study¹⁵ insofar as family and friends are identified as overwhelmingly the most common sources to whom victims will report. However, unlike this earlier study in which virtually no respondents reported cases of sexual violence to social welfare or police, our study does suggest that these authorities are very gradually becoming more heavily relied on.

While it may be important and beneficial that so many of the respondents who reported SBSV could turn to their family or friends, these figures also suggest a few challenges: first, while friends may be able to provide emotional support and validation to a peer, it is less likely that they will have the confidence, knowledge, and/or resources to ensure that action is taken. For example, one female respondent who had reported an incidence of SBSV to her friends noted, “My opinion is that we need to talk about it and talk to the young ladies of today. It happened to me and I could not inform any elderly person. It affected me for long.”

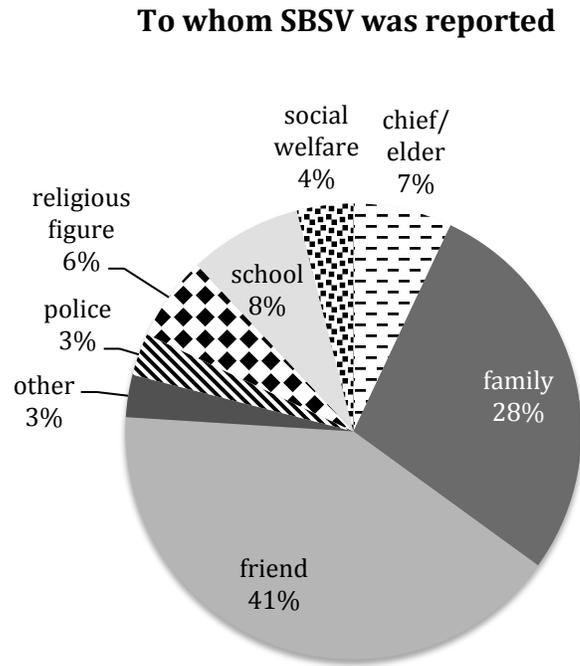


Figure 12: To Whom SBSV Was Reported

Another challenge that can arise when family and friends are the two most common groups that students report to is that a number of Ghanaian youth may not have a supportive family or supportive group of friends to turn to. For example, one respondent commented, “It occurred to me and I fell sick, it worried me a lot, it made me uncomfortable and confused. It had an effect on my schooling and I could not do what I needed to do in life. During this time, my parents had passed on so I had no one to inform. I felt that if I informed my guardian at that time I will be packed out. I had no family apart from my deceased parents. There was no one I was going to inform.”

When examined based on perpetrator identity, respondents were slightly more likely to report to a chief or elder when the perpetrator was a family friend (16%

¹⁵ See pages 84-98 of Coker-Appiah, Dorcas, and Kathy Cusack. (1999). *Breaking the Silence & Challenging the Myths of Violence against Women and Children in Ghana: Report of a National Study on Violence*. Gender Studies and Human Rights Documentation Centre.

versus the average of 7% reporting to a chief or elder), and to family when the perpetrator was a friend (35%, versus the average of 27% reports to family). They were less likely to report to a friend when the perpetrator was a member of the family, a principal, or a family friend (approximately 30% of cases), than when the perpetrator was another friend, a fellow student or a teacher (between 42--50% of reports, compared to the average of 41% reporting to a friend). The few incidents reported to school officials were more likely to involve principals or fellow students (19% and 16%, compared to the average of 8%), and those few reports made to police were also more likely to involve principals (9% versus the 3.4% average), though teachers were not reported to these figures at the same rates

REASONS FOR NOT REPORTING AN INCIDENT OF SBSV:

My experience was a principal and also a family friend so there was no way I could tell anybody. They wouldn't even believe me because of the way he was. He was a respected person and people thought he was principled but he wasn't he wasn't at all and it's an incidence I don't want to remember. – female survey respondent

Shame is by far the most common reason for not reporting (42%), followed by fear of punishment (24%). This is true for both sexes. Additionally, approximately 18% and 17% of female and male respondents said that they were unaware that they could or should report SBSV (Table 6).

The proportion of respondents who chose not to report because of shame or fear of punishment remains relatively consistent across perpetrator categories (19–33% for fear of punishment; 37–47% for shame), although it is notable that respondents who experienced sexual violence from teachers or principals were more likely to be motivated by fear of punishment (33% in both cases) than those whose perpetrators were not school authorities (19–26%) (Figure 14). The teacher category of perpetrator also has the highest proportion of respondents motivated by shame, at 47%.

Table 6: Reasons for Not Reporting an Incident of SBSV						
	Female		Male		Total	
	N	%	N	%	N	%
Too ashamed/shy	291	44	155	39	446	42
Afraid of punishment	165	25	83	21	248	23
Didn't know that it could be reported	120	18	68	17	188	18
Enjoyed the attention/favours that accompanied the SBSV	48	7	56	14	104	10
Other	37	6	33	8	70	7

Reasons for not reporting by perpetrator type

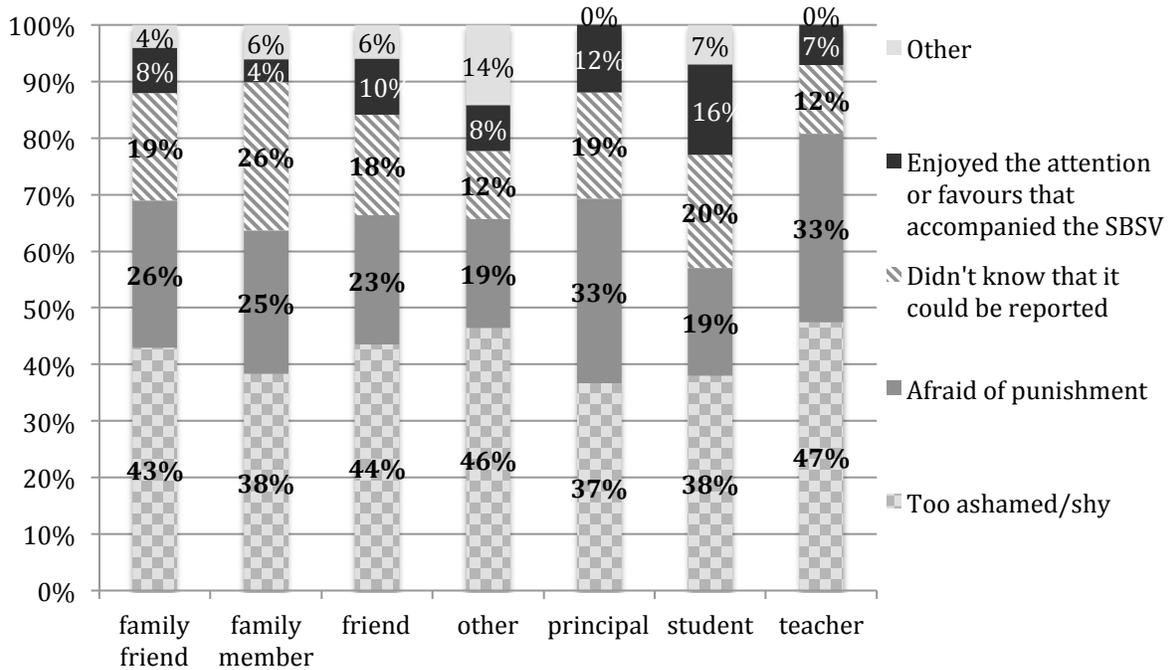


Figure 13: Reasons for Not Reporting by Perpetrator Type

OUTCOMES OF REPORTING

Overall Frequency of Reporting Outcomes

Among cases where an incident of SBSV was reported, 33% saw no follow-up; 25% saw the perpetrator punished, and 15% saw the respondent themselves being punished. 27% either indicated that they did not know what the outcome had been or that none of the above-mentioned categories described the outcome of their reporting (Table 7). Although females had a slightly higher relative frequency of no follow-up (35%) and of being punished (16%) than males (28% and 12%), they also had a slightly higher proportion of seeing the perpetrator punished (27% versus 22% for males). A small Chi-Square statistic ($\chi^2=15.84$, $df=3$, $p=0.01$) affirms that gendered differences in reporting outcomes are subtle.

Table 7: Outcomes of Reporting SBSV						
	Female		Male		Total	
	N	%	N	%	N	%
No follow up	136	35	54	28	190	33
Other/Unknown	84	22	72	37	156	27
Perpetrator Punished	104	27	43	29	147	25
Respondent punished	62	16	24	28	86	15

Outcomes of Reporting SBSV

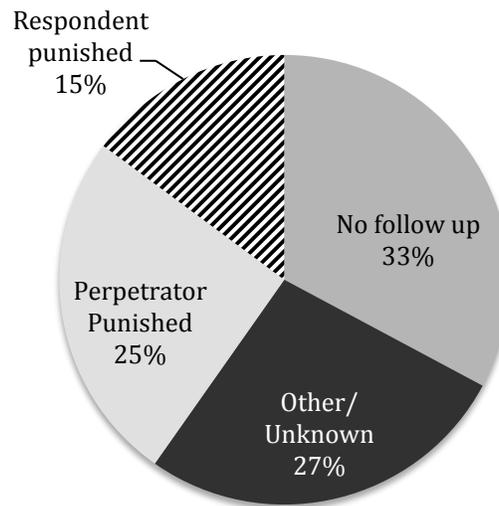


Figure 14: Outcomes of Reporting SBSV

Outcomes of Reporting by Perpetrator Type

There is pronounced variation in the proportion of outcomes for different perpetrator categories, which may well be meaningful despite small per-category sample sizes: for most perpetrators, the respondent was punished between 12 and 17% of the time that an outcome was recorded; however, the respondent was punished in 28% (19 out of 71) of cases where a family friend was the perpetrator. Family friend incidents also had the second lowest percentage of “perpetrator punished” responses (20%, with only “other” being rarer, at 13%). Family members, friends, and fellow students were punished in 25–30% of incidents involving them. Principals and teachers were the most likely of any perpetrator type to be punished, at 38% and 35% of cases, respectively. These statistics point to a sobering reality: in almost two-thirds of the cases in which school authorities are reported for sexual violence, the school authorities will not face repercussions.

Outcomes of Reporting by Perpetrator

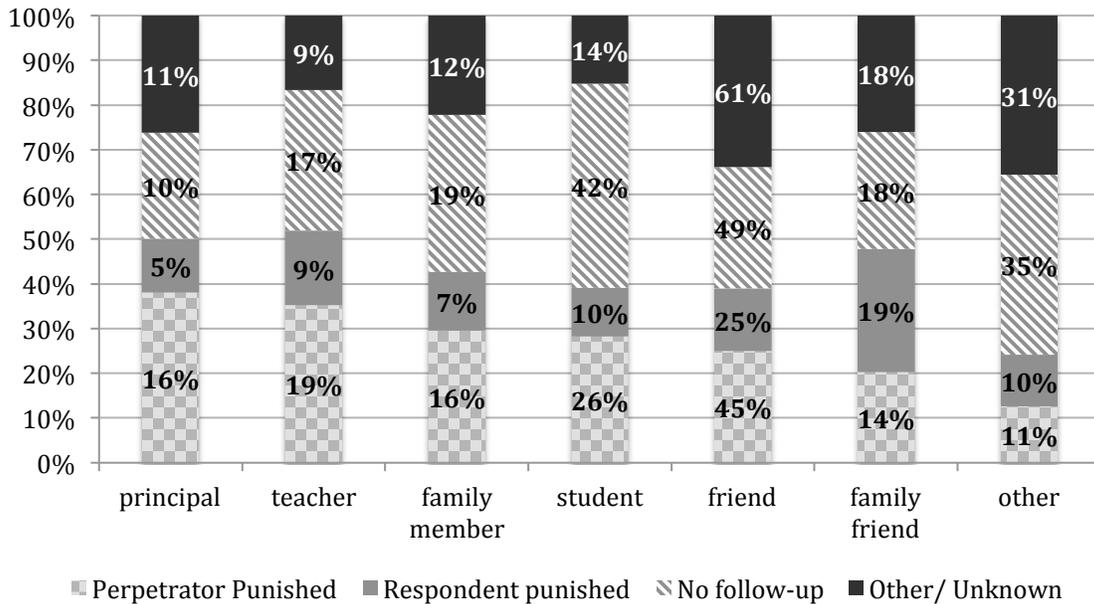


Figure 15: Outcomes of Reporting by Perpetrator

Respondents' Experiences in Reporting School Authorities

“When you report nothing will happen, no one will believe you. They will think you are just trying to disgrace that person when it’s not that. This person has forced you that when you do not allow he will fail you and when you fail you will be sacked and when you are sacked people will say you are a lazy student but it is no fault of yours.”
– female survey respondent

“My opinion is that we need to talk about it and talk to the young ladies of today. It happened to me and I could not inform any elderly person. It affected me for long, it was my friends that I chat with that informed our master. Teacher was always whipping me at school and my friends went to report. The master observed and transferred the teacher from the school that gave me some freedom, but all the same he wanted to fulfill his mission so he came back. I informed the boys in my class and they have been confronting the teacher till he left. So we need to be talking about it.” – female survey respondent

“For me it happened to me and I told the head of school. He took the person out of the school and gave him warning. It became a police case, so they handled it well and he was suspended from the school. It's not good That's why you are married: you went to school to teach not to violate the girls just teach them and go home. If they punishment them like that, it's good, it will teach them a lesson” - female survey respondent

“When it happened to me I told my father and we went to the madam and brought it in front of the elders and asked her why she did what she did to me while I was still under age ... she teaches RME and I always failed in it.” – male survey respondent

Outcomes of Reporting by Region:

Reporting outcomes do vary markedly among regions, although the reasons for this are not evident in the data at present. Where outcome had been recorded, rates of perpetrator punishment varied from 41% in Volta down to 16% in Greater Accra and 15% in Upper East. Rates of respondent punishment varied from a high of 25% in Northern and 20% in Ashanti regions, down to 7% in Eastern Region. Brong-Ahafo and Greater Accra have the highest frequency of non-follow-up at 44% and 42%, and Western the lowest at 23% (Figure 16).

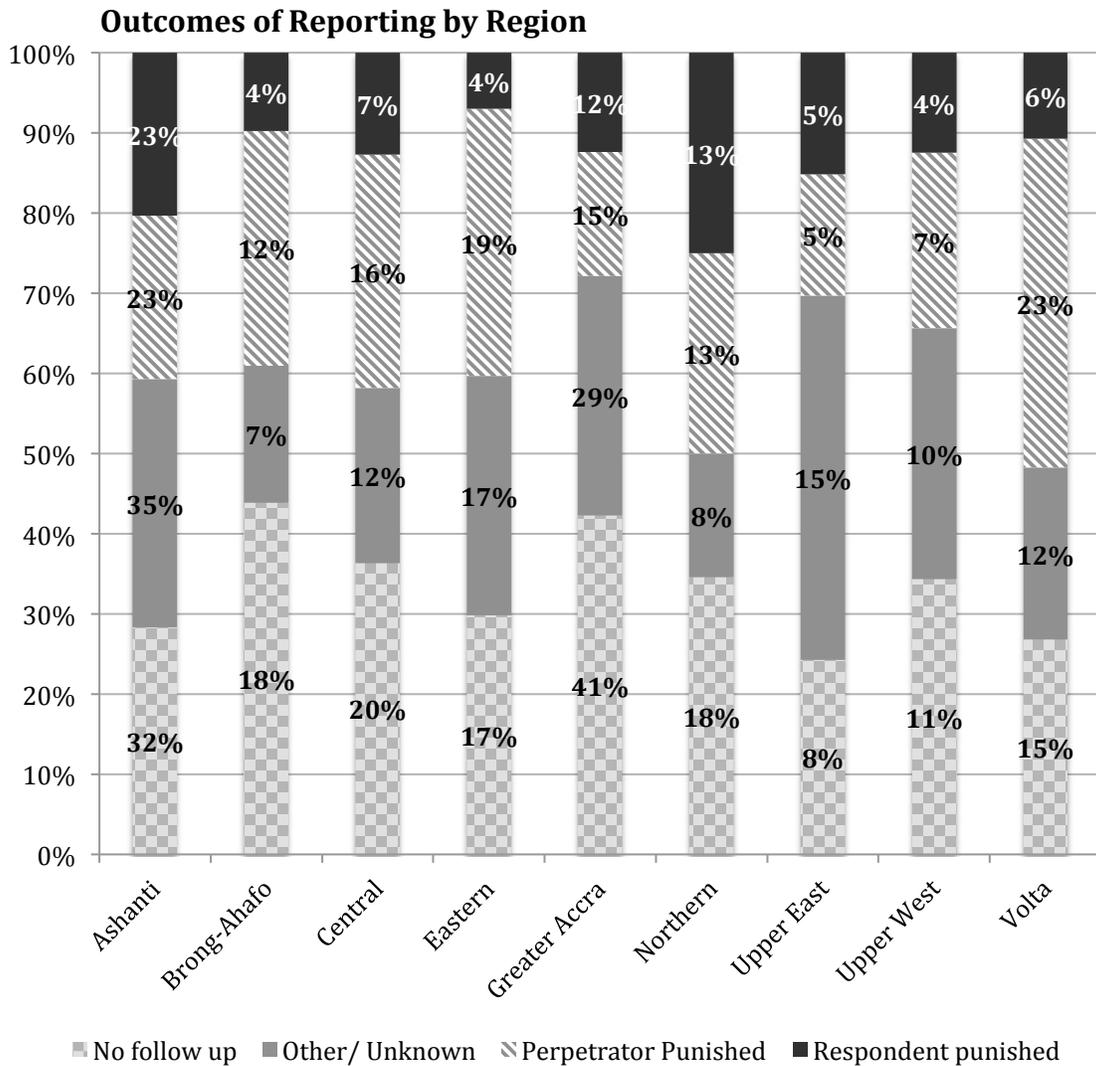


Figure 16: Outcomes of Reporting by Region

Outcome of Reporting by Level of Schooling at Time of Incident:

Perpetrators were punished in between 22% and 28% of senior high school, primary, and post-secondary cases for which an outcome was noted. The greatest relative frequency of perpetrator punishment occurred in junior high school cases (31%). Respondents were punished in only 8% of senior high school incidents, but 22% of primary school cases, compared with the overall average of 15% in the other levels of schooling.

Reporting Outcomes by Level of Schooling when SBSV Occurred

Proportional outcome by school level labelled with frequency of outcome by school level

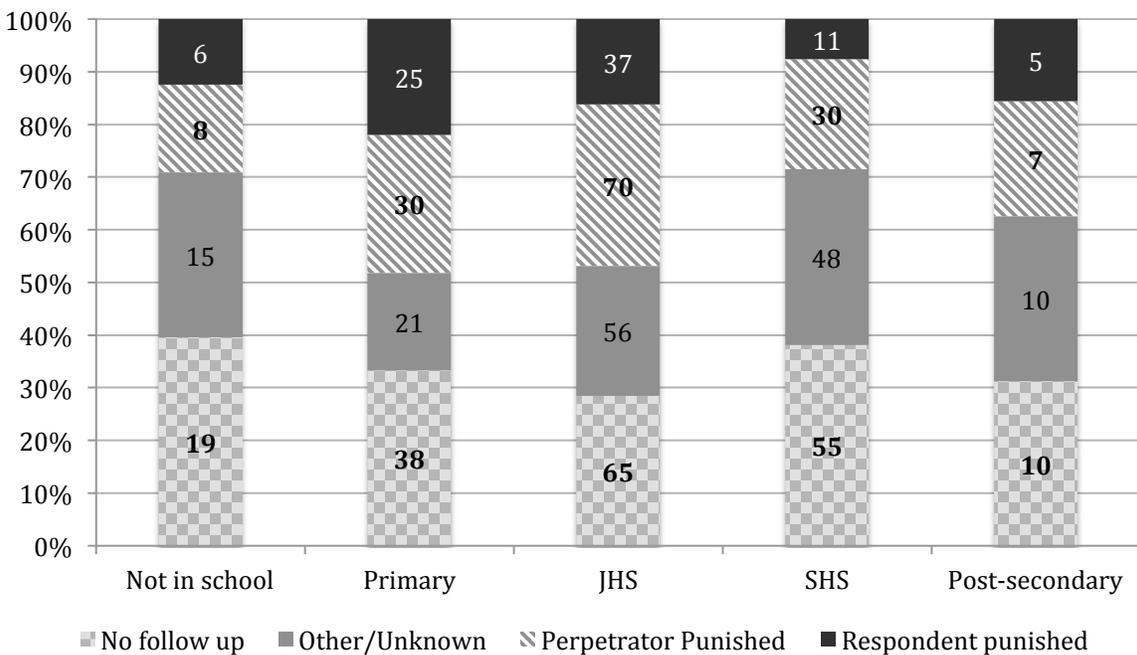


Figure 17: Reporting Outcomes by Level of Schooling when SBSV Occurred

CHAPTER FIVE: IMPACTS OF SBSV

“If kids see that you can provide for them it become easier for men to manipulate them. It happened to me - someone offered me help and it became a whole lot of issues ... I gave birth at an early age of 16.”- female survey respondent

PREGNANCY

Of the 657 female respondents who had experienced rape, 185 (28%) indicated that they had become pregnant as a result. Given that the overall sample of female respondents in this survey was 1956, this is a staggering figure: 9% of *all* female respondents in this survey reported becoming pregnant as a result of rape.

The frequency of respondents in each age group who became pregnant through rape varies between 29% and 36%, with no statistical difference between ages ($p=0.623$). Startlingly, 36% of the 14 rape survivors under the age of 10 experienced unwanted pregnancies.

SCHOOL DROP-OUT

There *is*, however, a marked, and statistically significant, directional decline in rape-related pregnancy with more advanced levels of education: among respondents who reported experiencing rape, 42% of those respondents with no formal schooling reported pregnancy, as did 40% of those respondents with only primary education. In contrast, 22% of respondents who experienced rape in junior or senior high school reported becoming pregnant, and 16% with post-secondary education did ($\chi^2=26.789$, $df=4$, $p<0.000$). This finding likely hints at how significant of an impact sexual violence can have on a girl child and demonstrates how early, unwanted pregnancy can significantly curtail a girl child’s education (Figure 18).

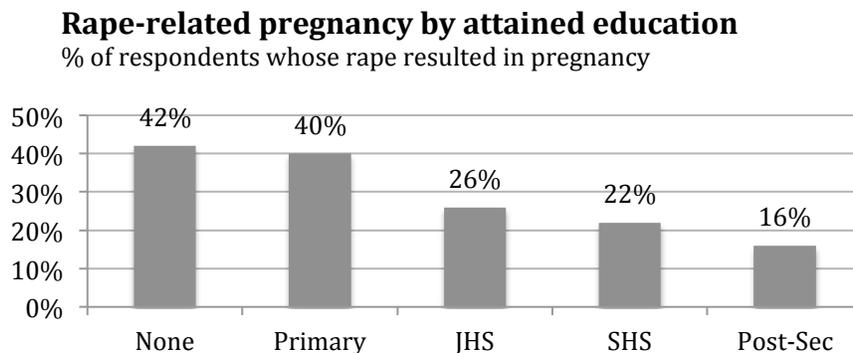


Figure 18: Rape-Related Pregnancy by Attained Education

Respondents’ answers to the final, open-ended question in this survey also reinforced how sexual violence can contribute to dropping out of school. For example, one respondent who was raped by a teacher in JHS commented, “It

brought me so many issues, I got pregnant and gave birth when I wasn't ready and I stopped schooling."

UNSAFE ABORTIONS

Several respondents also discussed accessing abortions as a result of having become pregnant; however, these abortions were not always performed under safe or regulated conditions. For example, one respondent commented, "I got pregnant and sickness and shame. So it is important to go to schools especially SHS and JHS and educated us that even if you get pregnant you should not abort it, and even if there should be abortion you should provide a safe way for it because if it is not done well it can bring about so many complications like in my case."

CHAPTER SIX: ATTITUDES TOWARDS AND KNOWLEDGE OF SBSV

“The religions in Ghana do not accept sexual harassment. Especially we the Muslims we don’t expect you to give something to a female and to be also expecting something from her. Charity is one of the things we the Muslims are supposed to be do and I believe it cut across all the religions so I believe with these interventions educating people it will help reduce sexual violence.” – female survey respondent

ATTITUDES TOWARDS SEXUAL VIOLENCE AND PERCEPTION OF SERVICES

Encouragingly, in response to a series to this survey’s attitudinal questions, the large majority of respondents felt that teacher-student sexual contact was not acceptable (88%) and that men should not expect sex in return for gifts or favours (88%). There was no measurable difference in responses between female and male respondents (χ^2 values ranging from 0.016 to 2.8, $p>0.90$) (Table 8).

	No	Yes
	%	%
OK for a teacher to have sex with student	88	12
OK for a man to expect sex in exchange for gifts	88	12
Services available to victims of SBSV	66	34
Common for girls to experience SBSV	37	63

However, respondents were less certain of how accessible services were for victims, with a smaller percentage (65%) responding affirmatively to the question “do you think there are services available if somebody wants to report instances of sexual violence?” Once again, there was no significant difference between male and female respondents.

The majority of respondents (63%) also felt that school-based sexual violence was a common problem. Given that 43% of respondents had reported experiencing some form of sexual violence (51% of female respondents and 34% of males), it is not surprising that this number of Ghanaians would believe that school-based sexual violence was common. There was not a sufficiently pronounced difference between male and females’ responses to attain statistical significance ($\chi^2 = 2.8$, $df=1$, $p=0.09$).

Attitudes and Knowledge by Attained Level of Education:

Overall, the level of education that respondents had attained has the clearest consistent relationship with attitudes and knowledge about sexual violence. The effect is strongest in the case of question 7 (perception of women's sexual obligations in exchange for favours from men): 25% of respondents who had no formal schooling said that men should expect sex in exchange for favours, as did 15% of those with primary schooling, 12% of those with JHS, 10% with SHS, and only 7% of those who had completed post-secondary (Somers' $d=-0.04$, $p<0.01$).

Respondents who had completed no formal schooling, or primary only, were also much more likely to say that it was acceptable for teachers to have sex with students (18% and 17%, respectively), compared with 10% of those who had completed senior high school, and 7% who had completed post-secondary schooling (Somers' $d=-0.02$, $p=0.08$).

Attitudes about SBSV's acceptability by level of education attained

% of respondents who answered "yes" to each respective question in the legend

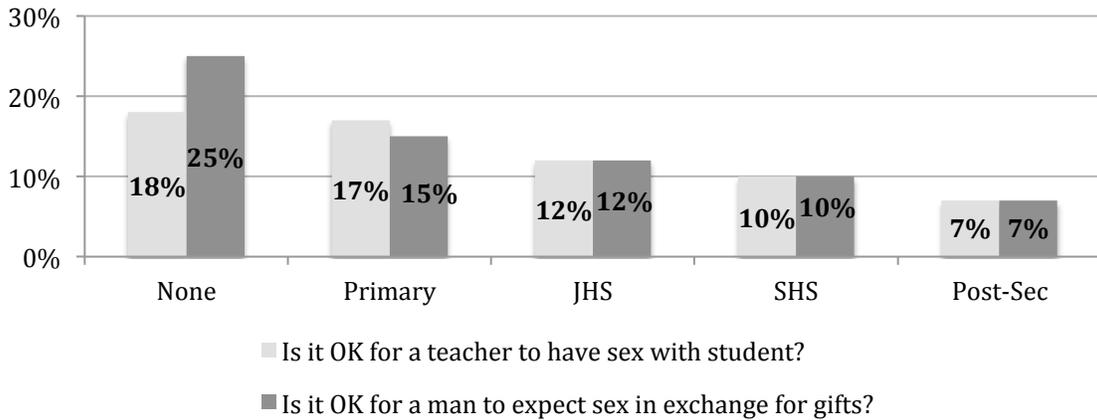


Figure 19: Attitudes about SV's Acceptability by Education Attained

Similarly, respondents with no or lower levels of educational attainment were less likely to say that services for reporting sexual violence were available in their communities: as Figure 20 illustrates, 60% of those with no formal schooling felt that services were available, whereas 70% of those with SHS and post-secondary schooling felt that services were available (Somers' $d=0.05$, $p=0.001$).

Attitudes about SBSV's pervasiveness and services by level of education

% of respondents who answered "yes" to each respective question in the legend

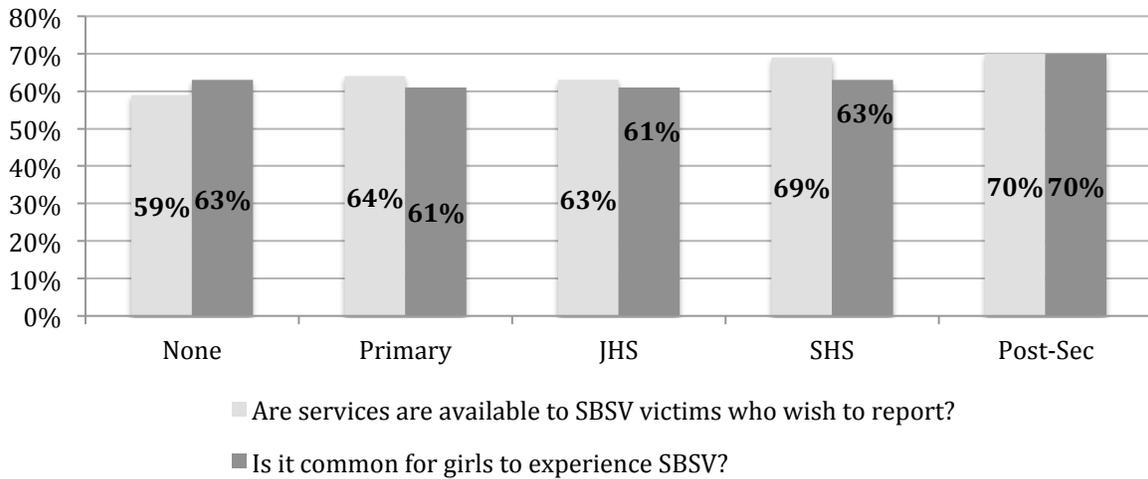


Figure 20: Attitudes about SBSV's Pervasiveness and Services by Education Attained

Interestingly, education level does not play a strong role in respondents' perceptions of sexual violence's prevalence: 63% of respondents with no formal schooling and 63% of respondents with SHS thought that SBSV was common, as did 61% of respondents with primary and with JHS. The only marked difference in opinion appears to emerge at the post-secondary level, with 70% responding that SV was a common issue in their communities.

Attitudes and Knowledge by Age of Respondent:

Attitudes and knowledge about sexual violence and services also vary markedly by age group, but in a less clear and systematic fashion than they do by educational attainment.

Although not clearly linear in their relationship with age, perceptions about teacher-student sexual contact exhibit a noted clustering of positive responses at younger and older ages (Somers' $d=-0.03$, $p=0.021$): Out of the 45 respondents under the age of 10, 40% believed that teacher-student sexual contact is acceptable. 15% of the 779 respondents between ages 10 and 19 agreed. In contrast, only 10 and 11% of those between ages 20–29 and 30–39, respectively, believed that teacher-student contact is acceptable. The proportion of respondents who think it is acceptable is slightly higher among older subsets: 13% of those 248 who are between 40–49 years, and 13% overall of those 147 who are over the age of 50 (50–59=12%, 60+=16%) said "Yes" in answer to that question.

Attitudes about SV's Acceptability by Age

% of respondents who answered "yes" to each respective question in the legend

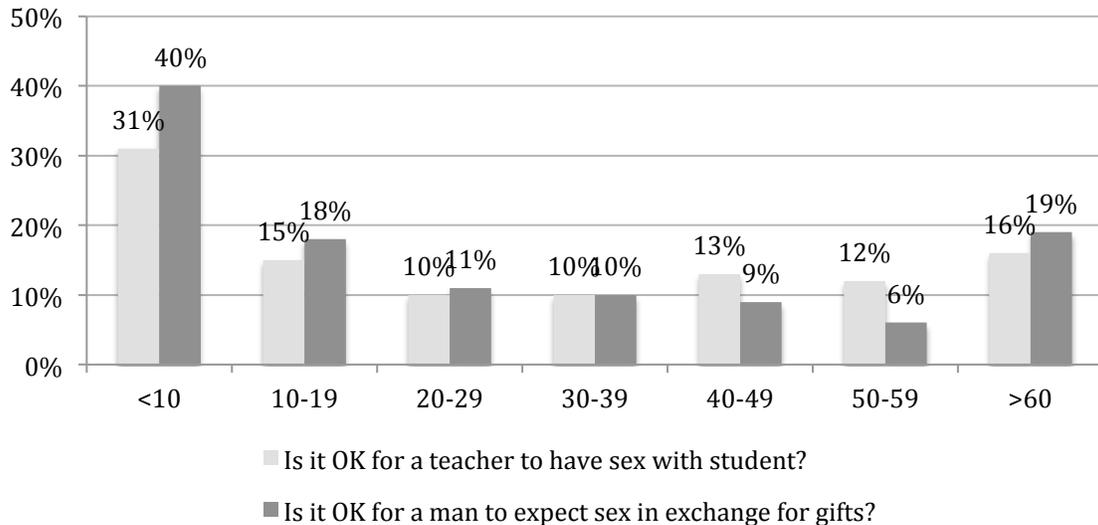


Figure 21: Attitudes about SV's Acceptability by Age

Attitudes about whether men should expect sex from women, however, exhibit a mild but clear, negative linear correlation with age (Somers' $d = -0.08$, $p < 0.000$): the proportion of respondents who think that this is true is again highest among the 45 respondents under 10 years of age (40%), is still markedly elevated among the much larger and more reliable sample of those between ages 10 and 19 (18%), and then declines from 11% of those in their twenties to 6% of those in their fifties. Notably, 8 out of the 42 respondents over 60 years of age (19%) also said that men could expect sex in exchange for favours.

In contrast with the two questions about attitudes towards sexual violence, age does not exhibit a strong relationship with knowledge about services and the prevalence of sexual violence ($d = 0.02$, $p = 162$), although once again those in the youngest and oldest groups do stand out. Those over the age of 19 and under the age of 59 were more likely than average to be aware of services available (ranging from 66–70% of respondents), those in the 10–19 group had average awareness (63%), and those under the age of 10 and over the age of 60 had the least awareness, with 60% and 56%, respectively, saying that services were available to sexual violence survivors.

Attitudes about SBSV's pervasiveness and services by level of education

% of respondents who answered "yes" to each respective question in the legend

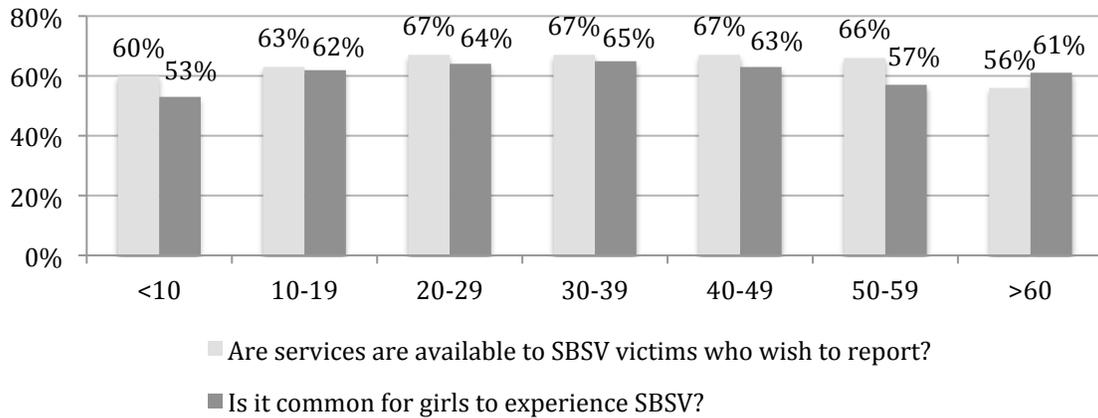


Figure 22: Attitudes about SBSV's Pervasiveness and Services by Level of Education

Those under the age of 10 were least likely to say that sexual violence is common in their communities (53%), whereas most other age groups clustered around the overall average of 63%, ranging from 57–65% ($d=0.01$, $p=484$).

The age-related patterns in this sample should be interpreted cautiously because of the strong over-representation of respondents between the ages of 20 and 40, and the particular underrepresentation of those under the age of 10 and over the age of 50. Sampling error and bias by self-selection are particularly likely. Nevertheless, the high relative percentage of very young and respondents – particularly those in the larger 10–19 years' subset ($N=779$) – who believe that teacher-student sexual contact is acceptable, and that men should expect sex in return for favours, may well warrant further investigation.

Attitudes and Knowledge by Region:

Overall, there are mild to marked differences in the prevalence of attitudes and knowledge about SV among regions, which will likely warrant follow-up investigation.

Perception of teacher-student sexual contact do vary slightly when examined by region: although 12% of respondents overall felt that it was acceptable for teachers to have sex with their students, that proportion was highest in Northern region, where 15% of respondents said it was acceptable. Ashanti, Central, and Western regions are close to that frequency at 14%. Upper East and Upper West each yielded 13% of respondents who said it was acceptable. 10% or fewer respondents from Brong Ahafo, Greater Accra, and Volta regions said that teacher-student sexual contact was acceptable, with the small sample of respondents from Volta being least

likely to say so (5%). Although these differences do exist between regions, they are generally small. A relatively low χ^2 value of 35.1 (df=9, $p<0.000$) indicates the small magnitude of regional variability.

The overall average prevalence of respondents who said that “Yes”, men could expect sex in exchange for gifts/favours is 12%, but there are distinct regional clusters. The prevalence of “Yes” responses is distinctly elevated in Northern, Upper East, Upper West, and Western, where it clusters around 16% (15–17%), in contrast with the other regions, which all returned prevalences of “Yes” responses at or below the average (9–13%), although the associated χ^2 statistic (25.7, df=9, $p<0.002$) is again modest.

Attitudes about SV's acceptability by region

% of respondents who answered "yes" to each respective question in the legend

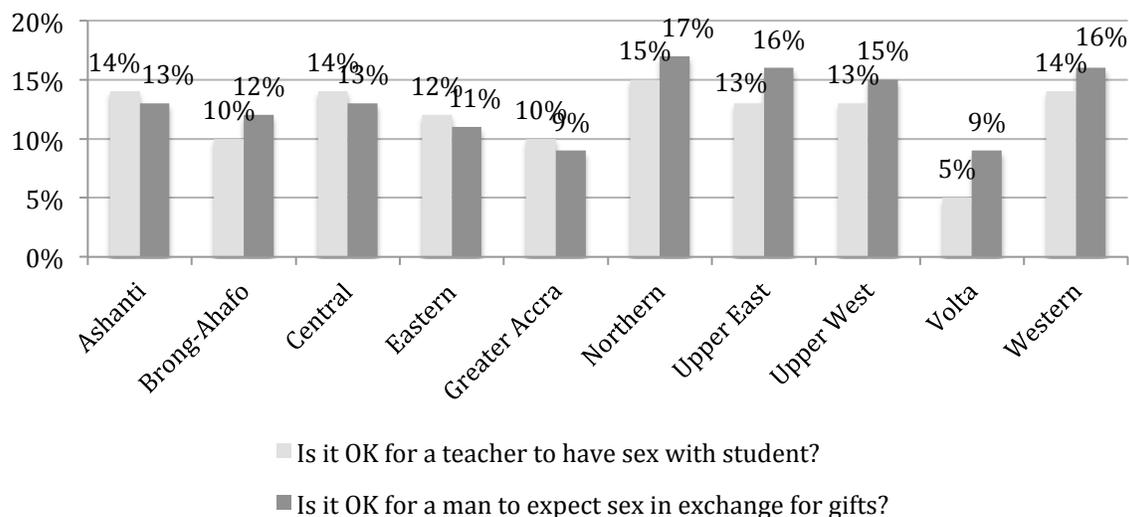


Figure 23: Attitudes about SV's Acceptability by Region

Perceptions about the availability of services does not vary markedly among regions and does not appear to exhibit any macro-regional tendencies. The proportion of respondents who said that services are available for those who wish to report SV ranges from 60% in the Western Region to 68% in the Northern and Eastern Regions around an overall average of 66% ($\chi^2=9.3$, df=9, $p=0.414$).

However, there are marked differences in the proportions of respondents who perceive sexual violence as common in their communities: although the overall average proportion is 63%, this figure ranges from only 49% in Volta through to 72% in Brong Ahafo. 61% of respondents in Greater Accra and Northern said that SV is common, while 57% in Upper East and 64% in Upper West agree.

Attitudes about SBSV's Pervasiveness and Services by Region

% of respondents who answered "yes" to each respective question in the legend

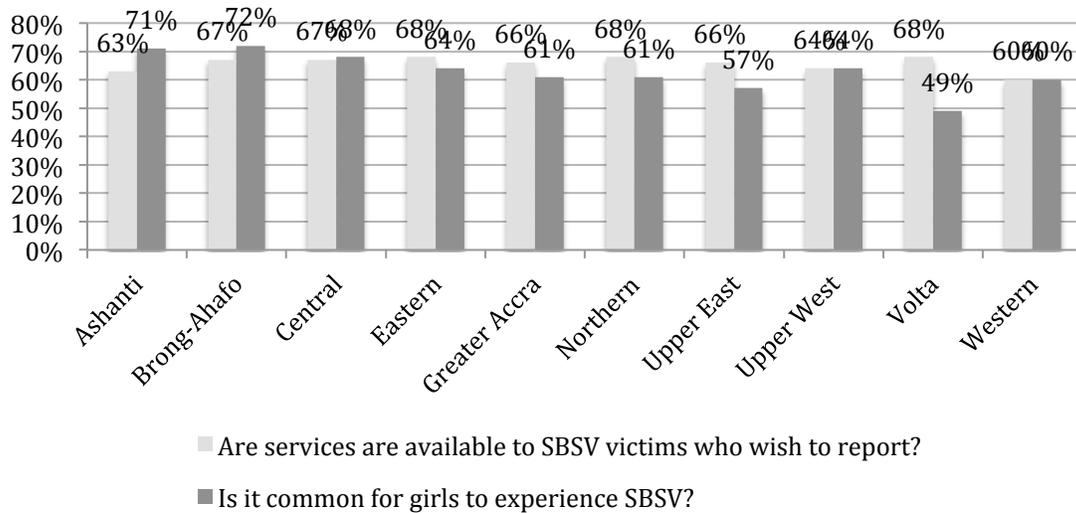


Figure 24: Attitudes about SBSV's Pervasiveness and Services by Region

Attitudes and Knowledge by Rural versus Urban Locality:

There are some mild differences in attitudes and knowledge between urban and rural localities. Overall, perceptions of teacher-student sexual contact differs only slightly: 13% of rural respondents and 11% of urban respondents said that it is acceptable, a difference that is not great enough to produce a notable χ^2 value ($\chi^2 = 1.64$, $df=1$, $p=0.20$). However, attitudes towards men's expectations with regard to sex in exchange for favours do differ: 15% of rural respondents agreed that it is acceptable, while only 10% of rural respondents agreed ($\chi^2 = 22.29$, $df=1$, $p<0.000$).

There is emphatically no difference in knowledge about the availability of services (66% of respondents in both rural and urban communities were aware of services); however, rural and urban respondent do differ on whether they agree that SV is a common problem: 59% of rural respondents said that it is, while 67% of urban respondents said the same ($\chi^2 = 24.45$, $df=1$, $p<0.000$).

Attitudes about SV's acceptability by urban/rural status

% of respondents who answered "yes" to each respective question in the legend

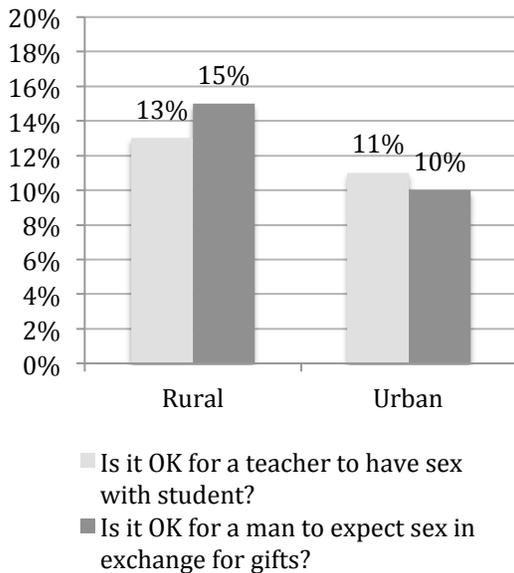


Figure 25: SBSV's Acceptability by Rural/Urban Status

Attitudes about SBSV's Pervasiveness and Services by Urban/Rural Status

% of respondents who answered "yes" to each respective question in the legend

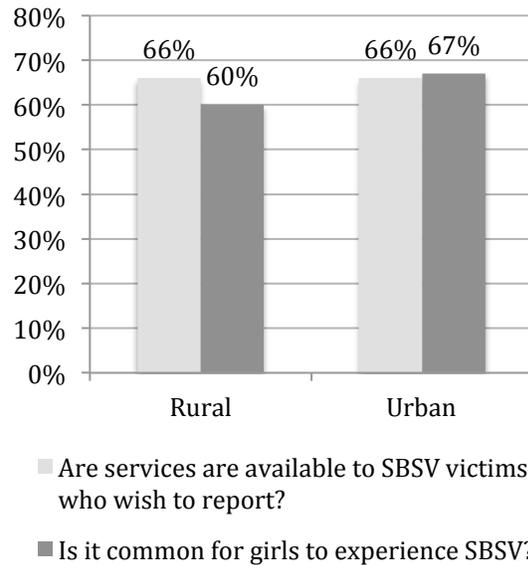


Figure 26: SBSV's Pervasiveness by Rural/Urban Status

Attitudes and Knowledge by Survivor Status:

SBSV non-survivors did not differ from survivors on whether services were available (67% and 65%, respectively) nor on whether SV is common in their communities (62% and 64%, respectively).

However, survivors were more likely to agree with the acceptability of sexual violence than were non-survivors: 14% of those who said they had experienced some form of SBSV said that it is OK for a teacher to sleep with a student, compared with 10% of those who had not ($\chi^2 = 16.3$, $df=1$, $p < 0.000$). Attitudes about whether men could expect sex in return for favours exhibited similar clustering (15% of survivors versus 10% of those who were not survivors) ($\chi^2 = 18.18$, $df=1$, $p < 0.000$).

The relationship between respondents' survivor status and likelihood of responding "Yes" to questions 6 and 7 ("It is OK for a teacher to sleep with a student" and "It is OK for a man to expect sex from a girl if he has provided the girl with gifts, money, rides to school, or other kinds of favours") remains relatively consistent across age groups, suggesting that this apparent distinction between survivor/non-survivor status and attitudes cannot simply be explained by age differences.

We do note an interesting pattern between respondents' education level and their likelihood of agreeing with either question 6 or 7: survivors are consistently more likely to respond "yes" at all levels of education, and the disparity is greatest among those who have no formal education. Thus, those who are least likely to agree are non-survivors with post-secondary education (5% agreed to each of questions 6 and 7). Respondents who have completed no formal schooling and have experienced SBSV are far more likely to agree: 23% agreed to question 6 ($\chi^2=4.91$, $df=1$, $p=0.03$) and 34% to question 7 ($\chi^2=10.98$, $df=1$, $p<0.001$).

Acceptability of teacher-student sex by level of education and survivor status

% of respondents who answered "yes" to "Is it OK for a teacher to have sex with a student?"

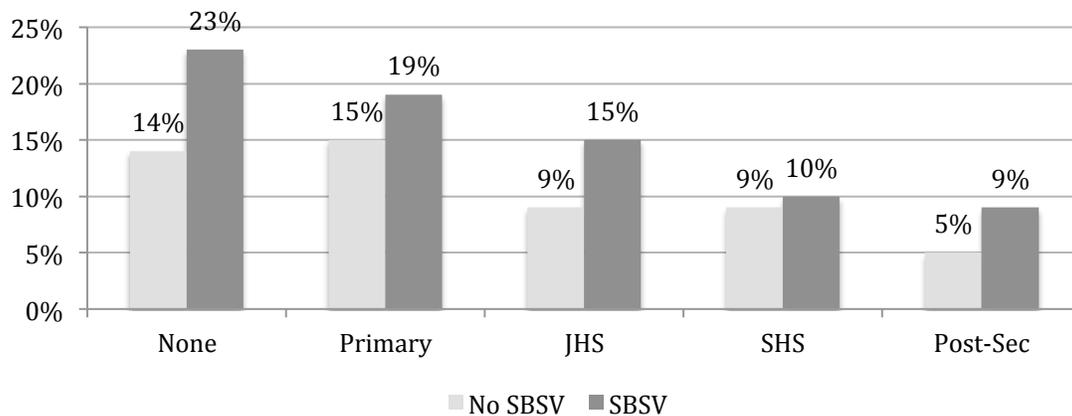


Figure 27: "Is it OK for Teachers to Sleep with Students?" by Level of Education and Survivor Status

Acceptability of transactional sex by level of education and survivor status

% of respondents who answered "yes" to "Is it OK for Men to Expect Sex in Exchange for Gifts"

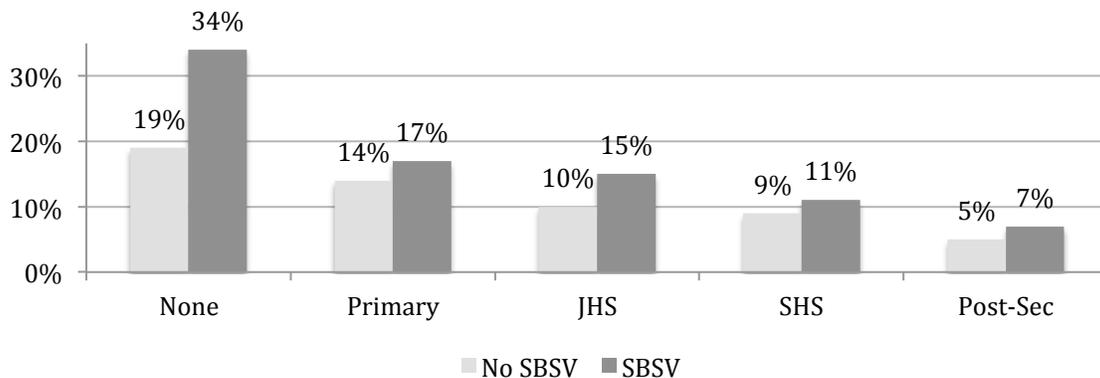


Figure 28: "Is it OK for Men to Expect Sex in Exchange for Gifts?" by Level of Education and Survivor Status

CHAPTER SEVEN: CONCLUSIONS AND RECOMMENDATIONS

“We have to end it because it disrupts the victims future and plans, kills the spirit in all he or she does.”
-female survey respondent, Central Region

The words of the female survey respondent quoted above sum up the impact of sexual abuse on victims including disrupting their future, which can lead to depression. Certainly, there is an obligation on all stakeholders to bring an end to this canker.

This report has confirmed what a number of women’s rights activists in Ghana have known for quite some time: the rates of sexual violence in Ghana are at staggering levels, and these issues have tremendous consequences for the access to and quality of education that Ghanaian youth receive. This phenomenon is also very clearly gendered, with females being more likely to experience cases of sexual violence. However, it would be a mistake to suggest that this is “only” a women’s issue, since a considerable number of male respondents also reported experiencing sexual violence.

RECOMMENDATIONS

The findings clearly indicate that when young girls and boys are abused, they do not know who to report to and if they do report, friends and family are the most likely avenues for reporting. Moreover, this report has demonstrated that the majority of SBSV victims do not report at all, due primarily to fear of punishment or shame. Where victims did report, they expressed their frustration about the slowness of the justice system and the impunity of the perpetrators when they end up not being punished.

In light of the above, the following recommendations are made:

Parents and Guardians

- i. Parents and guardians should listen to their children and wards and not blame them when they report cases of sexual abuse, especially by other family members, teachers/principals and other persons in authority. Parents/guardians have a responsibility to protect their children and wards from such perpetrators, no matter who they may be.
- ii. Parents/guardians should speak with their children and wards – both male and female – about sex, sexual harassment, sexual assault, their sexual rights, and their responsibility to treat others with respect. Too many respondents in this survey indicated that they had not been aware that they could report an SBSV perpetrator. Further, given that fully 9% of all female respondents indicated becoming pregnant as a result of rape, it would seem prudent to also ensure that

- young women and men are educated about contraception and forms of birth control.
- iii. Parents/guardians must provide for their wards in order to reduce the likelihood that they will pursue transactional sexual relations in order to manage. Several survey respondents noted that a number of Ghanaian youth (particularly females) pursue transactional sex because their parents or guardians fail to provide them with the resources necessary to stay in school. In the words of one survey respondent, “parents must enforce good parenting because most of these children’s parents have the means but do not provide, so they do not have any other option than to fall on others, which can result in sexual harassment.”

Civil Society Organisations

- i. Ignorance about reproductive rights, where to report, and who to report to in cases of abuse indicates the need for increased access to information. Civil society organisations should undertake regular awareness-raising campaigns on youth’s sexual and reproductive health rights, in order to ensure that youth are aware of their rights to live free of sexual violence and to use contraception in cases where they may be sexually active. Further, civil society organizations must ensure that youth are aware of how to report cases.

Ghana Education Service

The report shows that teachers and principals are among the perpetrators of school based sexual violence, which is clearly an abuse of their authority. Survey respondents indicated that when teachers are reported the only punishment they appear to receive is transfer to another school instead of the law taking its course – a finding that was also echoed in Alolo Sahadatu’s research on bush allowance in the Upper West region.¹⁶ The Ghana Education Service (GES), is asked:

- i. To ensure that teaching staff who have been found to have sexually abused any pupil should be reported to the police for the law to take its course, in addition to any administrative punishment that will be taken.
- ii. While recognising that the curriculum on life skills include reproductive health and rights, it is important to emphasise to pupils that they are not to be blamed for sexual abuse and to encourage them to report and most importantly where and who to report to in cases of sexual abuse.

¹⁶ See pages 77-79 of A Alolo, Sahadatu. "Bush Allowance: A Phenomenological Study on Sexual Exploitation of Schoolgirls by Male Teachers in Rural Schools in Northern Ghana." (2016).

APPENDIX A: INTERVIEW SCHEDULE

PART A: SOCIO-DEMOGRAPHIC DATA:

Are you female or male? *MCQ*

For female, press 1.

For male, press 2

Female encourage message:

We are especially interested in hearing from women like yourself. Please continue with the survey, your responses will influence our decisions.

What region do you live in? *ROMCQ*

If you are from Ashanti region, press 1.

If you are from Brong-Ahafo region, press 2.

If you are from Central region, press 3.

If you are from Eastern, press 4

If you are from Greater Accra, press 5

If you are from Northern, press 6.

If you are from Western, press 7.

If you are from Upper East, press 8.

If you are from Upper West, press 9.

If you are from Volta, press 0.

V1. Are you from a city or small town? *ROMCQ*

If you are from an urban area or city, press 1.

If you are from a rural area or small town, press 2.

What is the highest level of education you have completed? *MCQ likert and MCQ rev likert*

If you have no formal schooling, press 1.

If you have completed primary school, press 2.

If you have completed JHS, press 3.

If you have completed SHS or technical diploma, press 4.

If you have completed a university or polytechnic degree, press 5.

How old are you in years?

If you are less than 10 years old, press 0

If you are between 10 and 19 years old, press 1

If you are between 20 and 29 years old, press 2

If you are between 30 and 39 years old, press 3

If you are between 40 and 49 years old, press 4

If you are between 50 and 59 years old, press

5

If you are more than 60 years old, press 6

PART B: KNOWLEDGE AND ATTITUDES ON SEXUAL VIOLENCE

Attitudes Message:

I'm now going to ask for your opinion on some possible sexual interactions. Please share YOUR opinion, and not what you think public opinion might be. You can respond to the following questions with 1 for yes and 2 for no.

Do you think it is okay for a teacher to have sex with one of their students?

If yes, you think it IS okay, press 1.

If no, you do NOT think it is okay, press 2.

Do you think it is okay for a man to expect sex from a girl if he has provided the girl with gifts, money, rides to school, or other kinds of favours,?

If yes, you think it IS ok, press 1.

If no, you do NOT think it is okay, press 2.

Do you think there are services available if somebody wants to report instances of sexual violence?

If yes, you think there are services, press 1.

If no, you do NOT think there are services, press 2.

In your opinion, is it common for girls to experience sexual violence during their schooling?

If yes, you think it IS common, press 1.

If no, you think it is NOT common, press 2.

PART C: ACTS OF SEXUAL VIOLENCE:

Acts Message:

I will now ask you some questions about your own experience with sexual violence. Please answer honestly. Your responses can help to lessen sexual violence across Ghana. Please call the hotline if any of the following questions bring up memories or feelings that you would like to talk about. We will remind you of the hotline number at the end of the survey.

Did anyone ever try to touch you against your will or to force you to touch them against your will? This could include unwanted touching, rubbing, kissing, grabbing, fondling, or being forced to touch that person's private parts? If yes, someone HAS touched you against your will or forced you to touch them, press 1. If no, you have NEVER been touched against your will nor forced to touch someone else, press 2.

A. (IF Q10 = YES) MCQ
How many times did this happen to you?
If it happened ONCE, press 1.
If this happened more than once but less than 5 times, press 2.
If this happened more than 5 times but less than 10 times, press 3.
If this happened more than 10 times but less than 20 times, press 4.
If this happened more than 20 times, press 5.
To repeat the options, press 6

MORE THAN ONCE MSG(IF MORE THAN ONCE)
Your experiences are all valid and important. For this survey, please try and answer the next few questions with the events and outcomes of only one of these assaults.

Q10.B. (IF Q10 = YES) MCQ
Which level of schooling were you in when you were touched against your will or forced to touch someone else?
If you were in primary school, press 1
If you were in JHS, press 2
If you were in SHS, press 3
If you were in university, college, or polytechnic press 4
If you were touched or forced to touch someone against your will when you were in more than one of the above levels of school, press 5
If you were not in school when this happened, press 6
To repeat the options, press 7

Q10.B.a.not-school. (IF Q10.B.a. = "I was not in school when this happened")
How old were you when this happened?
If you were less than 10 years old, press 0
If you were between 10 and 19 years old, press 1
If you were between 20 and 29 years old, press 2

If you were between 30 and 39 years old, press 3
If you were more than 40 years old, press 4.

Q10.C. (IF Q10 = YES) ROMCQ
Who was it that forcibly touched you or had you touch them against your will?
If it was a teacher,
If it was a principal,
If it was another student,
If it was a family member,
If it was a family friend,
If it was a neighbourhood friend,
If it was someone else, press 7
To repeat the options, press 8

Q10.C.teacher. (If Q10.C. = "teacher")
Did this this teacher ever hint or threaten that you could fail your exams or get bad marks, or that your schooling would be negatively affected if you resisted this unwanted touching?

Q10.C.principal. (If Q10.C. = "principal") ROMCQ
Did this principal ever hint or threaten that you could fail your exams or get bad marks, or that your schooling would be damaged if you resisted this unwanted touching?
If yes,
If no,

Q10.C.family. (If Q10.C. = "family") ROMCQ
Did this family member ever threaten that they would remove you from school or not take care of you if you resisted this unwanted touching?
If yes,
If no,

Q10.C.student. (If Q10.C. = "student") ROMCQ
Did this student threaten you if you resisted this unwanted touching?
If yes,
If no,

Q10.C.other. (If Q10.C. = "other") ROMCQ
Did this person or these persons ever insist that he would give you a job or do a favour for you or someone if you did not resist this unwanted touching?
If yes, press 1
If no, press 2

Q10.D. (IF Q10 = YES) ROMCQ

Did you report the incident to anyone?
(yes/no)

Q10.D.a. (IF Q10.D = YES) ROMCQ

To whom did you report this incident of unwanted touching?

If you reported to a family member,
If you reported to a chief or elder,
If you reported to a minister, clergy, church, imam,
If you reported to a friend,
If you reported to the police,
If you reported to social welfare,
If you reported to school authorities,
If you reported to someone else, press 8
To repeat the options, press 9

Q10.D.yes (IF Q10.D = YES) ROMCQ

What was the outcome of reporting?

If the perpetrator was punished,
If there was no follow up after you reported,
If you were punished,
If you do not know or none of the above described what happened, press 4
To repeat the options, press 5

Q10.D.no. (IF Q10.D = NO) ROMCQ

Why did you not report the incident?

If you felt too ashamed or shy,
If you were worried that you would be punished for reporting,
If you didn't know that you could report this to someone,
If you were enjoying the attention or favours,
If you did not report for another reason, press 5
To repeat the options, press 6

Q11. Did anyone ever force you to have sex with you against your will?

If yes, press 1.
If no, press 2.

Q12. (IF Q10 = YES AND Q11=YES) MCQ

Was this experience of forced sex the same experience that you had reported about above?

If yes, press 1.
If no, press 2.

Q11.A.(IF Q12=NO)

How many times did this happen to you?

If it happened ONCE, press 1.
If this happened more than once but less than 5 times, press 2.

If this happened more than 5 times but less than 10 times, press 3.

If this happened more than 10 times but less than 20 times, press 4.

If this happened more than 20 times, press 5.
To repeat the options, press 6.

Q11.B. (IF Q12=NO) MCQ

Which level of schooling were you in when you were forced to have sex against your will?

If you were in primary school, press 1
If you were in JHS, press 2
If you were in SHS, press 3
If you were in university, college, or polytechnic, press 4
If you were touched or forced to touch someone against your will when you were in more than one of the above levels of school, press 5
If you were not in school when this happened, press 6
To repeat the options, press 7

Q11.B.a.not-school. (IF Q11.B. = "I was not in school when this happened")

How old were you when this happened?

If you were less than 10 years old, press 0
If you were between 10 and 19 years old, press 1
If you were between 20 and 29 years old, press 2
If you were between 30 and 39 years old, press 3
If you were more than 40 years, old press 4

Q11.C. (IF Q12 = NO) ROMCQ

Who was it that forcibly touched you or had you touch them against your will?

If it was a teacher,
If it was a principal,
If it was another student,
If it was a family member,
If it was a family friend.
If it was a neighbourhood friend,
If it was someone else, press 7
To repeat the options, press 8

Q11.C.teacher. (If Q11.C. = "teacher")

Did this teacher ever hint or threaten that you could fail your exams or get bad marks, or that your schooling would be negatively affected if you resisted this unwanted touching?

Q11.C.principal. (If Q11.C. = "principal")
ROMCQ

Did this principal ever hint or threaten that you could fail your exams or get bad marks, or that your schooling would be damaged if you resisted this unwanted touching?

If yes, press 1.

If no, press 2.

Q11.C.family. (If Q11.C. = "family") ROMCQ

Did this family member ever threaten that they would remove you from school or not take care of you if you resisted this unwanted touching?

If yes, press 1.

If no, press 2.

Q11.C.student. (If Q11.C. = "student") ROMCQ

Did this student threaten you if you resisted this unwanted touching?

If yes, press 1.

If no, press 2.

Q11.C.other. (If Q11.C. = "other") ROMCQ

Did this person or these persons ever insist that he would give you a job or do a favour for yourself or someone if you did not resist this unwanted touching?

If yes, press 1.

If no, press 2.

AFFIRMING REPORTING MESSAGE: (test?)

Some people find it hard to report these kinds of incidents, while other people find it useful.

Q11.D. (If Q12 = NO) ROMCQ

Did you report the incident to anyone?

If yes, press 1.

If no, press 2.

Q11.D.a (If Q11.D = YES) ROMCQ

To whom did you report this incident of unwanted touching?

If you reported to a family member,

If you reported to a chief or elder,

If you reported to a minister, clergy, church, imam,

If you reported to a friend,

If you reported to the police,

If you reported to social welfare,

If you reported to school authorities,

If you reported to someone else, press 8

To repeat the options, press 9

Q11.D.b (If Q11.D = YES) ROMCQ

What was the outcome of reporting?

If the perpetrator was punished,

If there was no follow up after you reported,

If you were punished,

If you do not know or it was something else, press 4.

To repeat the options, press 5

Q11.D.no. (If Q11.D = NO) ROMCQ

Why did you not report the incident?

If you felt too ashamed or shy, press

If you were worried that you would be

punished for reporting, press

If you didn't know that you could report this to someone, press

If you were enjoying the attention or favours, press

If you did not report for another reason, press 5

To repeat the options, press 6

Q11.E. (If Q11 = YES and FEMALE)

Did you become pregnant as a result of this incident? ROMCQ

If yes, press 1.

If no, press 2.

PERSPECTIVE:

To answer the next question, please speak your response into the phone, talking freely like you would if you were on a regular call with a friend. Begin speaking after you hear the tone and press 1 when you are finished. In your opinion, what measures can be taken to reduce sexual violence in Ghana?

CONCLUSION

Thank you for your participation in this survey. Please remember to call the hotline at 056 111 3121 for information and counselling on sexual health and rights. Flash the number, 056 111 3121, and our operator will call you right back. We are active Monday to Friday from 8am to 4pm. Have a pleasant day.