

Report on the Study of Child Sexual Abuse in Schools

Commissioned by Plan Ghana, Accra.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BECE	Basic Education Certificate Examination
CHRAJ	Commission on Human Rights and Administrative Justice
CRC	Convention on the Rights of the Child
CRRECENT	Child Research and Resource Centre
CSA	Child Sexual Abuse
DOVVSU	Domestic Violence and Victim Support Unit
DSW	Department of Social Welfare
FGD	Focus Group Discussion
HIV	Human Immunodeficiency Virus
JHS	Junior High School
LEAP	Livelihood Empowerment Against Poverty
MMYE	Ministry of Manpower, Youth and Employment
MOWAC	Ministry of Women and Children's Affairs
NGO	Non Governmental Organization
NMC	National Media Commission
PTA	Parent Teacher Association
SHS	Senior High School
STD	Sexually Transmitted Disease
UNICEF	United Nations Children's Fund

EXECUTIVE SUMMARY

This study on child sexual abuse in schools was initiated and sponsored by Plan Ghana, as part of Plan International's global campaign dubbed, "Learn Without Fear" to create safer school environment for children. Plan Ghana sanctioned the study after recognizing that, there could be significant child sexual abuse in Ghana, particularly, within those communities that Plan Ghana conducts business. Child sexual abuse does not only interferes with the child's education and development but is also illegal and contravenes International and Ghanaian Laws.

Against this background that Plan Ghana engaged Child Research and Resource Centre (CRRECENT) to empirically;

- Identify the type and forms of child sexual abuse cases in the study areas;
- Determine the causes of child sexual abuse in schools in the study areas
- Find out how child sexual abuse cases are handled in the study areas; and
- Generate suggestions on how effectively the problem of child sexual abuse in school can be addressed

CRRECENT conducted an explorative and descriptive study, employing both quantitative and qualitative methods in investigating child Sexual abuse in schools in the Awutu-Senya, Effutu and Upper Manya Krobo districts of Ghana. A total of 304 children in the primary, Junior high and Senior high schools from the named districts were interviewed using interview schedule. Qualitative information was collected from 30 teachers, 21 parents and nine other Key Informants from the districts under study. Focus Group discussions with 47 Senior high school children were also conducted to enhance the quantitative data. Data obtained was scientifically analysed using SPSS to generate results which were consequently interpreted based on the study objectives.

The study found out that both contact and non contact forms of child sexual abuse was prevalent in the study areas. About 14% of school children, mostly 15 and 14 year olds had been sexually abused. The main perpetrators of child sexual abuse included: classmates (89%), teachers (21%) and relatives (13%). Majority (41%) of the victims of sexual abuse were living with both parents. The common types of child sexual abuse identified were:

- Giving sexual messages (48%);
- Request for sexual favours (46%);

- Unwelcomed sexual advances or attacks (43%);
- Fondled, touched, grabbed or pinched in a sexual way (42%);
- Shown or given sexual photographs (35%);
- sexually motivated physical contact (26%) and
- Actual sex (15%)

Girls (55%) were found to be more vulnerable to sexual abuse than boys (45%).

Major causes of child sexual abuse in schools were found (in order of importance) to be – household poverty, sexual pleasure, lack of parental care and control and peer influence. Only 30% of the victims told someone about the abuse. Most of them told their friends (45%), parents (20%), relatives (12%) and teachers (7%) about the incident. In most cases either nothing was done to perpetrator (38%) or the perpetrator was warned not to do that again (28%). Child sexual abuse in schools was found to be negatively affecting children’s participation in school activities; they are unable to concentrate in class.

Institutions identified by respondents as providing services to victims of sexual abuse were as follows: schools, parents, police, traditional authorities and health centres. Most of these institutions lack the knowledge and resources to prevent and address the problem.

The study recommends the following:

- Sensitization of both children and adults of the effects of sexual abuse;
- Advocacy campaigns for the enforcement of legislations against sexual abuse;
- Alleviating household poverty for parents to earn enough income and provide their children’s needs;
- Scaling up school guidance and counseling services to help prevent and address child sexual abuse in schools; and
- Resourcing institutions mandated to address sexual abuse cases to effectively perform their duties.

SECTION ONE

1.0 INTRODUCTION

Sexual abuse of children is a human rights violation affecting all age groups within the childhood period globally. Effects of the phenomenon on young lives are very devastating and have both short and long term consequences. Prevalence rate of sexual abuse has been difficult to determine for various reasons; estimates have widely varied as a result of different definitions of the term and the sensitive nature of the phenomenon accompanied by shame and stigma experienced by victims makes it disincentive to report its occurrence (Saewyc et al, 2003). World Health Organization (WHO) estimates that about 223 million children (150 million girls and 73 million boys) have experienced forced sexual intercourse or other forms of sexual violence globally (UNVAC, 2006).

Recent findings by the UN suggest that sexual exploitation and abuse within schools is a widespread but largely unrecognized problem in many countries. The closed nature of the school environment means that children can be at great risk of sexual abuse in schools (Leach et al, 2000). In Ghana, there is a recognized child sexual abuse problem in schools (Leach et al, 2003; Brown, 2002; Coker-Appiah & Cusack, eds., 1999). A study of public school children (Brown, 2002) found out that 11 percent of the children studied had been victims of either rape or defilement. Leach et al (2003) revealed in their study that 27 percent of the female respondents had been propositioned by their school teacher. Another study conducted in 2003 found out that 6 percent of the girls studied had been victims of sexual blackmail by teachers over class grades, 14 percent of rape cases had been perpetrated by school mates, while 24 percent of the boys in the survey admitted to having raped a girl or to have taken part in a collective rape (UNICEF, 2008).

The UN Convention on the Rights of the Child (Article 34, CRC, 1990), which Ghana is a signatory prohibits child sexual abuse. Ghana has fair amount of Legislative and policy frameworks for protection of children in with corresponding institutions given the mandate to administer them. While substantial improvements have been made in recent years with regard to the promotion and protection of the rights of children through child-related legislations, there remains a wide gap between enactment on one hand, and implementation

on the other (Brown, 2002). The Ghana Prison services in their annual report, (2007) revealed that 622 persons were convicted for defilement in 2007. Out of this figure Eastern (181), Ashanti (155) and Central (120) regions had the highest number of convicts. The Domestic Violence Victims Support Unit (DOVVSU) of the Ghana Police Service on the other hand reported that cases of defilement rose from 449 in 2007 to 552 in 2008 (DOVVSU Annual Report, 2008).

Child sexual abuse has a host of negative physical and psychological repercussions on the victim. These include reproductive-health problems, anxiety, disordered eating behaviours, sexual dysfunction, substance abuse and school problems. Children sexually abused may be more likely to engage in truancy and prostitution later in life, compounding their long-term risk of sexually transmitted diseases and pregnancy involvement (Bensley et al, 1999). There has been a recognized need to end child sexual abuse problem in the world.

1.3 Statement of the Problem.

Plan Ghana intends to embark on an advocacy campaign dubbed, "Learn Without Fear" to create safer school environment for children to acquire human capital that gives them the best chance to succeed in life. However, information on child sexual abuse pertaining to Ghana is limited. The little information available is fragmented and variable. For effective advocacy strategy to be developed and implemented, a lot more facts need to be established, including scientific evidence on the issue of child sexual abuse in schools which is crucial in addressing the problem. In this regard, Plan Ghana engaged Child Research and Resource Centre (CRRECENT) to conduct a study in Plan Ghana's operational areas in the Central (Awutu-Senya and Effutu districts) and Eastern (Upper Manya Krobo district) regions of Ghana.

1.4 Objectives of the study

The broad objective of the study is to have an in-depth understanding of the problem of child sexual abuse in schools in Ghana. Specific objectives of the research are to:

- (i). Identify the type and forms of child sexual abuse cases in the study areas;
- (ii). Understand the causes of child sexual abuse in schools in the study areas;
- (iii). Find out how child sexual abuse cases are handled in the study areas; and
- (iv). Recommend effective solutions to the problem of child sexual abuse in schools.

SECTION TWO

2.0 CONCEPTUAL ISSUES OF CHILD SEXUAL ABUSE AND LEGAL AND POLICY FRAMEWORK FOR CHILD PROTECTION IN GHANA

This section attempted to look at the conceptual issues of child sexual abuse and defines the phenomenon. It also presents the existing policies, Acts and regulations on child protection especially those against child sexual abuse in Ghana which offers relevant contexts to the study.

2.1 Conceptual issues in child sexual abuse.

Child sexual abuse is a complex phenomenon which cannot be explained by a single definition. According to Wurtele and Miller-Perrin (1992), defining child sexual abuse is confronted with difficulties due to cultural differences and time bound nature of the phenomenon. Definitions of child sexual abuse are usually based on the values and orientations of the individuals, communities and societies. Cognizant of the variations in the definition of child sexual abuse, this study explained child sexual abuse as experience of contact or non contact sexual acts or activities irrespective of force before age 18. This includes the following:

- Touching or fondling the child's body;
- Attempts to have the child arouse the adult, or touch his or her body;
- Kissing in a sexual way;
- Rubbing genitals against the child's body in a sexual way;
- Touching the child's genitals with the mouth or having the child touch the adult's genitals with the mouth;
- To have anal or vaginal penetration by penile or other body parts, or digital or non digital object;
- Complete anal or vaginal intercourse;
- Attempts to make a child arouse sexually;
- Exposing oneself to a child or asking a child to expose him/her self for sexual pleasure;
- Exposing a child to pornographic material;
- Using vulgar language in the presence of a child;
- Sending love messages (love letters) to a child; and

- Hugging a child in a sexual way

(Finkelhor D, 1994; Fleming JM, 1997; KeshariK, 2005).

2.2 Legal and Policy Framework for Child Protection in Ghana

The UN Convention on the Rights of the Child (1990) puts obligation on States to protect children from all forms of maltreatment perpetrated by adults and to undertake preventive and treatment programmes in that regard. It implored State Parties to take all appropriate legislative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child. Ghana was the first country to ratify this Convention in 1990 and has enacted laws and policies that seek to protect children from sexual abuse and all forms of vulnerability. These include:

- i. The 1992 Constitution;
- ii. The Children's Act 1998(Act 560);
- iii. The Criminal Code (Amendment) Act 1998 (Act 554); and
- iv. The Code of Professional Conduct of the Ghana Education Service (GES)

2.2.1 The 1992 Constitution

The National Constitution in chapter 5 spells out the fundamental human rights and freedoms of all citizens including children.

"Every person in Ghana, whatever his race, place of origin, colour, religion, creed or gender shall be entitled to the fundamental human rights and freedoms of the individual..."(Act. 12, subsection 2)

Article 28 specifically spells out children's rights to protection, including right to protection from sexual abuse in school:

'Parliament shall enact such laws as are necessary to ensure that:

- Children and young persons receive special protection against exposure to physical and moral hazards(section 1d)

- A child shall not be subjected to torture or other cruel inhuman or degrading treatment or punishment (section 3)

2.2.2 The Children's Act 1998(Act 560)

The Children's Act of 1998 (Act 560) consolidates the laws relating to child protection and maintenance in Ghana. It defines a child as any person below the age of 18 years (Section 1). Section 8, subsection 1 on the right to education and well-being states: "No person shall deprive a child access to education, immunization, adequate diet, clothing, shelter, medical attention or any other thing required for his development".

Section 14 of the Act gives children the right to refuse betrothal, dowry transaction and marriage and spells out 18 years as minimum age of marriage.

Section 16 of the Act mandates all districts to protect its children:

- (1) A District Assembly shall protect the welfare and promote the rights of children within its area of authority and shall ensure that within the district, governmental agencies liaise with each other in matters concerning children.
- (2) The Social Welfare and Community Development Department of a District Assembly referred to in this Act as "the Department" shall investigate cases of contravention of children's rights.

2.2.3 The Criminal Code (Amendment) Act 1998 (Act 554)

The Act defines various aspects of sexual offences and penal measures for offenders. It ensures that boys and girls are protected, introduces new offence of indecent assault and increases the age of criminal responsibility from 7 to 12 years. Thus children under 12 years are exempt from all criminal liability.

- The Act defines rape as the carnal knowledge of a female of 16 years or above without her consent (section 98), and section 97 goes further to stipulate that :

"Whoever commits rape shall be guilty of a first-degree felony and shall be liable on conviction to imprisonment for a term of not less than five years and not more than 25 years."

- Defilement is defined in the Act as the natural or unnatural carnal knowledge of any child under 16 years of age (section 101, subsection1).

Section 101, subsection 2 further states:

"Whoever naturally or unnaturally carnally knows any child under 16 years of age, whether with or without his or her consent commits an offence and shall be liable on summary conviction, to imprisonment for a term of not less than 7 years and not more than 25 years".

- Section 103, subsection 2 talks about indecent assault thus;
"A person commits the offence of indecent assault if without the consent of the other person, he,

a) Forcibly makes any sexual bodily contact with that other person; or

b) Sexually violates the body of that person in any manner not amounting to carnal knowledge or unnatural carnal knowledge".

Section 103 subsection 1 states that "whoever indecently assaults any person shall be guilty of a misdemeanor and shall be liable on conviction to a term of imprisonment of not less than 6 months".

- Section 105 deals with incest.

Subsection (1) states:

" A male of 16 years or over who has carnal knowledge of a female whom he knows to be his granddaughter, daughter, sister, mother or grandmother commits an offence and shall be liable on summary conviction to imprisonment for at term of not less than 3 years and not more than 25 years."

Subsection (2):

"A female of 16 years or over who has carnal knowledge of a male who she knows to be her grandson, son, brother, father or grandfather commits an offence and shall be liable on conviction to imprisonment for a term of not less than 3 years and not more than 25 years."

Subsection (3):

"A male of the age of 16 or over who permits a female who he knows to be his grandmother, mother, sister or daughter to have carnal knowledge of him with his consent commits an offence and shall be liable on conviction to imprisonment for a term of not less than 3 years and not more than 25 years."

Subsection (4):

A female of the age of 16 years or over who permits a male whom she knows to be her grandfather, father, brother or son to have carnal knowledge of her with her consent shall be liable on conviction to imprisonment for a term of not less than 3 years and not more than 25 years."

Subsection (5):

"In this section, 'sister' includes half-sister, and 'brother' includes half-brother, and for the purposes of this section, any expression importing a relationship between two people shall be taken to apply notwithstanding that the relationship is not traced through lawful wedlock."

Section 99 states":

"The carnal knowledge or unnatural carnal knowledge shall be deemed complete upon proof of the least degree of penetration."

2.2.4 The code of professional conduct of the Ghana Education Service (GES)

Section 27 of the code of professional conduct of both teaching and non-teaching personnel of the Ghana Education Service stipulates that:

- i. "No teacher shall indulge in immoral relations with a pupil or a student his own school or in any educational institution in which he performs any official duties".
- ii. "No teacher should indulge in immoral or sexual relations with a pupil or student in any educational institution. This may result in disciplinary proceedings being taken against the offender".

Pertaining to the non-teaching staff of GES, section 53 of the code states that:

"No employee shall indulge in immoral relations with a pupil or student in any educational institution. This may result in the disciplinary proceedings being taken against the offender".

Sexual offence is deemed as a major misconduct by GES and has come out with sanctions associated with such offence.

- (i) Deferment of increment – that is, postponement of the date on which the next increment is due with corresponding postponement in subsequent years;

- (ii) Reduction in rank or of salary;
- (iii) Suspension – that is, loss of pay and allowances for a period not exceeding two years;
- (iv) Removal from the GES- that is termination of appointment with full or reduced retirement benefits;
- (v) Termination – that is, the offender may be treated as in (iv) above; and
- (vi) Striking of name from the register of teachers - that is withdrawal of one's certificate or licence to teach with consequent termination of appointment for good (GES, 2000).

The code gives authority to the Ghana Education Service Council or anybody that power will be delegated to ensure the above disciplinary measures. The code further provides guidelines for the setting up of District and Regional Disciplinary Committees on the application and enforcement of the code (GES, 2000).

SECTION THREE

3.0 METHODOLOGY

3.1 The Study Areas.

The study was conducted in three districts in Ghana namely; Awutu-Senya, Effutu and Upper Manya Krobo. These operational zones of Plan Ghana were purposively selected for this study. Communities selected for the study was based on socio-economic factors as indicated in Table 3.1 below.

Table 3. 1: Geographical Location and Economic Activities of the study Areas.

REGION	DISTRICT	COMMUNITY	MAJOR ECONOMIC ACTIVITY
Central	Awutu-Senya	Bontrase	Farming
Central	Awutu-Senya	Papaase	Farming
Central	Awutu-Senya	Obrachire	Farming
Central	Effutu	Essuekyir	Fishing
Eastern	Upper Manya	Asesewa	Commercial
Eastern	Upper Manya	Akaten	Fishing
Eastern	Upper Manya	Fefe	Farming
Eastern	Upper Manya	Mensah Dawa	Farming

3.2 Research Design

The design for this study was an exploratory and descriptive survey which sought to elicit facts and information on the nature, spread, magnitude and the reasons for perpetration of child sexual abuse in schools in the study areas, as well as respondents' beliefs and opinions and vividly describe them.

3.3 The Study Population

The population of the study was made up of the following:

- i. All basic and Secondary schools children aged between 10 and 17 years in the study area;
- ii. All teachers in basic and secondary schools in the study area; and

- iii. All parents who had school children aged below 18 years in the study areas

3.4 Sampling procedure.

The main respondents of the study comprised school children, teachers, parents and key informants from District directorate of Education, Commission on Human Rights and Administrative Justice (CHRAJ), Department of Social Welfare (DSW), Health Facilities and District Assembly.

The study employed various sampling techniques in selecting the various categories of respondents. The schools were purposively selected as they were the only required schools available. In each school, the children were randomly selected based on class, sex and age until the quota for each class was exhausted. The ratio of Boys and girls in the sample size was 1:1.

All the head teachers/masters, guidance and counseling coordinators and two other teachers from each of the sampled schools participated in the study. Random sampling was used to select three parents (male and 2 females) who had children below 18 years in school in each of the selected communities. In all 411 respondents were interviewed. Table 3.2 below illustrates the distribution of respondents of the study.

Table 3. 2: Distribution of Respondents by Location and Level of Education.

Location	Level of Education	Respondents					Total
		Children's FGD	Children	Teachers	Parents	Key Informants	
Bontrase	Basic	0	38	4	2	4	44
Papaase	Basic	0	38	4	3		45
Obrachire	Secondary	22	38	4	3		67
Essuekyir	Basic	0	38	3	3		48
Asesewa	Secondary	25	38	4	3	5	70
Akaten	Basic	0	38	4	2		44
Fefe	Basic	0	38	3	3		44
Mensah Dawa	Basic	0	38	4	2		49
Total							411

3.5 Techniques of Data Collection

Both primary and secondary methods of investigation were used in soliciting information for the study. Primary data were obtained from interview schedules and focus group discussions. Three sets of interview schedules were designed to collect primary data from sampled children, teachers and parents. In-depth interview was held with some of the victims of child sexual abuse. Interview guide was used to collect information from the key informants. Permission was sought from District Directors of Education and heads of the various schools studied and participants before conducting the study. Participants were assured of confidentiality of disclosures, informed of the purpose of the study and their right to withdraw from the study at any time. Debriefing was done at the end of the process.

Secondary information sources included child sexual abuse studies conducted internationally and in Ghana.

Two focus group discussions were held in each region among senior high school boys and girls respectively. Each focus group was made up of between 10 and 15 participants to gather qualitative information to support the quantitative data provided by the interview schedules. On the average, focus group discussions lasted one and half hours.

Data collection covered eight days; 1st – 4th and 10th – 13th December 2008.

A day's workshop was organized for the research assistants to train them on how to conduct child and sensitive interviews, the import of the questions in the questionnaire and translation of the questions from English into the local dialect of the study areas.

3.6 Data Processing and Analysis

Data collected from the field was captured, verified, cleaned and validated to ensure the integrity of the data set. Qualitative information from the focus group discussions was categorized into relevant themes to identify common themes, patterns and inter-relationships. The coded data was analysed using SPSS.

Descriptive statistics were produced and relevant statistical charts were used to represent information.

3.7 Limitation of the Study

Data collection period was very short and coincided with end of term examinations for the basic schools. These factors made it quite difficult to spend more time with respondents to learn more and understand better the plight of children as far as child sexual abuse is concerned.

SECTION FOUR

FINDINGS OF THE STUDY

4.0 Introduction

This chapter presents the analysis of findings of the study. It comprises both qualitative and quantitative analysis of children and adults' perspectives on child sexual abuse. The data has been analysed in relation to the study objectives.

4.1 Biographic Characteristics of Children

4.1.1 Sex, Age distribution and Family Size

For purposes of comparative analysis, equal number of school boys and girls was selected for the study. The age distribution of the children ranged between 10 and 17 years. Those from senior high school (SHS) were between 15 and 17 years, the junior high school (JHS) pupils were aged between 12 and 17 years and the respondents from primary school were between 10 and 17 years. The mean age of the children studied was 15.61 with a standard deviation of 1.61. The study reveals that children in the study areas do not start school early especially, those in the basic school. There is therefore, a high gross enrolment rate at the basic school level in the study areas.

The study looked at the family size of the children. Most of them had between 4-6 siblings (46.1%) followed by 1-3 siblings (30.3%). A sizeable number had between 7-10 siblings (19.9%) and 10 or more siblings (3%). Some of the respondents (0.7%) however, had no other siblings.

4.1.2 Level of Education and Participation in Extra-curricular Activities

The educational level of respondents was translated into the following proportions: Primary 24.3 percent, JHS 50.7percent and SHS 25 percent. Most of the respondents were in JHS and SHS.

Although extra-curricular activities are considered essential for healthy development of children, 20 percent of children interviewed did not participate in any extra-curricular activities. Football was mostly patronized by respondents (63.3%) followed by Library (33.1%), Volleyball (25.5%), Netball (19.8%), Cultural Troupe (11.9%), Gardening (9.4%) and Athletics (4.6%). There was no significant gender differentiation in the level

of participation in extra-curricular activities. While 49.6 percent of the boys engaged in all the activities, 50.4 percent of the girls participated in all the activities except table tennis. Football was identified as the most patronized activity among the boys and girls.

4.1.3 Living arrangements of children and Parents/guardians' Occupation

It was observed that 49 percent of the children were living with both parents, 20 percent were living with relations, 20 percent were living with their mothers alone and about 11 percent were in boarding school at the time of the study.

The occupation of parents was sought with the assumption that, parents' occupation has direct influence on children's welfare. The predominant occupation of the parents was farming (44.4%) followed by trading (31.3%), trades/artisans (5.4%), fishing (4.7%), teaching (3.4%) and the others making 8.4 percent.

4.2. Knowledge of Child Sexual Abuse.

Statements describing child sexual abuse were made for children to consider whether those statements could be classified as child sexual abuse or not. Responses gathered imply that most of the children have adequate knowledge of what constitute child sexual abuse. All the respondents considered vaginal intercourse with a child as child sexual abuse as shown in Table 4.1 below. Again, all respondents in JHS considered rubbing genitals against a child's body and touching a child's genitals as child sexual abuse.

Table 4. 1: Children's Knowledge about Types of Child Sexual Abuse by Sex

Type of Child Sexual Abuse	Male	Female	Total
	N = 148 %	N = 150 %	N = 298 %
Touching/ fondling a child's body	92	89	91
Kissing a child	94	95	94
Attempts to make a child arouse sexually	93	93	93
Rubbing genitals against a child's body	99	98	99
Touching a child's genitals	99	97	98
Having a child touch adult's genitals	99	97	98
Using other instruments to penetrate a child's anal or vagina	98	98	98
Anal intercourse with a child	97	99	98

Vaginal intercourse with a child	100	100	100
Exposing oneself to a child	88	92	90
Asking a child to expose him/her self	92	94	93
Exposing a child to pornographic material	95	96	95
Using vulgar language in the presence of a child	89	91	90
Sending love messages (love letters) to a child	86	88	87
Hugging a child in a sexual way	83	84	84

A sizeable percentage of children did not consider the following as child sexual abuse; hugging a child in a sexual way (16.4%), sending love messages (love letters) to a child (12.8%), using vulgar language in the presence of a child (10.4%) and exposing oneself to a child (10.1%). Quite a number of the primary school children did not consider hugging a child in a sexual way (29%) and touching/fondling a child's body (21%) as child sexual abuse. There was no significant difference between the boys and girls in terms of knowledge of child sexual abuse. Actions that suggest physical touch of genitals (contact form of CSA) were considered by almost all the respondents as sexual abuse.

In response to the question if sexual abuse was a problem in school, most (80%) of the teachers responded in the negative. Only 20 percent (all from SHS) indicated that sexual abuse had occurred in their schools. On the contrary, most parents (81%) acknowledged existence of child sexual abuse in the study areas. Those who indicated they had no knowledge of child sexual abuse in their communities had lived in the area for less than a year.

4.3 Perception of Victims and perpetrators of Child Sexual Abuse

Perceptions that condone and reinforce gender-based violence exist even among the children interviewed. Majority (96.2%) of them perceived girls to be more vulnerable to sexual abuse than boys. A cross tabulation of the level of education by perception of potential victim of sexual abuse is as follows; 100 percent of primary school children, 98 percent of JHS pupils and 89 percent of SHS students perceived girls as the most vulnerable of sexual abuse. More children (11%) in SHS perceived that boys were also vulnerable to sexual abuse. Most of the boys feel much less vulnerable to sexual abuse than girls. They have the belief that only girls are sexually abused.

The children perceived the following groups of people as perpetrators of child sexual abuse in school; Schoolboys (82.1%), teachers (7.7%), Girls (5.1%) and male adults from the community (5.1%).

All teachers interviewed (100%) and majority of Parents (81%) perceived girls to be most vulnerable to child sexual abuse. The teachers identified schoolboys (71.4%), auxiliary school workers (28.6%) and male teachers (14.3%) as most culpable of sexual abuse and the parents on the other hand mentioned school boys (58.8%), male adults in the community (29.4%), out-of-school girls (23.5%), teachers (11.8%) and School girls (11.8%) as perpetrators of child sexual abuse.

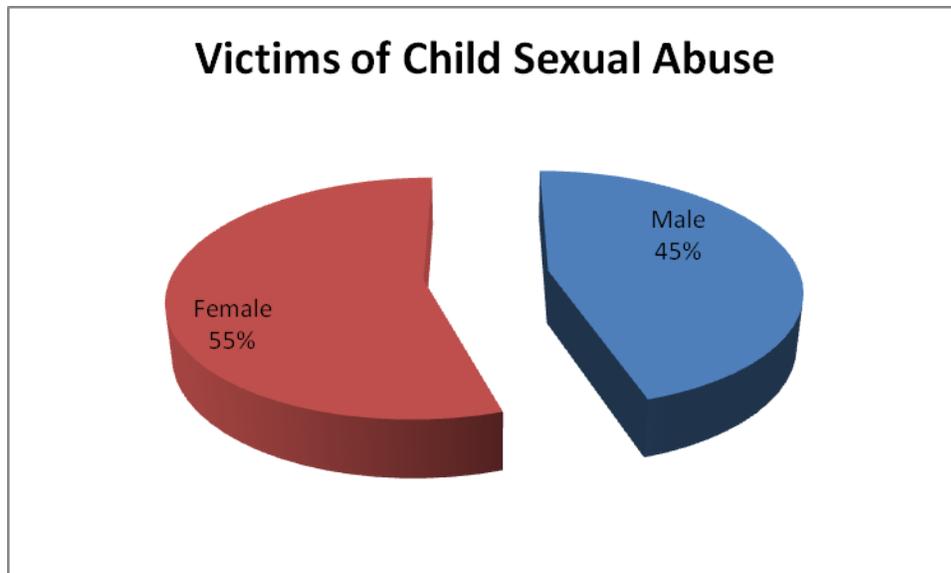
4.4 Survivors of Child Sexual Abuse

When respondents were asked if they had experienced any form of sexual abuse, 14 percent answered in affirmative while 86 percent said they had never been abused sexually. The age distribution of the victims ranged between 6 and 17 years, with the mean age of 15 years. Although all children are vulnerable to sexual abuse, those aged 15 (37.2%) and 14 (17.4%) years were found to be more vulnerable. Analysing those who had experienced sexual abuse by level of education, most of the victims were in SHS (66.9%) followed by JHS (28.5%) and primary school (4.6%).

4.4.1 Victims of Sexual Abuse

Most studies have shown that child sexual abuse in schools is gender related and that, overwhelming majority of victims are girls. This study reveals that both sexes are equally vulnerable to sexual abuse with girls being slightly vulnerable than boys. Among the survivors of sexual abuse, 55 percent were girls and 45 percent boys as shown in figure 4.1 below.

Figure 4. 1: Victims of Child Sexual Abuse.



It was observed that most of the sexual abuse incidents occurred at school environment (53.3%), which includes on the way to and from school, and at home (46.6%).

Indicating the number of times sexual abuse occurred, 33 percent indicated twice, 29 percent said once, 20 percent revealed it happened to them on three occasions and eight percent said they experienced it more than three times. Majority (97.3%) of the victims of sexual abuse in school were in JHS and SHS. The only reported incident among primary school children were request for sexual favours and unwelcomed sexual advances or attacks towards a girl.

Contrary to the assertion by several studies (Conte & Fogarty, 1990) that most victims of child sexual abuse live in a single-parent family, this study reveals that most of the victims of sexual abuse were living with both parents (41%), in boarding school (26%) and living with mothers alone (18%).

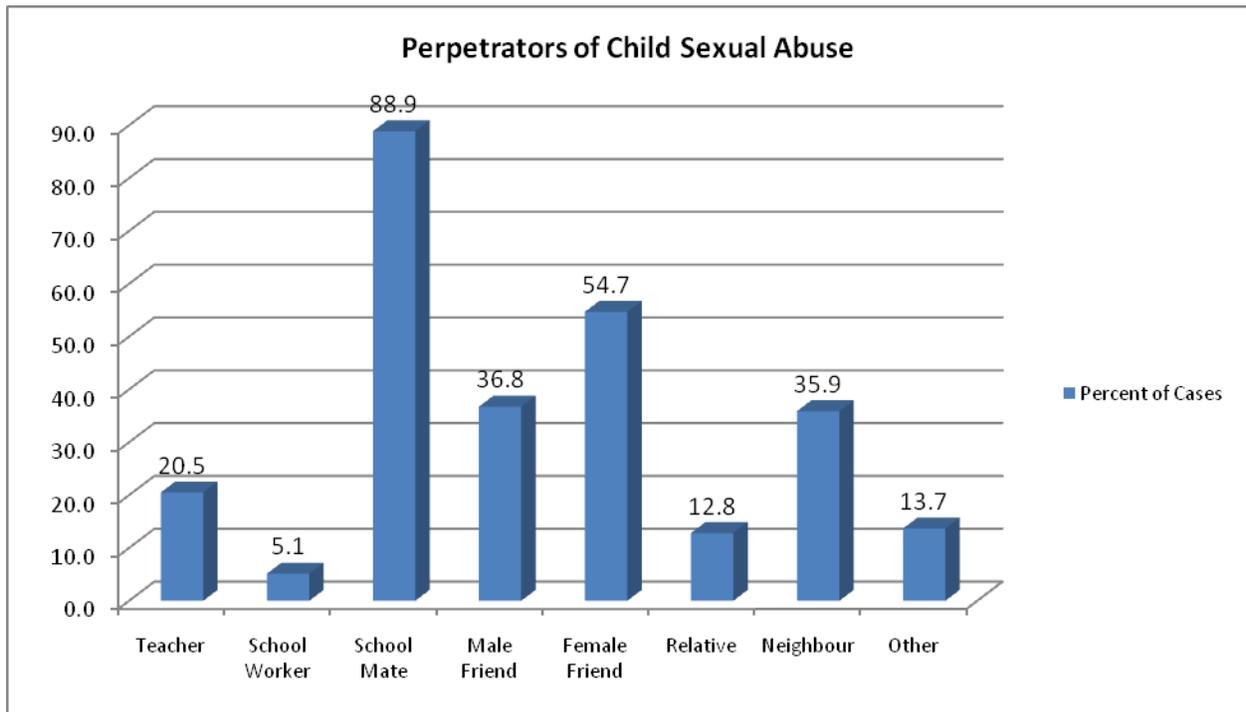
Those who experienced actual sex (N = 18) were mainly those living with both parents (41%), those in boarding school (29%) and those living with their mothers alone (24%).

A cross tabulation of victims who experienced actual sex (N = 18) by parents/guardian occupation indicated that children whose parents were traders (40%) and farmers (29%) were the highest. Fisher folks (3%) and drivers' (3%) children were the least affected.

4.4.2 Perpetrators of Sexual Abuse

As shown in fig 4.2 below, the main perpetrators of sexual abuse were classmates (88.9%), female friends (54.7%), male friends (36.8%), neighbours (35.9%), Teachers (20.5%), relatives (12.8%), and male adults in the community (13.7%). A cross tabulation of perpetrator by sex revealed that 35.5 percent of the male victims were sexually abused by males (64.5 % by females) and 10.3 percent of the female victims were also abused by females (89.7% by males).

Figure 4. 2: Perpetrators of Child Sexual Abuse.



Considerable number of respondents mentioned school mates as perpetrators of sexual abuse. This shows that most of the school children are sexually active and for that matter, prevalence level of sexual abuse in schools could be quite higher than reported especially if it is done on consensual terms.

4.4.3 Type and Form of Sexual Abuse

The study revealed that the children experienced both contact and non-contact forms of sexual abuse including giving sexual messages (47.5%), request for sexual favours (45.8%), unwelcomed sexual advances or attacks (43.3%) and fondled, touched, grabbed or pinched in a sexual way (41.7%). The rest were shown or given sexual photographs (35%), sexually motivated physical contact (25.8%) and experienced actual sex (15%).

The girls mostly suffered from request for sexual favours (65.5%), unwelcomed sexual advances or attack (63.5%), fondled, touched, grabbed or pinched in a sexual way (58%) and sexual messages or notes given to them at school (56.1%). Significantly, the boys were mostly the victims of actual sex (77.8%), exposure to sexual photographs (52.4%) and sexually motivated physical conduct toward them.

Table 4. 2: Types of Sexual Abuse by Sex

Type of Sexual Abuse	Sex:		Total (%)
	Male (%)	Female (%)	
Request for sexual favours	34.5	65.5	45.8
Unwelcome sexual advances or attacks	36.5	63.5	43.3
Sexually motivated physical conduct towards you	54.8	45.2	25.8
Clothing pulled off or lifted in a sexual way	57.1	42.9	11.7
Fondled, touched, grabbed or pinched in a sexual way	42.0	58.0	41.7
Will suffer if you did not have sex with them	28.6	71.4	5.8
Been shown or given sexual photographs	52.4	47.6	35.0
Given sexual messages or notes at school	43.9	56.1	47.5
Experienced actual sex	77.8	22.2	15.0
Total	41.7	58.3	100

Types of sexual abuse male victims suffered from other males include; showed or given pornographic materials (72%), given sexually motivated messages (9%) and fondled touched, grabbed or pinched in a sexual way (9%). Majority (73%) of the boys who were abused by males were in SHS and JHS (27%).

Among the 10.3 percent of the female victims abused by females of sexual abuse, 67 percent experienced unwelcome sexual advances or attack or sexually motivated physical conduct from their female counterparts, 33 percent each experienced actual sex, request for sexual favour and shown or given pornographic materials by other females. About 67 percent of the female victims abused by other females were in SHS and 33 percent in JHS.

Child sexual abuse exists at all levels of education. The most common form of sexual abuse identified by the children is the non-contact. Contact form of sexual abuse is predominant among the Senior High School and Junior High School children.

4.5 Factors that Influence Sexual Abuse in School

Box 1: The Case of Afi

I am 16 years old and in JHS 3. Although I am six months pregnant, I want to complete school (JHS). I am the 4th born of eight siblings. My parents are farmers but it is quite difficult for us, we go to school without any money or food and I always felt hungry in school. We mostly eat once a day at home... in the evenings, after school. Occasionally when food is available we eat twice a day; in the morning and evening.

I assisted a woman who sells plastic wares in town and she gave me some money at times but the money was woefully inadequate. Last year, this boy whose elder brother is a very rich fisherman in the next village rented a room in our village for his brother to attend school. He usually remits his brother who lives alone. The boy proposed to me and I accepted the proposal because I knew he was rich and could help me financially. He gives me Gh ¢ 5.00 a month which I use it to basically buy food, clothes and books. Anytime my parents saw me in new dress they thought I got the money from the trader I assisted. The boy always wanted to have sex with me but I could not refuse him for fear of losing him to the other girls in the village. Though he was in JHS 3, he was a grown up and the sexual intercourse was painful at times.

When I got pregnant my teachers were very disappointed... because they said I was one of the brilliant candidates for the BECE next year (2009). I couldn't go to school, I felt ashamed but the teachers encouraged me to come to school to prepare for the BECE (final exams). Although I am back in school, I don't feel happy as I used to be and it is affecting my studies.

Significantly, poverty (34.6%), sexual pleasure (12.4%), Lack of parental control and care (10.4%) and peer influence (10%) were identified by respondents as factors that influence child sexual abuse as indicated in Table 4.3 below. During the focus group discussions, most of the participants (both boys and girls) reported that lack of parental love and encouragement also contributes to girls compromising their sexual integrity. *"In spite of the financial difficulties our parents face, and are not able to provide for all our needs, we*

believe if they constantly assure us of their love, care and hope some of the girls would not look elsewhere for support which does not come by freely from males”.

Table 4. 3: Factors that Influence Child Sexual Abuse by Sex

Factors influencing sexual abuse	Sex		Total N = 279 (%)
	Male N= 134 (%)	Female N = 145 (%)	
Ability to speak English fluently	0	100	0.4
Academic favours	60	40	1.8
Peer influence	52	48	10.0
Coercion	60	40	1.8
Curiosity	32	68	7.8
Exposure to pornographic material	63.3	36.7	2.8
Girls failure to report sexual abuse	100	0	0.4
Ignorance	78.3	21.7	5.0
Indecent dressing	50	50	7.9
Lack of parental control and care	8.6	91.4	10.4
Lack of proper supervision by teachers	100	0	1.4
No idea	42.9	57.1	2.5
Poverty	39.2	60.8	34.6
Sexual pleasure	52.8	47.2	12.4
Parental influence	100	0	0.4
Use of alcohol/drugs	100	0	0.4

In most cases, the perpetrators possess some form of power or prestige in the form of economic, social or physical that was used as a tool to entice or coerce the victims. It was revealed during focus group discussions that girls who refuse teachers' love propositions are unjustifiably punished. *"If a teacher (male) proposes to you and you turn him down, when he comes to class to teach, he would ask you questions and if you are not able to answer he would cane you mercilessly. Same applies to the seniors (males) but in their case, the least thing (offence) you do they punish you.....you would be asked to weed or scrub the dining hall".* It was also revealed at a focus group discussion that some mothers influence their daughters to engage in boy-girl relationship for financial and material benefits.

Responding teachers attributed causes of child sexual abuse in schools to Poverty (93.8%), Victims' refusal to report perpetrators (56.2%), Peer Pressure (47%), Exposure to pornographic material (46.9%), Too many dark corners in school (43.8%), Inadequate teachers to supervise children (31.2%), and

academic favour (25%). Academic favour was explained as teachers giving children good marks or grades irrespective of their actual performance and exemption from work.

Parents interviewed also indicated poverty (70.6%), peer influence (70.6%) and Lack of parental control and guidance (58.8%) as the main causes of child sexual abuse. Other reasons mentioned by parents were lack of education on reproductive health issues, promiscuity and media influence.

The way and manner children are protected and cared for, both at home and in school is weak. Poverty, sexual pleasure, lack of parental care and control, peer influence and curiosity were found to be statistically significant among children as factors that influence child sexual abuse.

4.6 Handling of Child Sexual Abuse Cases

Majority of the victims indicated they did not like the sexual abuse they experienced however, only 30 percent reported the incident. Majority (70.0%) did not report the incident to anyone. Among those who talked about the incident to somebody, significant number mentioned school mates (friends) (45%), Parents (20.2%), relative (12.4%), head teacher (7.4%) and the police (1.6%) as those they reported to. The others (13.6%) mentioned Traditional authorities, assembly members and health workers. It must be noted that those who reported to the health workers were girls who got pregnant and had to attend antenatal clinic.

Victims who did not tell anyone about the incident gave various reasons for not reporting. Significant among them were: could handle it myself (21%), wanted it/interested (18%), considered it to be normal (13%), fear of stigmatization (10%) and didn't want to betray a friend (8%). Majority of those who indicated they wanted it/interested explained that perpetrators provided their needs especially, money.

When respondents were asked about action taken after reporting the incident, the results were as follows: nothing (37.8%), Perpetrator was warned (27.6%), perpetrator was insulted by victim and friends (10.7%) and perpetrator was beaten or punished (given grounds work) (8.1%). For cases of actual sex, 50 percent said nothing was done to the perpetrator. The others were insulted (25%) or beaten (25%). About five

percent revealed they received cash compensation from perpetrator. The cash compensation children received ranged between Gh¢1.00 and Gh¢25.00.

Box 2: The case of Zinabu

There was this teacher in my JHS who was the husband of the headmistress of the school. This man usually enticed the girls (school girls) with money and had sex with them. I was in JSS 3 (16 years) when the headmistress sent me home to do her laundry. I was doing the washing alone in the house when the husband came in. He went straight to the living room and called me in. As soon as I got there, he moved towards me and pushed a 20,000 note (Gh¢ 2.00) he was holding through my chest (breast) into my dress and pushed me down. He forcibly had sex with me in spite of my protests. I wept bitterly after the incident and reported it to my mother.

The matter went to the queen mother for settlement. He (perpetrator) was asked to apologize to me and my mother and also to pay cash compensation of 50,000 (Gh¢ 5.00) a month towards my education cost till I complete JHS. I was not happy the way the case was handled but my mother said that was the decision of the queen mother.

The schools do not have or follow a clear and consistent grievance mechanism in addressing sexual abuse cases. Some respondents were not happy about the way such cases were handled.

A higher percentage (86%) of victims of child sexual abuse said they were satisfied with the way cases were handled and 14 percent indicated they were not satisfied.

The children who were not satisfied about the way sexual abuse cases were handled expected the following:

- Parents should have reported the case to the police or traditional authorities for proper hearing.
- Perpetrator should have been prosecuted at the law court.
- School authorities should have reported the case to the parents
- The perpetrator should have been punished severely to serve as deterrent.

- Perpetrator (girls) should have been given moral education.
- Perpetrator should have been asked why she sexually abused victim.

In explaining how sexual abuse cases are handled in schools, the teachers said sexual abuse cases reported are investigated and if the case is found to have merit, it is then referred to the guidance and counseling teacher or headteacher for advice before sanctions are applied if necessary. If a teacher is identified as perpetrator, the case is referred to the circuit supervisor for appropriate action to be taken. About 13 percent of the teachers said they were not happy about how sexual abuse cases were handled in schools. They intimated that sanctions usually meted out to perpetrators were not deterrent enough and suggested that school authorities should solicit the assistance of Parent Teacher Association (PTA) and Circuit supervisors in addressing such cases. They were of the opinion that victim's parents have the right to send such cases to the police if they are not satisfied with how school authorities handle it.

All Parents (10%) who reported that their children had experienced sexual abuse revealed that they warned the perpetrators when their children told them about it. In response to how child sexual abuse cases should be handled, they said, perpetrators should be reported to the police (90.5%), Children should be educated on child sexual abuse and reproductive health issues (66.7%), Children should be sent to the hospital for confirmation and treatment (47.6%), perpetrators should be warned not to do that again (47.6%) and Perpetrators should be made to pay all the medical bills of the victims (47.2%).

The study reveals that most children do not know their rights; how to be assertive, who to report to when abused sexually and the role they are to play in addressing sexual abuse cases involving themselves. They totally depend on the judgment of significant adults even when they are not satisfied with the adults' judgment. Although most parents know the procedures in addressing child sexual abuse cases, they usually avoid them because they want to maintain good neighbourliness.

Significant numbers of victims of child sexual abuse do not tell anybody about the incident because they are afraid or feel shy to discuss such matters. Prima facie reason for the low reportage of sexual abuse by children could be attributable to the fact that society sees matters concerning sex as taboo subject for "open" discussion.

4.7 Institutions Providing Services to Victims of Sexual Abuse

Knowledge of organizations or institutions that provide services to victims of sexual abuse was very low. Majority (87.2%) of the children did not know of any institution that supports victims of sexual abuse. Only 12.8 percent indicated knowledge of such institutions in their community. More SHS respondents (21.1%) knew of institutions that support victims of sexual abuse than the primary (13.6%) and JHS (9.6%) respondents.

The most common institutions identified by children include; School (2.6%), Police (2.6%), Plan Ghana (1.6%) and the traditional authorities (1.3%). Other institutions mentioned by respondents are hospital/clinic, District Assembly (Assembly members), women's help organization (4.4%).

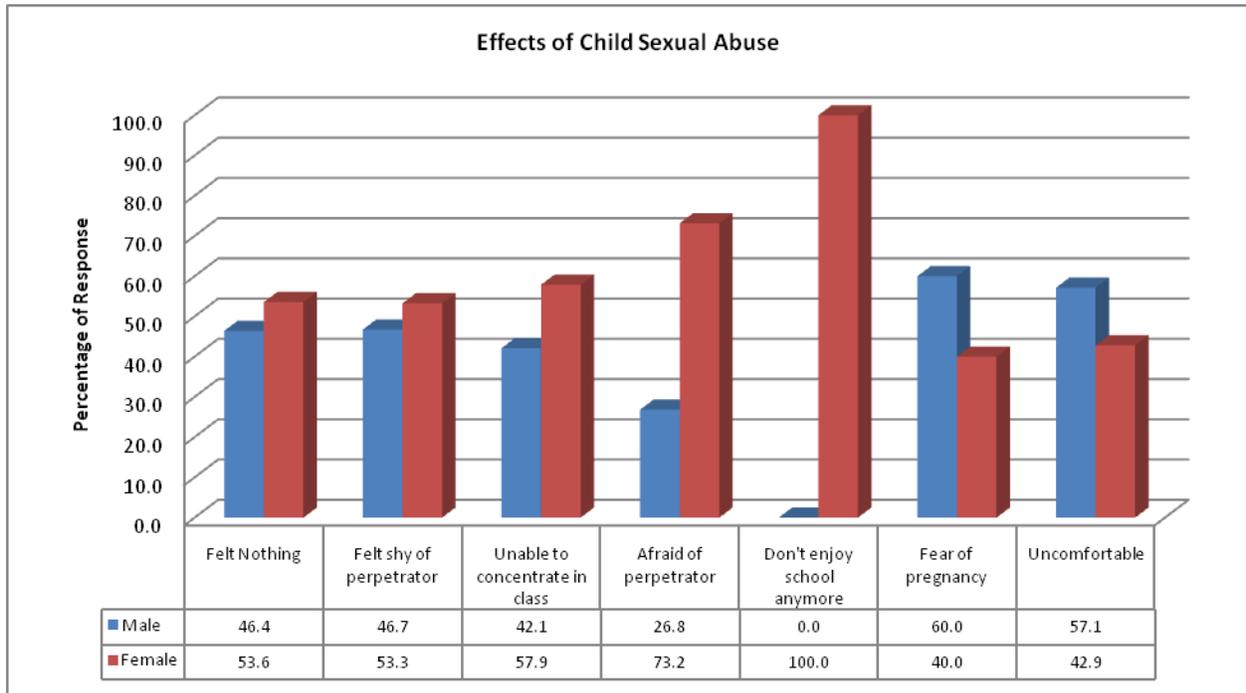
Most teachers (61%) and parents (66.7%) did not know of any institution or organization in the community that supports sexually abused children. Teachers (39%) who indicated knowledge of such institutions mentioned AIDs Renaissance Foundation (NGO), School, Plan Ghana, Police Service and the District Assembly. The parents (33.3%) however, mentioned the following institutions: Police (14.3%), Plan Ghana (9.5%) and Child Rights International (9.5%).

The study found out that most of the staff of institutions mentioned by respondents as providing services to victims of child sexual abuse lack adequate information on child sexual abuse. Majority had no training or education in child sexual abuse and how to handle such cases. Places where Department of Social Welfare (DSW) was present, the staff were not involved in handling child sexual abuse cases in schools. Most of such cases in the communities are not reported to the social workers.

4.8 Effects of Child Sexual Abuse

The study shows that sexual abuse affect children's education. It detracts attention and for that matter, the level of participation in school activities as shown in fig 4.4 below. When children were asked how they felt after they had been sexually abused, most of the girls said they did not enjoy school any more (100%), Afraid of perpetrator (73%) and unable to concentrate in class (58%). Most boys also indicated they were afraid of pregnancy (60%) and felt uncomfortable any time they saw perpetrator (57%).

Figure 4.3: Effects of Child Sexual Abuse



The teachers explained that sexual abuse has negative effects on children. They listed the effects to include:

- Children tend to focus all their time and attention on partners instead of their studies which affect their academic performance.
- Children are stigmatized and normally withdraw from friends and other school activities.
- Children get pregnant and drop out of school.
- Children become disrespectful and arrogant.
- Children can be infected with STD's and HIV/AIDS.

Parents on the other hand, observed Stigmatization (52.4%), School dropout (47.6%), Teenage Pregnancy (42.9%), Lack of Concentration in studies (38.1%) and sexually transmitted diseases (23.8%) as the effects of child sexual abuse.

4.8.1 *Sense of Safety*

In order to understand their sense of safety, respondents were asked to indicate where they feel safe. In spite of the fact that most of the sexual abuse cases happened in school, majority of respondents indicated they feel safer at school (44.4%) than at home (30.5%) and at church/mosque (24.0%). Analysing the responses by level of education, it was realized that the SHS students said they feel safer at home (49.3%) and Church/Mosque (37.0%) than in School (13.7%). The Primary and JHS pupils however, indicated they feel safer at School than at home and Church.

The reasons given by respondents for feeling safe at school were as follows:

- We are always with friends who protect us from the boys (perpetrators).
- The teachers are strict on indiscipline so we feel protected.
- Perpetrators are severely punished by teachers to serve as deterrent.
- Those who sexually harass us are not in school.

Respondents who indicated school was not safe gave the following reasons:

- Teachers send us to their rooms and offices and abuse us sexually.
- Too many dark places in the school for perpetrators to operate from.
- Teachers themselves abuse us sexually for grades and money.
- Both teachers and the boys are the perpetrators.

The results of the study shows that most children do not feel protected at school, home or church/mosque. During the focus group discussions, it came out that most of the respondents believe their friends (peers) are able to give them protection from sexual abusers than adults.

Box 3: The Case of a Primary School Girl

When I was in primary five, a teacher sent me to fetch water to his house, on returning, he signaled me to bring it to his room. When I did, he forced and had sex with me. I felt very dejected. I reported the incident to my father and he later reported it to the headmistress but nothing was done to the teacher. From then on, this teacher would beat me every day, even on matters that I was not involved, he would beat me severely. I hated going to school but my parents wouldn't accept that. Anytime my father did not bring me to school, I would not go to school. This continued for a while till the teacher left our school. I am now 17 years and in JHS one. I am happy to be in school.

4.9 Suggested Ways to Eliminate Sexual Abuse in School.

When respondents were asked to indicate who they think can help in prevention of sexual abuse in schools, the outcome was as follows: parents and teachers (55.3%), parents only (18.9%), teachers only (15.8%), and school management committee (7.9%).

Children consulted provided their carefully considered solutions to the problem of child sexual abuse in schools. Analysis of their responses produced the following prevention mechanisms in order of preference:

- Laws on Child Sexual Abuse should be strictly enforced.
- Parents should take proper care of their children and provide their needs.
- Children, teachers and parents should be educated on child sexual abuse and its effects.
- School rules and regulations must be strictly enforced to protect children from sexual abuse.
- Decent dress code must be enforced in schools.
- Teachers who sexually abuse children must be severely punished.
- Settlement of child sexual abuse cases at home must be avoided for perpetrators to face the full rigour of the law.
- Security and Lighting system in school environment should be improved.

- Victims of sexual abuse should be encouraged to report cases at the appropriate quarters.
- Children should be encouraged to participate in extra-curricular activities to take their minds away from sex.
- Parents should avoid encouraging their children to engage in boy-girl relationships.
- Pornographic materials must be banned in schools and the mass media.
- GES should effectively monitor schools regularly.

Box 4: The Case of Mercy

The Case of Mercy

This happened last year. I was 13 years then and in primary five. My parents are farmers and poor. My mother always asked me to look for a capable boy to take care of my basic needs - panties, clothes and money. Out of confusion, I gave in to a proposition by a 17 year - old boy in JHS 2 in my school who used to give me money...GH 1, GH 2 and occasionally, GH 10. One evening, he (the boy) took me to the school and had sex with me in one of the classrooms. After some weeks, I realized I was pregnant and reported to my mother. She contacted the parents of the boy...and the boy accepted responsibility of the pregnancy. I had to stop schooling in class five to take care of the pregnancy. The boy has also stopped school in order to work in the farm to take care of me and the baby. Anytime I see my classmates I feel sad and ashamed because I wanted to complete JHS and enroll in a vocational school but....

When parents were asked to describe their relationship with their children, they gave the following responses; friendly (33.3%), most friendly (28.6%), very friendly (19%) and fairly friendly (10%). Most of the parents acknowledged that their relationship with their children was not the best. On the way to eliminate child sexual abuse, most parents suggested the need to establish good relationship with their children in order for the children to openly discuss their problems and concerns with them.

4.10 Conclusion.

This study has established that Child Sexual Abuse exists in all the schools in the study areas. Child sexual abuse is intense and widespread mostly in SHS and JHS, manifesting itself in both contact and non-contact forms. Girls are more vulnerable than boys in a ratio of 11:9 and children within age range of 14-16 years are more at risk of sexual abuse.

Poverty, sexual pleasure, lack of protection and peer influence are found to be the main causes of child sexual abuse in schools in the study areas. The weak protective environment is further complicated by the ineffective enforcement of laws and implementation of policies and programmes designed for child protection. It has been established that most of the victims of child sexual abuse do not report cases to anyone and the few who talk about such incidents talk mostly to their friends. Lack of reportage of child sexual abuse to appropriate authorities has been attributed to the fact that victims are afraid or feel shy to discuss such matters because of society's view on discussions of sexual matters in "public" as taboo. Again, institutions mandated to handle issues of sexual abuse are not well resourced to discharge their duties effectively. Sexual abuse per se is not the problem, household poverty which has forced parents to shirk their responsibility of providing the needs of their children and weak protective environment have influenced the prevalent rate of child sexual abuse in the study areas.

Child sexual abuse in most cases interferes with the education and the general well-being of children. These are known to both children and adults but no significant preventive and protective initiatives are in place to mitigate them. Both the children and adults are willing to cooperate with government and NGOs to eliminate child sexual abuse in schools.

SECTION FIVE

RECOMMENDATIONS

Child sexual abuse which exists in the basic and secondary schools in the districts studied should be addressed without any further delay:

- **Sensitization of Children and Adults on Sexual Abuse.**

Child sexual abuse is a problem that needs a preventive approach to address. Public awareness of child sexual abuse must be intensified through the media for the general public to know about child sexual abuse and its effects on the development of children. There should be advocacy campaigns for institutions mandated to deal with child abuse and for that matter, sexual abuse to play their roles effectively. Programmes to sensitise children and adults about child rights and sex education in general should also be designed and introduced in the districts. Sensitization programmes for children should provide them with the necessary information and the basic skills necessary for their safety and well being:

- (i) Children need to achieve a sense of autonomy over their own bodies and develop appropriate standards of intimacy and privacy.
- (ii) Children need to know how to resist sexual abuse and the reporting procedure of such abuses.
- (iii) Parents and guardians should be educated to tolerate children when they report sexual abuse cases and stop blaming them when they make such complaints.
- (iv) Parents should be sensitized to show interest in their children's development by monitoring their activities and performance at school and home.

- **Policy Implementation**

School rules and regulations, Teachers code of conduct, District bye laws and National laws on child sexual abuse should be enforced by relevant authorities in collaboration with the local communities.

- (i) Every school child, teacher and school worker should be educated on the school rules and regulations on child sexual abuse, reporting procedures of such abuse and the appropriate

sanctions associated with such abuse. This can serve as a deterrent for potential perpetrators of child sexual abuse.

- (ii) PTAs and SMCs should be equipped with knowledge and skills in child sexual abuse to monitor incidence of sexual abuse in schools.

- **Incorporate CSA in School Curriculum**

Since school children and teachers are the main perpetrators of sexual abuse in schools, child rights and sex education including sexual abuse should be incorporated in the school curriculum at the basic, secondary and teacher training schools to promote awareness and education of child sexual abuse among school children and teachers.

- **Strengthening of Institutions at District Level**

Parents, community opinion leaders and institutions such as Police, District Assembly, Health workers, Teachers etc. identified as first point of contact when a child is sexually abused should be trained on how to identify and handle such forms of child abuse cases. They should know cases that fall under their domain of work and those that should be referred to appropriate agencies to be addressed effectively.

Institutions mandated to provide services to victims of child abuse, such as the District Assembly, Department of Social Welfare, Police Service, Health centres, schools etc. at the district and community levels should be facilitated and supported with the relevant material resources in prevention and handling of the cases.

- **Poverty reduction at household level.**

Programmes aimed at alleviating household poverty in the districts should be extended to cover many more households.

- (i) There should be rapid implementation of the LEAP programme to cover households that are distressed to allow parents earn income and provide the basic needs of their children in order to protect vulnerable children from sexual abusers.
- (ii) Government should effectively implement school feeding programme to cover all deprived communities in the country.

- **Raising the Level of School Guidance and Counseling Services**

Guidance and counseling teachers should be trained on improving their knowledge and skills to enable them deal effectively with sexual abuse cases. Training should be conducted by experts in the field of child sexual abuse who can train teachers on how to identify and deal with sexually abused children. Content of such training programmes should include the following:

- (i) Types and forms of child sexual abuse.
- (ii) Profile of perpetrators.
- (iii) Response to sexual abuse disclosure.
- (iv) Institutions mandated by Ghanaian laws to handle child sexual abuse cases.
- (v) The right to report suspected cases of sexual abuse etc.

Refresher training programmes should be frequently given to update the skills of guidance and counseling teachers to effectively perform their duties and for children to feel secured and protected in schools.

- **Provision of Recreational Facilities**

Recreational facilities and equipment should be provided in schools and communities to engage children in healthy activities and to reduce idleness which was identified as a factor that influences child sexual abuse in schools.

- **Regulate Pornographic Materials in the Media**

National Media Commission (NMC) should monitor and regulate distasteful pornographic materials published, discussed or shown in the media. Culprits should be severely sanctioned.

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SECTION B

LEVEL OF PARTICIPATION IN EXTRA CURRICULA ACTIVITIES

9. Indicate the essential Extra Curriculum Facilities available in the school.

- | | | | |
|----------------|-------------|----------------|---------------------|
| a). Football | b). Netball | c). Volleyball | d). Table tennis |
| e). Basketball | f). Library | g). Gardening | h). cultural troupe |

Other specify.....

10. Which of these activities in Q9 do you take part?

- | | | | |
|----------------|-------------|---------------|---------------------|
| a). Football | b). Netball | c). Volley | d). Table tennis |
| e). Basketball | f). Library | g). Gardening | h). Cultural troupe |

Other specify.....

SECTION C

KNOWLEDGE ABOUT CHILD SEXUAL ABUSE

11. Which of the following do you consider to be child sexual abuse?

Perspective of Sexual Abuse	Yes	No
1. Touching/ fondling a child's body		
2. Kissing a child		
3. Attempts to make a child arouse sexually		
4. Rubbing genitals against a child's body		
5. Touching a child's genitals		
6. Having a child touch adult's genitals		
7. Using other instruments to penetrate a child's anal or vagina		
8. Anal intercourse with a child		
9. Vaginal intercourse with a child		
10. Exposing oneself to a child		
11. Asking a child to expose him/her self		
12. Exposing a child to pornographic material		
13. Using vulgar language in the presence of a child		
14. Sending love messages (love letters) to a child		
15. Hugging a child in a sexual way		
16. Other specify.....		

12. Do you know of any child sexual abuse case in your school? a). Yes b). No

13. Who are mostly the victims of sexual abuse in your school? a). Boys b). Girls

14. Who mostly perpetrate child sexual abuse in your school?
 a). Boys b). Girls c). Teachers d). School workers e). other
 specify.....

15. Why are pupils/students sexually abused in school?

.....

16. Do you have institutions/organizations that provide services to sexually abused children in your community/area? Yes No

17. If yes, mention them

.....

SECTION D

TYPES AND FORMS OF CHILD SEXUAL ABUSE AT SCHOOL

18. Has any of the following happened to any of your school mates or friends?

Type of CSA	YES	NO
Request for sexual favours		
Unwelcome sexual advances or attacks		
Sexually motivated physical conduct towards you		
Clothing pulled off or lifted in a sexual way		
Fondled, touched, grabbed or pinched in a sexual way		
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them		
Been shown or given sexual photographs		
Given sexual messages or notes at school		
Experienced actual sex		
Other specify		

19. If yes, where did it happen?

Type of CSA	At School	On the way to school	On the way back from school	At Home
Request for sexual favours				
Unwelcome sexual advances or attacks				
Sexually motivated physical conduct towards you				
Clothing pulled off or lifted in a sexual way				
Fondled, touched, grabbed or pinched in a sexual way				
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them				
Been shown or given sexual photographs				
Given sexual messages or notes at school				
Experienced actual sex				
Other specify				

20. Who did that to your school mate/ friend?

Type of CSA	Teacher	School Worker	School Mate	Other Specify
Request for sexual favours				
Unwelcome sexual advances or attacks				
Sexually motivated physical conduct towards you				
Clothing pulled off or lifted in a sexual way				
Fondled, touched, grabbed or pinched in a sexual way				
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them				
Been shown or given sexual photographs				
Given sexual messages or notes at school				
Experienced actual sex				
Other specify				

21. Did your mate/friend report the incidence? Yes No (if no skip to Q27)

22. If yes, who did your mate/ friend report to?

Type of CSA	Parent/ Guardian	Teacher	Friend	Police	Sibling	Other Specify
Request for sexual favours						
Unwelcome sexual advances or attacks						
Sexually motivated physical conduct towards you						
Clothing pulled off or lifted in a sexual way						
Fondled, touched, grabbed or pinched in a sexual way						
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them						
Been shown or given sexual photographs						
Given sexual messages or notes at school						
Experienced actual sex						
Other specify						

23. What happened to the perpetrator after your mate/friend reported the incident

.....

24. What happened to your mate/friend after reporting the incident?

.....

25. If no to Q23 why?

- a. Did not know who to report to
- b. Fear of stigmatization
- c. Fear of being harmed by perpetrator
- d. Wanted it
- e. Afraid parents would beat him/her
- f. Don't know
- g. Other specify.....

SECTION E

CHILDREN WHO HAVE BEEN SEXUALLY ABUSED

26. Has any of the following ever happened to you?

Type of CSA	Yes	No
Request for sexual favours		
Unwelcome sexual advances or attacks		
Sexually motivated physical conduct towards you		
Clothing pulled off or lifted in a sexual way		
Fondled, touched, grabbed or pinched in a sexual way		
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them		
Been shown or given sexual photographs		
Given sexual messages or notes at school		
Experienced actual sex		
Other specify		

27. If yes, where did it happen?

Type of CSA	At School	On the way to school	On the way back from school	At Home
Request for sexual favours				
Unwelcome sexual advances or attacks				
Sexually motivated physical conduct towards you				
Clothing pulled off or lifted in a sexual way				
Fondled, touched, grabbed or pinched in a sexual way				
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them				
Been shown or given sexual photographs				
Given sexual messages or notes at school				
Experienced actual sex				
Other specify				

28. How many times has that happened to you?

Once

Twice

Thrice

Other: Specify

29. How old were you when it first happened to you?

30. If it has happened to you more than once, when was the last time it happened to you?

Type of CSA	Less than a week	1-2 weeks ago	3-4 weeks ago	1-2years ago	2-6months ago	Other specify
Request for sexual favours						
Unwelcome sexual advances or attacks						
Sexually motivated physical conduct towards you						
Clothing pulled off or lifted in a sexual way						
Fondled, touched, grabbed or pinched in a sexual way						
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them						
Been shown or given sexual photographs						
Given sexual messages or notes at school						
Experienced actual sex						
Other specify						

33. What action did you take?

Type of CSA	Head Teacher	School Mate	Relative	Parent	Police	DSW	Other Specify
Request for sexual favours							
Unwelcome sexual advances or attacks							
Sexually motivated physical conduct towards you							
Clothing pulled off or lifted in a sexual way							
Fondled, touched, grabbed or pinched in a sexual way							
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them							
Been shown or given sexual photographs							
Given sexual messages or notes at school							
Experienced actual sex							
Other specify							

34. What happened to the perpetrator after you reported the incident?

Type of CSA	First Time	Second Time	Third Time	Fourth Time	Last Time
Request for sexual favours					
Unwelcome sexual advances or attacks					
Sexually motivated physical conduct towards you					
Clothing pulled off or lifted in a sexual way					
Fondled, touched, grabbed or pinched in a sexual way					
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them					
Been shown or given sexual photographs					
Given sexual messages or notes at school					
Experienced actual sex					
Other specify					

35. If you did not report the incident explain why?

.....

36. If yes to Q28 How did you feel after the perpetrator did that to you?

Type of CSA	Felt Nothing	I felt shy of perpetrator	Unable to concentrate in class	Afraid of perpetrator	Don't enjoy school anymore	Fear of pregnancy	Other Specify
Request for sexual favours							
Unwelcome sexual advances or attacks							
Sexually motivated physical conduct towards you							
Clothing pulled off or lifted in a sexual way							
Fondled, touched, grabbed or pinched in a sexual way							
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them							
Been shown or given sexual photographs							
Given sexual messages or notes at school							
Experienced actual sex							
Other specify							

37. Were you compensated?

Type of CSA	Yes	No	If YES. Form of Compensation (Cash or in Kind)	Specify amount/ Item/Quantity
Request for sexual favours				
Unwelcome sexual advances or attacks				
Sexually motivated physical conduct towards you				
Clothing pulled off or lifted in a sexual way				
Fondled, touched, grabbed or pinched in a sexual way				
Threatened by a teacher/ school employee that your schooling will suffer if you did not have sex with them				
Been shown or given sexual photographs				
Given sexual messages or notes at school				
Experienced actual sex				
Other specify				

38. Are you happy about the way the case was handled? a). Yes b). No

39. If no, how do you suggest the case should have been handled?

.....

40. Where do you feel safe? a). Home b). School c). church/mosque

Other, specify.....

41. Give reason for your response

.....

.....

APPENDIX II

Questionnaire for School Heads and Teachers

Interviewer's name..... Date.....
Time started..... Time ended.....
Region: Central Region Easter Region
District /municipality: Lower Manya Krobo Upper Manya Krobo
 Awutu-Senya Effutu
Town/Locality: Bontrase Essuekyiri Obrakyere
 Papase Akaten Asesewa
 Fefe Mensah Dawa

SECTION A

SCHOOL BACKGROUND INFORMATION

1. Name of School: 1.1 Sex of Respondent
2. Total No. of Pupils/students.....
- 2a. Total No of Boys.....
- 2b. Total no of Girls.....
- 2c. Total No. of Teachers.....
- 2d. No. of Male teacher.....
- 2e. No. of Female teachers.....
3. Essential Extra Curriculum Facilities/Activities.
 Football Netball Volleyball
 Table tennis Basketball cultural troupe
 Library Gardening
 Other: specify.....

APPENDIX III

Interview Schedule for Parents and Guardians

Interviewer's name..... Date.....
Time started..... Time ended.....
Region: Central Region Easter Region
District /municipality: Lower Manya Krobo Upper Manya Krobo
 Awutu-Senya Effutu
Town/Locality: Bontrase Essuekyiri Obrakyere
 Papase Akaten Asesewa
 Fefe Mensah Dawa

SECTION A

BIOGRAPHIC DATA

- How long have you lived/stayed in this community?
a. Less than a year b. 1-3 years c. 4-6 years
d. 7-9 years e. 10 or more years
 - How old are you?
a. less than 18 18-28 29-39 40-50 51-60 61 and over
 - Marital status
Single married separated divorced other specify.....
 - What is your main occupation?
a) Farming b). Trading c). Driving
d). Dressmaking e). Teaching f). Trades
- Other specify.....

5. How many children do you have?

6. How many children do you live/stay with?.....

7. How many of your children are in:

Level of education	Boys	Girls	Total
primary			
JHS			
SHS			

8. How will you describe the relationship between you and your children?

- a) Not Friendly
- b) Fairly friendly
- c) Friendly
- d) Very Friendly
- e) Most Friendly

SECTION B

TYPES OF CHILD SEXUAL ABUSE

9. Does child sexual abuse exist in this community? Yes No

10. If yes, which of the following is/are frequent in this community?

- a) Touching/ fondling a child's body
- b) Kissing a child
- c) Attempts to make a child arouse sexually
- d) Rubbing genitals against a child's body
- e) Touching a child's genitals
- f) Having a child touch adult's genitals
- g) Using other instruments to penetrate a child's
- h) Anal or vagina
- i) Anal intercourse with a child
- j) Vaginal intercourse with a child
- k) Exposing oneself to a child
- l) Asking a child to expose him/her self
- m) Exposing a child to pornographic material

- n) Using vulgar language in the presence of a child
- o) Sending love messages (love letters) to a child

11. Why is child sexual abuse frequent in your community?

- a). Poverty
- b). Lack of parental guidance
- c). Peer influence
- d). Mistreatment of guardians
- e). Consumption of alcohol
- f). Other specify.....

12. Who are mostly the victims?

- a) School Girls
- b). School Boys
- c). Girls' out-of-school
- d). Boys out-of-school

13. Who are mostly the perpetrators?

- a). School Girls
- b). School Boys
- c). Teachers
- d). Girls out-of-school
- e). Boys out-of-school
- f). Female adults
- g). Male adults
- h). Other specify.....

14. Where do child sexual abuses frequently take place in this community?

- In the School
- On the Way to School
- On the Way back home from school
- At home
- Other specify.....

15. What is the common direction of child sexual abuse in this community?

- School girls against school girls
- Schoolgirls against Schoolboys
- School Boys against school boys
- Schoolboys against school girls
- Male teachers against school girls
- Male teachers against school boys
- Female teachers against school boys
- Female teachers against school girls
- Female adults against school boys
- Male adults against school girls
- Female adults against school girls
- Male adults against school boys
- Other specify.....

16. Has any of your children reported incidence of sexual abuse at school? (If No skip to Q24)

- Yes
- No

17. If yes, how many times have they reported sexual abuse in the school?

- Once
- Twice
- Thrice
- Other specify.....

18. Who was the perpetrator?

Perpetrator	1 st Time	2 nd Time	3 rd Time	4 th Time	5 th Time
Male schoolmate					
Female schoolmate					
Teacher					
School worker					
Other specify.....					

19. What kind of sexual abuse did your child report?

Type of CSA	1 st Time	2 nd Time	3 rd Time	4 th Time
Unwelcome sexual abuse				
Request for sexual favour				
Sexually motivated physical conduct				
Clothing pulled in a sexual way				
Fondled, touched, grabbed or pinched in a sexual way				
Threatened by teacher for sex				
Threatened by school mate for sex				
Threatened by school worker for sex				
Given or left sexual note, pictures or message at school				
Experienced active sex at school				
Other specify.....				

SECTION C

MANAGEMENT OF CHILD SEXUAL ABUSE

20. What action did you take?

Action	1 st Time	2 nd Time	3 rd Time	4 th Time
Reported to the Police				
Reported to School Authorities				
Reported to GES District Director				
Reported to the traditional authorities				
Reported to Assembly member				
Warned perpetrator and parents				
Perpetrator could not be found				
Nothing was done				
Other specify.....				

21. If you reported the case, how was it handled?

.....

22. If compensation was paid, what kind of compensation?

- Cash
- Scholarship for the rest of school years
- Medical bills paid
- Other: Specify

23. Were you happy about the way the case was handled? Yes No

24. If no to Q16 how do you suggest such cases should be handled?

.....

25. If you did not report the case as in Q17 why?

.....

26. Is there any institution or organization in your community/ area that supports sexually abused children? Yes No

27. If yes to Q23, mention them

SECTION C

PREVENTION OF SEXUAL ABUSE IN SCHOOLS

28. Do you think child sexual abuse affect the victim in any way? Yes No

29. If yes explain how?

.....
.....

30. What do you think Teachers can do to prevent child sexual abuse?

.....
.....

31. What do you think can be done by parents to prevent sexual abuse in school?

.....

32. What do you think should be done by pupils/students to prevent sexual abuse?

.....

33. What can your community do to prevent child sexual abuse?

.....
.....

Any other comment?

THANK YOU

APPENDIX IV

Interview Guide for Key Informants

1. Is child sexual abuse a problem in your community?
2. What do you consider to be child sexual abuse?
3. What types of CSA are common in this community/area?
4. Which group are mostly the victims? (sex, age group etc)
5. Which group mostly perpetrates these acts? (sex, age group etc)
6. Is CSA common in schools? (JHS & SHS)
7. Who are mostly victims of CSA in schools in this community?
8. Who are the perpetrators of CSA in schools in the community?
9. Why are the victims the target of the perpetrators?
10. What factors promote CSA in this community?
11. Who do victims of CSA usually report to?
12. Are there mechanisms in the **community/schools** to address CSA cases?
13. How effective are these mechanisms?
14. Are there any institutions or organizations in the community that provide services to victims of CSA?
15. Does CSA affect the **victims/ community** in any way?
16. How can CSA be prevented in the **schools/community**?
17. Who should be part of the effort to prevent CSA in schools in this community?
18. Do you recollect any particular case of CSA in this community/school that you can share?