

GOVERNMENT OF GHANA

**INTEGRATION OF THE UNESCO MODULES ON DIVERSITY AND
GENDER CLASSROOM ACTIVITIES IN BASIC SCHOOLS IN
GHANA**



Ministry of Education/Ghana Education Service

December 2017

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INTRODUCTION

Studies conducted by UNESCO indicates that in West Africa including Ghana, contents on Gender and Diversity at the Primary and lower Secondary levels is mostly lacking or inadequate, although clear windows of opportunities exist within the curricula. Though records show that the national completion rate for primary education is 101.1% (UNESCO, Institute of Statistics, 2015) we still have some learners especially girls, dropping out of school as a result of teenage pregnancy and other related factors.

The Sustainable Development Goals (SDGs) 4 & 5 talk about Quality Education and Gender Equality, which Ghana's Education Strategic Plan (ESP) 2013 – 2020 seeks to achieve. This indicates how globally and nationally, efforts are being made to attain the status.

School related gender based violence is highly destructive to the well-being of children and this manifests in sexual assault, rape, coercion, exploitation and discrimination in and around school. Therefore, learners have to be provided with basic life skills that will enable them make informed decisions in life. This can be executed in a health promoting and child friendly environment. The Education Sector has competent workforce who can if properly trained on gender and diversity provide accurate knowledge and skills to the beneficiaries to support healthy living.

There is a compelling evidence that witnessing or experiencing violence as a child, predisposes the person to perpetrate violent actions or increases the chances of being victimized again (Helse, 2011).

JUSTIFICATION

There is widespread recognition that gender inequalities and discrimination drive many social and economic problems in our country. It is one of the root causes of high child marriage, rape and adolescent pregnancy rate. Many young people lack access to information, education and services that will help them make informed decisions about their health and well-being as a whole. The Basic schools are ideal place for offering diversity and gender education for a number of reasons. The most important being the significant role that schools play in socializing learners. Attitudes about gender, stereotypes and prejudices start to take root during early years of childhood. The school environment has considerable influence on the development of these attitudes. The extent to which diversity and gender equality are promoted in school settings play a critical role in determining how well girls and boys participate in education, whether they stay in school and how well they perform in their studies.

ACTIVITIES UNDERTAKEN

To achieve outlined activities successfully, A Technical Working Committee (TWG) was formed. This was made up of persons from Ministry of Education, Ghana Education Service, UNESCO, Ministry of Tourism and Creative Arts as well as State Protocol

Though the Committee held about two sub group meetings, two main meetings were organized before the training for SHEP Coordinators at National, Regional District and School levels and

selected head teachers of Basic Schools was done and one post training meeting was also held to assess work performance.

TRAINING WORKSHOP

The training workshop began with an Opening Ceremony. Proceedings of the workshop are as follows:

Participants were from varied institutions. Notable among them were Mrs. Nana Esi Inkoom – National SHEP Unit, Ms. Margaret Kaba – MoE HIV Secretariat, Mr. Carl Ampah – UNESCO Ghana Office, Mrs. Cynthia Prah – UN Information Centre, Mr. Bawa Faisal – UNFPA, Mrs. Jennifer Asuako – UNDP. The Resource Persons were Mrs. Olivia Opoku-Adomah – Ministry of Tourism and Creative Arts and Mrs. Lovia Bamfo – State Protocol. So were participants Central, Greater Accra, Northern, Upper West and Volta regions. The participants were made up of Regional and District SHEP Coordinators as well as head teachers and School-based Health Coordinators.

WELCOME REMARKS

In his welcome address the Greater Accra Regional Chairman of GNAT Mr. Ransford N. K. Lolih noted that the upsurge of cases of defilement and sexual assault in our communities demand urgent attention. He expressed his excitement at the gathering of educational practitioners who have the desire to acquire skills to help address the menace. He wished participants a happy stay during the workshop.

PURPOSE OF GATHERING

Stating the purpose of the gathering, Mrs Nana Esi Inkoom, the National SHEP Coordinator gave a brief background to the programme. She noted that the meeting stemmed out of a capacity building workshop named: **‘STRENGTHENING THE CAPACITIES OF EXPERTS FROM MINISTRIES OF EDUCATION, HEALTH AND CULTURE TO FURTHER INTEGRATE MODULES ON DIVERSITY AND GENDER CLASSROOM ACTIVITIES’** organized in Ghana in July 2015, for West African countries namely: Ghana, Nigeria, Togo and Benin with the support of UNESCO.



Mrs. Nana Esi Inkoom, stating the purpose of the gathering

Participating countries were expected to pilot the module in schools and Ghana has been fortunate to secure funding from UNESCO to pilot the module in 5 regions, 8 districts and 8 schools.

She indicated the critical role education plays in helping to transform lives of individuals, families and societies as a whole. The benefits of access to quality education in safe and supportive learning environments are immeasurable. Therefore, the purpose of the workshop was to:

- Provide participants with the skills, background and knowledge to build respect, tolerance and critical thinking among learners
- Provide practical examples of how they can integrate diversity, anti-discrimination and gender equality activities into lesson planning and delivery.

GOODWILL MESSAGES

A number of partners from both government agencies and the UN System were present to support the programme with their goodwill messages.

STATEMENT FROM UNESCO

Delivering the statement on behalf of UNESCO, Mr. Carl Ampah indicated that Gender based Violence (GBV) is a global phenomenon that knows no geographical, cultural, social, ethnic, or other boundaries: it occurs across all societies and represents a violation of human right. Furthermore, GBV is a major obstacle to the achievement of equality, a serious contributor to transmission of HIV, sexually transmitted infections and unintended pregnancy, and acts as a barrier to fulfilling the right to education by limiting girls' and boys' access to school and precipitating school leaving. Additionally, because education and schools themselves act as important socialising mechanism, they play an important part in the prevention of GBV by addressing harmful norms and promoting gender equality.



Mr. Carl Ampah delivering the statement from UNESCO during the opening ceremony

In a school setting, students are sometimes discriminated against because of their gender, disability, poverty and HIV status. For this reason, education sector needs clear guidance to address these issues to help reduce their negative impact on education access, performance and achievement. It is in this context that UNESCO supported the preparation of the diversity and

gender classroom activities tool with the aim of facilitating the integration of diversity and gender education into primary and lower secondary schools' curriculum across West Africa. Mr. Ampah ended by expressing the hope that the tool could be owned by the Ministry of Education and for that matter, Ghana Education Service and scaled up. Going forward, additional efforts will be made at enhancing gender equality, promoting human rights and addressing the determinants of inequity and exclusion.

UNAIDS

Dr. Jane Okrah made a statement on behalf of UNAIDS. She noted that issues to do with gender and diversity when adequately addressed will have a positive influence on reducing HIV stigma and discrimination and invariably help in achieving the 90-90-90 fast track targets set by the UNAIDS.

MINISTRY OF TOURISM AND CREATIVE ARTS

Mrs. Olivia Opoku-Adoma expressed her gratitude to all partners for their contribution in organizing such a workshop. She said there was the need to intensify our efforts at awareness creation especially in the times that the HIV prevalence rate is gradually increasing. With both the efforts of management and practitioners in education and culture in addressing gender and diversity challenges, we can contribute to the reduction in the HIV prevalence rate.

UN INFORMATION CENTRE, UNFPA AND UNDP

Speaking on behalf of UN Information Centre, UNFPA and UNDP Mrs. Jennifer Asuako noted that children spend almost all their time in school and so whatever they are taught becomes part of them. Therefore teaching learners to acquire knowledge and skills to build respect, tolerance and critical thinking is key to their development.

CHIEF DIRECTOR, MINISTRY OF EDUCATION

The statement from the Chief Director of the Ministry of Education which was read by Ms. Margaret Kaba, indicated that education plays a critical role in minimizing discrimination and diffusing a culture of respect for all throughout society. As educational professionals, we have a critical role to play in the transformation process in and through education such as equipping learners to embrace their fear of differences; increase compassion and empathy for others and build multiple perspectives while heightening their appreciation of every person in their community and beyond.

The diversity and gender classroom activities module is a guide that affords you with practical ways of introducing and developing inclusiveness, tolerance and respectfulness in working with learners within all educational settings. Since you are from different regions and districts, you must consider the local context and focus on components that are most applicable and adapt so as to enhance effectiveness.

There is a compelling evidence that witnessing or experiencing violence as a child, predisposes the person to perpetrate violent actions or increases the chances of being victimized again (Helse, 2011).

It is to prevent some of these problems that UNESCO is supporting MoE and GES to pilot the diversity and gender classroom activities module in Central, Greater Accra, Northern, Upper West and Volta regions. Ms. Kaba on that note launched the workshop and wished participants well in their deliberations.

VOTE OF THANKS

Moving the vote of thanks, Ms. Faustina a. Braimah expressed the gratitude of the MoE and GES to all stakeholders especially the UN partners and other government agencies and participants for their support in ensuring a successful opening of the workshop.

OVERVIEW OF MANUAL

Mrs. Lovia Bamfo took participants through the general overview of the manual on School Related Gender-based Violence (SRGBV).

She defined SRGBV to include all forms of violence -sexual, physical, and psychological – that occur in and around schools as a result of gender norms and stereotypes enforced by unequal power dynamics.

Again, SRGBV are acts or threats of sexual, physical or psychological violence occurring in or around schools and educational setting, resulting from gender norms and unequal power of dynamics between genders (Global Partners Working Group cited Dos Reis and Hoffmann, 2014).

Mrs. Bamfo discussed extensively various aspects of SRGBV including:

- Forms of SRGBV
- Impact of SRGBV
- Understanding Gender
- Risk Factors Attributed to SRGBV
- Effects of related GBV (and other forms of violence)

THE RESOURCE PERSON ENUMERATED THE FOLLOWING AS SOME OF THE ROLES OF STAKEHOLDERS OR STRATEGIES TO PREVENT TO SRGBV:

- Changing attitudes and social-cultural norms that encourage violence and discrimination, early forced marriages, etc.
- Supporting parents , caregivers and families through positive disciplinary methods
- Helping children and adolescents with skills to manage risk and challenges without resorting to violence
- Implementing child protection laws and policies that protects children and sends strong messages to society
- Monitoring and evaluating impact through data collected.

DISCUSSION

During the discussion session, participants raised various concerns about attitudes and behaviours that influence Gender-based Violence and by extension SRGBV. Some of which were:

- The media landscape is dominated by stories on celebrities and their engagements. Sometimes pictures of the celebrities show them as half naked. What has made the issues worse is the use of social media like face book and twitter where celebrities themselves

write indecent comments and post their private pictures on their walls. The youth that follow them learn indecent language and dressing which impact on SRGBV.

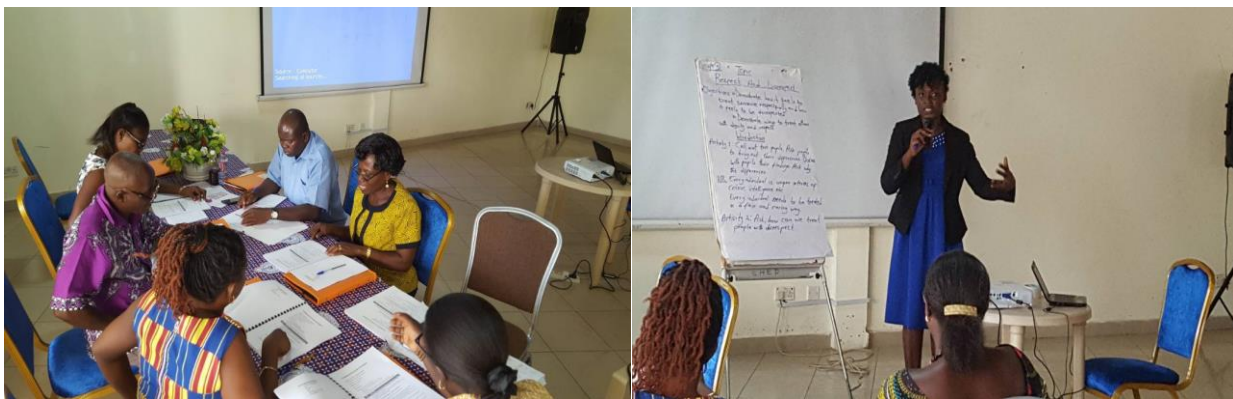
- According to Mrs. Opoku-Adoma, the Ministry of Tourism, and Creative Arts has identified and appointed 50 celebrities as tourism ambassadors to address some of the social media challenges facing the nation.
- A participant indicated that some teachers find it difficult to teach in detail issues related to adolescent reproductive health.
- Mrs. Jennifer Asuako noted that publicity, setting our own agenda as a country, enforcement of laws, parenting, national forum and dialogue on diversity and gender can positively impact on the society.
- A teacher also said, sometimes parents refuse to accept corrections for their wrong doings on matters regarding their wards education. Also, it is difficult for teachers to guide the students because the students feel they know their rights
- Another participant raise the issue of child marriages and said, parents claim they have the right to do whatever they want with their children. However, some teachers are able to intervene and such parents change their decisions for the good of the children
- Mrs Nana Esi Inkoom added that for Comprehensive Sexuality Education, Ghana Education Service is aware of the gap and therefore the curriculum is being reviewed to address the gaps. Also teachers are now equipped with skills to discuss issues on sexuality with the children
- On the influence of media, Ms. Lovia Bamfo said that the media has a great influence on the happenings around us. However, education on diversity and gender will provide the youth adequate information to make informed choices as they grow.

GROUP WORK

Mrs. Lovia Bamfo grouped participants into four and gave them instructions as to what each group was expected to do. Each group was to appoint a leader, secretary and use the issues in the manual as a guide to facilitate the discussion.

GROUP PRESENTATIONS

Group presentations started with group two discussing a topic on Respect and Disrespect.



Group work and presentation by participants

Group one presented on Feeling different for Lower and Upper Primary

PRESENTATION

<i>WHEN I FEEL THE SAME</i>	<i>WHEN I FEEL DIFFERENT</i>
THE SAME SCHOOL	GENDER
SAME CLASS	DIFFERENT FAMILY
WRITE THE SAME EXAMINATION	AGE
THE SAME TEACHER	PHYSICAL APPEARANCE
WRITE THE SAME EXERCISE	CULTURE
THE SAME COMMUNITY	RELIGION
SAME RELIGION	DIFFERENT HOUSES

CLOSING

Mr. Jeremiah Badu Shayar of Special Education Division prayed to bring the day's activities to an end.

DAY 2

The day started with a prayer by Rev. Patrick Banafo followed by a recap of previous day's activities presented by Mrs. Constance Abenyo, a participant.

PRESENTATION.

Groups three and four presented work on 'Discrimination' and 'Taking action against discrimination' respectively.

Both presentations had good introductions, set objectives and various participatory activities to be done in class.

SECOND GROUP WORK

Participants were put into groups and given tasks to perform. The following were the guidelines:

- State the topic objective(s)
- Introduce the topic
- Use participatory approaches to teach the topics
- Where applicable, come out with solutions to the problems identified
- Conclude the lesson
- Evaluate the lesson

The topics for the group were as follows:

Group 1

Basic Human Rights – Presented by Mr..Tengdong Cosmas

Gender and Human Rights – Presented by Mrs. Becca Arthur

Group 2

Pressure and Gender Norms – Presented by Mr Constant Dzakpasu

Group 3

Skills for Communicating Effectively About Sexual Relationships and Gender Inequality – Presented by Ms Kpemli Adelaide Edem

Group 4

Good Touches and Bad Touches – Presented by Mr Abdullah Mohammed Sadiq

Participants were encouraged report to issues on bad touches to their teachers, parents, guardians, religious leaders and the police where necessary

Group 5

Eliminating School Related Gender Based Violence (SRGBV) – Presented by Mr Patrick Kafui

Examples of SGRBV were given as: trading sex for grades, rape and defilement at school and corporal punishment.

Ways to prevent SRGBV

- Encourage students to be assertive
- Informing adults about gifts received
- Avoid being alone with the opposite sex
- Avoid peer influence/sexual debate

NB: IT IS IMPORTANT TO REPORT SRGBV CASES TO TEACHERS, PARENTS, GUARDIANS, RELIGIOUS LEADERS AND WHERE NECESSARY THE POLICE.

Consequences of SRGBV

- Poor performance of the pupil at school
- Depression
- Sexually Transmitted Infection
- Unwanted pregnancy
- Low self esteem

Way Forward

MS. Kaba led participants to draw up a road map for effective implementation of diversity and gender activities in their schools.

- Regional and District SHEP Coordinators were to report to Regional/District Directors of education about the programme.
- Schools to develop action plans.
- Head teachers were to organize In-service training for all teachers – Integrating diversity and gender based violence in their lesson notes and teaching.
- Visit by the National team – Monitoring of activities organized in the schools (in the last week of November 2017).

EVALUATION

Participants were made to evaluate the workshop. Mrs. Marvi Colerangle-Ashun led the process. Out of 29 participants, 25 evaluated the workshop based on the indicators in the table below with ratings.

DESCRIPTION	VERY POOR	POOR	GOOD	VERY GOOD	EXCELLENT	NO COMMENT
1. ORGANIZATION OF THE WORKSHOP			13 (52%)	11 (44%)	1 (4%)	
2. RELEVANCE OF WORKSHOP OBJECTIVES			5 (20%)	15 (60%)	5 (20%)	
3. VENUE FOR THE WORKSHOP	1 (4%)	1 (4%)	13 (52%)	8 (32%)	2 (8%)	
4. RESOURCE PERSONS			11 (44%)	9 (36%)	5 (20%)	
5. METHODOLOGY		1 (4%)	13 (52%)	10 (40%)	1 (4%)	
6. FACILITATION		2 (8%)	8 (32%)	15 (60%)		
7. CATERING SERVICES		4 (16%)	11 (44%)	6 (24%)	3 (12%)	1 (4%)

Generally, the participants rated the workshop as very good and successful.

RECOMMENDATIONS

The participants made some recommendations to ensure the implementation of module is effective and sustained.

- The programme needs to be financed well and extended to the various schools throughout the country.
- More of such workshops should be organized.
- The workshop should be organized on regional basis so that our District Directors would also have an idea or be informed of whatever is being planned so as to create other workshops to intensify the awareness.

- The resource persons should present the lesson for participants to see before we break into various groups for presentation.
- There should be refresher courses to update participants on some of the issues.
- Follow up visits to the participating schools to ensure that what was taught is put into practise.

CLOSURE

The Director for the SHEP Unit, Mrs. Nana Esi Inkoom, expressed the gratitude of the Ministry of Education and the Ghana Education Service to UNESCO for providing the financial and technical support for the implementation of the diversity and gender in classroom activities module. She also thanked the participants for honouring the invitation and being part to piloting the module and encouraged them to impart the skills and knowledge acquired at the training to the children in their various schools.



Mrs. Nana Esi Inkoom delivering her Closing Remarks

Rev. Patrick Banafo prayed to bring the two-day workshop to a successful end.

MONITORING VISIT TO SCHOOLS IN VOLTA, GREATER ACCRA AND CENTRAL REGIONS

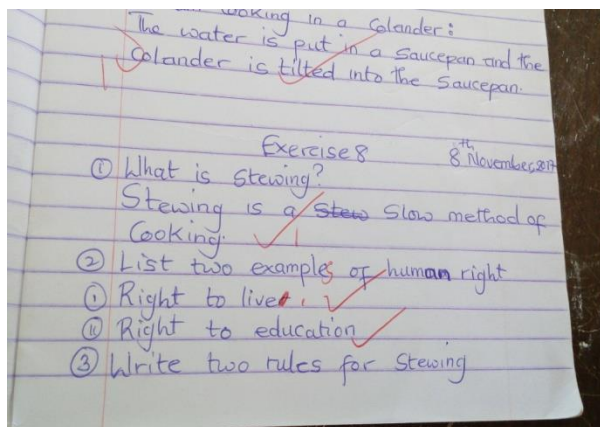
After the training organized in Accra for the Regional, Metro/Municipal/District participants on the Gender and Diversity in Classroom Activities Module, there was the need for the National team to assess the implementation at the school level. Three teams were formed, with each team of three members visiting a region.

The following was the composition:

- Volta – Marvi Colerangle-Ashun, Dorcas Hushie and Jeremiah Badu Shayar
- Greater Accra – Margaret Kaba, Faustina Alimatu Braimah and Olivia Opoku-Adomah
- Central – Nana Esi Inkoom, Steve Arko and Lovia Bamfo

The table below indicates the schools visited with corresponding findings:

NAME OF REGION	NAME OF METRO/MUNI/DIST.	NAME OF CIRCUIT	NAME OF SCHOOL	ENROL.
Volta	Adaklu	Waya	Anfoe D/A JHS	82
	Ho	Housing	Ho United M/A JHS	164
Greater Accra	Tema	Adjei Kojo/Lashibi	Tetteh Ocloo State School for the Deaf	292
	Ashaiman	Ashaiman East	Nurumustafia Islamic Primary	611
Central	Cape Coast		Cape coast School for the Deaf/Blind	535
	Mfantseman	Mankesim	Aisha Islamic Primary	220



Monitoring Team interacting Teachers and Pupils of Cape Coast School for the Deaf/Exercises done by pupils

In Volta Region, it came to light that all teachers had been sensitized. Issues related to School Related Gender based Violence (SRGBV) had been discussed with the school children at morning assembly, club meetings and worship time. The school environment was congenial for learning. Some of the girls testified that they have been receiving ‘bad touches’ from the boys. And that after the education, they have been reporting to teachers when they are wrongfully

touched. The teachers confirmed that they have been receiving complaints in this regard and they deal with the students appropriately.

The SHEP Coordinator for Adaklu had met the Parent Teacher Association to discuss SRGBV issues.

The students were very appreciative of the project and proposed that it should be extended to other schools. In Ho United JHS, students had drawn acts related to SRGBV and pasted them on the school walls. It was a good initiative. Teachers requested for Social Behaviour Change Communication (SBCC) materials. The monitoring team encouraged teachers to integrate SRGBV issues in their lesson notes and delivery.

The following observation was also made in Greater Accra Region. The Metro SHEP Coordinator oriented the teachers and they were integrating it in their lesson plan and delivery.

A teacher has given exercises after teaching; and these were marked. The students looked happy in school.

Additionally, students were talked to at Morning Assembly, Worship, Club meetings, etc. on SRGBV. Students could express their views without fear or favour.

- These were some suggestions given by students: The GES, especially SHEP should look for funding to train more teachers on the diversity and gender module
- Regular supervision is needed in order to sustain the interest.
- It was suggested that private schools should be involved. More integration should be done.
- Pupils requested for more textbooks, reading book, HIV & AIDS books, dustbins and furniture
- Refreshment after peer education sessions, as it is usually after school.
- More handouts should be provided for teachers. Regular workshops should be organized on School Related Gender Based Violence
- More young people should be able to access on sexual and reproductive health services
- Intensify HIV and AIDS education in schools
- At least two external monitoring exercise in a year.

In Central region, teachers had also been sensitized and students had been taken through human rights, feeling different, stereotype, etc. through school health clubs. Cape coast for the Deaf/Blind went further to organize PTA meeting to inform parents about Gender based Violence (GBV) issues what they should do when their wards report such cases to them.

Head teacher and teachers requested for pictorial representation of key concepts to enable enhanced comprehension by deaf pupils.

Generally, the reports from the schools revealed that all schools did not have issues on piloting the module but majority were not integrating in their lesson plan. All schools did not have Gender and Diversity issues on their work plan.

The monitoring was good because the weaknesses of some teachers and Heads were identified and these were dealt with appropriately. Frequent monitoring visits to schools would make the heads and teachers handle issues more seriously.

CLOSE-OUT MEETING

The meeting was organized to share experiences, best practices, challenges and the sustainability of the project. It was attended by the Country Director of UNESCO, UNESCO officers, Directors from Ghana Education Service and Ministry of Tourism, Culture and Arts, officers from HIV & AIDS Secretariat of Ministry of Education, School Health Education Programme (SHEP) Unit and Special Education Division. The Country Director for UNESCO welcomed the House, by referring to SDG 4, which has to do with Quality Education and Education for All. He was so elated that the Project sought to bring on board all children.



Stakeholders at the close-out meeting

The SHEP Director, indicated the purpose for the meeting followed by Mr. Carl Ampah, who gave the background to the Project.

Officers from the SHEP Unit and SpED highlighted on the activities undertaken and the benefits the teachers and students have derived from the intervention with recommendations from beneficiaries.

Members were given the opportunity to discuss issues from the presentations made.

Finally, the Director SHEP Unit tabled across the Way Forward.

The meeting successfully came to a close with a Word of prayer by Jeremiah Badu Shayar.



Stakeholders at the close-out meeting