



THE REPUBLIC OF GHANA



JUDICIAL OF GHANA

GENDER BASED VIOLENCE TRAINING MANUAL

TRAINING MODULE FOR GENDER BASED VIOLENCE COURTS IN GHANA

MODULE 1

GENDER SENSITIVITY



TRAINING MANUAL

GENDER-BASED VIOLENCE TRAINING FOR CHILD-FRIENDLY
GBV COURTS IN GHANA

2019



**JUDICIAL SERVICE
OF GHANA**

TRAINING MANUAL

GENDER-BASED VIOLENCE TRAINING FOR CHILD-FRIENDLY GBV COURTS IN GHANA

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Acronyms

Act	Act of Parliament
CHRAJ	Commission on Human Rights and Administrative Justice
DoVWSU	Domestic Violence Victim Support Unit
DV	Domestic Violence
GBV	Gender Based Violence
GBVC	Gender Based Violence Court
IPV	Intimate Partner Violence
NGO	Non-Governmental Organisation
PPT	PowerPoint Presentation
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

Acknowledgements

This Module forms part of a Training Manual made up of four modules developed for the Judicial Training Institute (JTI) in Ghana and funded by the Danish Embassy of Ghana through the Danida Fellowship Centre (DFC). Its purpose is to train judicial service staff on gender sensitivity and gender based violence in order to improve the work of Gender Based Violence Courts in Ghana and to improve access to justice for survivors.

It was developed by a team from Tana Copenhagen in the period between February – August 2018. The work included piloting Modules 1 + 2 with 16 judges and administrative staff in April 2018 and piloting Modules 3 + 4 in June 2018 (module being piloted with a group of intermediaries consisting of court clerks and interpreters). The lead writers for Modules 1 + 2 were Alice Kerr-Wilson and Sheila Minkah-Premo with contributions from Priya Dhanani and Nadia Masri-Pedersen. The lead writers for Modules 3 + 4 were Priya Dhanani and Sheila Minkah-Premo with contributions from Nadia Masri-Pedersen. Suggestions for specific sessions were also provided by those participating in the pilot modules.

We would specifically like to thank staff from the Judicial Training Institute and the Judicial Services in Ghana for their inputs into the modules and for the cooperation throughout the process. We hope that the training manuals will continue to be working documents that will be adapted to the needs of the GBV courts and the target groups.

In addition, other individuals we would like to thank are Hilda Mensah, Muhammad Rafiq Khan and colleagues from UNICEF Ghana for reviewing and contributing to the modules from a child rights and protection perspective. Also Callum Watson from the Democratic Control of the Armed Forces (DCAF) in Switzerland and Dorcas Coker-Appiah from the Gender Centre Ghana for generously sharing experiences of training different participants on GBV.

Resources

We drew on a range of international and national resources and good practice when developing this Module. These include:

- Amoakohene, M. (2004). Violence against women in Ghana: a look at women's perceptions and review of policy and social responses *Social Science and Medicine* Dec;59(11):2373-85.
- Atlantic Initiative, Rod i pravodude, DCAF (2017). *Gender Bias and the Law: Legal Frameworks and Practice from Bosnia & Herzegovina and Beyond*, 2017
- Atlantic Initiative, Rod i pravodude, DCAF (2017). *Domestic Violence Benchbook Presenter Curriculum*
- Danish Fellowship Center/ Grontmij A/S, (2013). *Gender Equality Mainstreaming Course*
- Ghana Web
- Harvard Implicit Association Test

- Institute of Development Studies (IDS), Ghana Statistical Services (GSS) and Associates (2016). Domestic Violence in Ghana: Incidence, Attitudes, Determinants and Consequences, Brighton: IDS.
- Participatory Learning and Action: Critical Directions, Future Directions, (2004). Issue 50 October 2004, International Institute for Environment and Development
- The Women's Manifesto for Ghana, (2004). The Coalition on the Women's Manifesto for Ghana
- UNDP Human Development Report 2016
- UNICEF and Ghana Ministry of Gender, Children and Social Protection (2015). Investing in Children Earns Huge Dividends Summary Brief
- UN Women Interactive Timeline
- What Works, 2014, A global programme to prevent violence against women and girls: A Summary of the Evidence
- WHO 2013, Violence Against Women: Global Picture Health Response
- World Economic Forum (2017) Global Gender Gap Report

Images

Several of the icons used in the PowerPoint presentations were taken from. These include icons by Erik Vullings, Daria Moskvina, Aneeque Ahmad, Gan Khoon Lay. Additional images were taken from UNICEF Ghana's website and from Prime News Ghana.

Films

- Films used in this module include:
- BBC, (2018).
- Gender Equality - Africa's Progress 2017
- Upworthy, (2016).
- What Works, Stopping Violence Before It Starts

Instructions for Using this Manual

Module 1 is a two-day course intended as an introduction to concepts of Gender and Gender Sensitivity. Trainers should use this manual as a guide and adapt it to their specific circumstance and the participants that attend their training.

Module 1 consists of eight sessions, which are all presented with a guiding script including indications of how long each sub-section should be. Timings are indicated like this 5' which means 5 minutes. Each day has the same timing for coffee and lunch breaks. Trainers should be guided by this, as we thought carefully about timings and tested them during the pilot, but also be sensitive to the needs of the group and if they need longer on a specific session and less time on another then this is possible.

Highlighted instructions are those that you need to adapt to the specific training and group of participants that you are working with. While we encourage that you include your own experience, examples and even exercises be careful when changing key exercises/content as these have been carefully selected for learning purposes.

There are PowerPoint (PPTs) presentations available for each of the sessions that you should use alongside your session scripts. We have included symbols which will show when the content of the script is referring to a specific slide to help you know when it should be presented.

For some of the sessions you will need to print out specific handouts as instructed in the session script. In the session scripts you will find a column saying 'who?' which is intended to help you divide the session between the trainers to clearly know who is responsible for each part of the session.

Below we present an overview of Module 1 incl. the overall objective and name of sessions. Hereafter, we present each session separately including:

- Session overview with session aim, duration, materials needed, preparation and related PowerPoint presentation
- Detailed agenda of the session
- Manuscript and instruction for each step of the session.

Module 1

Gender Sensitivity

MODULE 1: GENDER SENSITIVITY

😊	SESSION TRAINER(S)	ENTER NAMES OF TRAINERS
✓	LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Develop and strengthen basic understanding of gender concepts, including the difference between sex and gender, gender stereotypes, discrimination and bias • Explore personal bias and differences between different contexts within Ghana e.g. rural/urban and within different socio-economic groups • Develop sensitivity in perceiving existing gender issues and inequalities • Recognize the differing situations and needs of women and men and consider them in every action or decision they make • Deepen understanding on how and why women's rights are human rights • Understand gender equality within the Ghanaian context including national frameworks, legislation and institutions working on gender equality • Understand key concepts including GBV, VAWG, domestic violence, IPV, child abuse, non-partner Sexual Violence • Distinguish and understand more about the different types of violence, their prevalence rates, perpetrators, drivers and risk factors and how they overlap
📅	LOCATION & TIME IN PROGRAM	ENTER LOCATION AND TIME
⌚	DURATION	2 days
✂️	MATERIALS	Name badges, trainer manuals, pens and paper, sticky notes, flipcharts and pens, PPT for team introductions
✍️	PREPARATION	PPTs and flipcharts

AGENDA

MODULE 1: GENDER SENSITIVITY

DAY 1

08.30-09.00	REGISTRATION
09.00-10.45	INTRODUCTION SESSION
10.45-11.00	<i>MORNING BREAK</i>
11.00-12.30	SESSION 1: WHAT IS GENDER?
12.30-13.00	SESSION 2: GENDER EQUALITY IN GHANA I
13.00-14.00	<i>LUNCH BREAK</i>
14.00-14.45	SESSION 2: GENDER EQUALITY IN GHANA II
14.45-15.45	SESSION 3: GENDER BIAS
15.45-16.00	SESSION 4: WRAP UP

DAY 2

08.30-09.00	REGISTRATION
09.00-10.45	SESSION 5: GENDER SENSITIVITY
10.45-11.00	<i>MORNING BREAK</i>
11.00-13.00	SESSION 6: GENDER EQUALITY AND THE JUSTICE SYSTEM IN GHANA
13.00-14.00	<i>LUNCH BREAK</i>
14.00-15.30	SESSION 7: INTRODUCTION TO GENDER BASED VIOLENCE (GBV)
15.30-16.00	SESSION 8: REFLECTION AND SELF-CARE

REGISTRATION

	TIME IN PROGRAMME	08.30 - 09.00
	DURATION	30 minutes
	MATERIALS	Name badges, Pens and paper, sticky notes
	PREPARATION	Participants 'welcome package'

 Participants arrive, register + pick up a badge. Then find a place to sit. Remember to already from the very beginning to greet participants and make them feel welcome.

 Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

🔥 Each name badge should include: Name, Job Title and Location where the participant is based.

At each place there should be:

- Programme for Module 1
- List of Participants
- Pen and Paper
- A pack of sticky notes / note book

INTRODUCTION		
😊	SESSION TRAINER	ADD NAMES OF TRAINERS AND OTHER PEOPLE WHO ARE MAKING AN INTRODUCTION
🎯	SESSION AIM	As a result of this module, participants will be able to: <ul style="list-style-type: none"> • Understand the background and foundation to this Gender Sensitivity and GBV training for GBV courts (GBVCs) in Ghana and more about the future trainings • Get introduced to trainers and participants and the actors involved • Agree to set of ground rules and expectations for the training • Gain an understanding of the programme and its objectives
📅	TIME IN PROGRAM	09.00 - 10.45
⌚	DURATION	1 hour 45 minutes
✂️	MATERIALS	Trainer Manuals, Flipcharts and pens, PPT for team introductions
✍️	PREPARATION	Power Point Presentation + projector 5 Flipcharts setup around the room with a set of pens available for each. Participants 'welcome package' Parking lot Flipcharts

WHEN?		WHAT?	WHO?
09.00 - 09.20	20'	Welcome from various partners and Introduction of Trainer Team and ToTs	
09.20 - 09.50	30'	Getting to Know Each Other - Participant Introductions	
09.50 - 10.00	10'	Overview of the 4 pilot modules Detailed overview of Module 1	

WHEN?		WHAT?	WHO?
10.00 - 10.05	5'	Practical Information - Parking Lot Flipcharts Course Evaluation, Toilets + fire escape	
10.05 - 10.25	20'	Establishing Ground Rules	
10.25 - 10.45	20'	Expectations	
11.00 - 11.15	15'	<i>MORNING BREAK</i>	

20' WELCOME

1.1 Introduction

 5' Welcome everybody to the course. We are very pleased to have a great variety of colleagues in the room from across Ghana and representing different professions within the justice sector. [Adapt this a relevant] We hope that you didn't have too difficult a journey to get here and we are really looking forward to working with you all over the next days.

 10' [ANY EXTERNAL GUESTS WHO YOU WANT TO ENDORSE THE MODULES PRESENT THEMSELVES]

 10' The trainer team [ADD NAMES] introduce themselves using PPT with 1 slide each including:

- Name, hometown, profession
- Previous experience as a trainer/working on Gender Equality/GBV/ in the justice sector
- 1 piece of interesting personal information
- What most looking forward to about the course 30'



30' GETTING TO KNOW EACH OTHER - PARTICIPANT INTRODUCTIONS

1.2 Activity: Getting to know each other

 Now we are going to start to get to know each other. First of all, we want you to get up and walk around the room. By talking to each other we want you to form three different groups.

1. 5' First of all stand together according to geography. You should stand together with people who LIVE in the same region as you so that the room ends up looking like a map of Ghana. Once you have done this stand in your group until everyone has formed a group and has stopped moving around the room.

 Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

♥ Note there are 10 regions in Ghana: Ashanti, Brong-Ahafo, Greater Accra, Central, Eastern, Northern, Western, Upper East, Upper West, Volta. Many people will have been born and have family in different regions to the ones that they live in, so remember to say that this is where you are currently living.

2. 5' Second, stand according to your educational background – what subjects have you studied, either at college or university or if you have not been to college/ university at an evening class or in your final years at school. Now go and find people who have the same educational background as you. Try and do this as a whole group so that everyone finds others with a common background.

3. 5' Third, according to your occupation. Move around the room and find the other judges/ magistrates, registrars, directorate etc. Again, do this until everyone has stopped moving and we will ask you which groups you represent.

15' Stand in a ring and go around one by one presenting yourselves individually and say what you are most passionate about in your job.

Once everyone has done this ask them to sit down for the next section.

10' OVERVIEW OF THE COURSE



1.3 Course overview

We are now going to give you a brief overview of the whole course and then more detail on the sessions in Module 1. The purpose of this course is to support Justice Sector professionals to understand gender as it relates to your work. Ignoring the differences between women and men, girls and boys and the ways in which they are able to access justice may prevent them from being treated fairly and achieving just outcomes. All four modules in this course work as a package to support you to reach the common objective of equity and justice for all.

In the packs on your desks you will also find more information. This Module was developed based on a needs assessment survey conducted with 14 justice sector professionals in Ghana in March 2018 and a pilot of four module with 16 justice sector professionals in April-May 2018.

In your folder you will also find a detailed programme for the next four days.

COURSE OVERVIEW

Description of modules

MODULE 1: GENDER SENSITIVITY

This module intends to increase participants' knowledge on gender sensitivity (hereunder sex, gender, stereotyping, roles, discrimination, inequality etc.) as an introduction to gender-based violence. It is a primary introduction to the basic concepts of gender sensitivity relevant to the Ghanaian context.



Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

MODULE 2: GENDER-BASED VIOLENCE

This module goes more into depth with GBV specifically, understanding the underlying causes and effects. The module will include understanding GBV from the perspective of survivors and their families, as well as consider the barriers to reporting and how that justice sector professionals can take a survivor-centred approach.

MODULE 3: GENDER-BASED VIOLENCE – THE ROLE OF GENDER-BASED VIOLENCE

This module is more extensive and unfolds dealing with GBV cases in the courts, from the angles of different staff (Group A and B). Dissemination and operationalisation of the GBVC Guidelines (from May 2016) is part of this training module. The module includes training in the legal framework (refresher), overview of cases that GBVC courts handle, registering and record keeping, mapping and liaising with relevant stakeholders (Police and other service providers).

MODULE 4: INTERMEDIARIES SKILLS TRAINING

Intermediaries will play a critical role (particularly in dealing with children at risk), and we understand that these have not been selected yet. This module will thus be developed further later on but will as a starting point focus on dealing with children in the courts from the perspective of the intermediaries, particularly using child-friendly methods and ensure proper facilities at the courts for dealing with children and/or other victims of GBV.

1.4 Learning principles

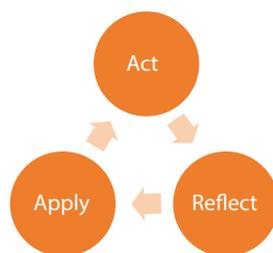
During the course we are going to use a range of different activities and presentations. This may be a different way of learning from what you are used to. Our emphasis is on experience-based learning, rather than you having to sit through a whole lot of presentations.

* Use the PPT slide on Learning Principles to explain this.

Participatory: Involves and motivates learners to draw upon their own experience and reflect critically upon the information received through discussions and sharing. Basically, we want you to participate as much as you can so that we can learn from all the knowledge already existing in this group.

Learning Principles

- Participatory
- Action-oriented
- Safe-space
- Peer-to-peer



Action-oriented learning: ‘Learning-by-doing’ and practically trying out things in order to get first-hand experience, which is then reflected upon so that participants can learn and do better next time. Act-Reflect-Apply, where the reflection is crucial to enable learning based on the action that just took place. That is why we have a lot of practical exercises followed by a joint reflection to enable us to learn.

Safe-space enables learning: People learn better when they feel good in the environment or group they are part of. If you are constantly afraid that people will think you are stupid or irrelevant

 Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

you will not dare to share things or try out something new. Many people feel insecure when they meet new people. We really want to create a learning environment where you feel comfortable and confident that you can share freely without being judge. This requires that we are all open and respectful to any differences there might be between us.

Peer-to-peer learning: Build on the competencies, experience and skills of participants is key. As trainers we have a lot of knowledge to provide you with, but we also want to learn from you and we believe that we will all have a richer experience if we all share our experiences.

1.4 Agenda Module 1

] We will now have a quick look at the sessions in Module 1. Each day there will be three main sessions and then during the last session each day there will be time to sum up what you have learnt, share your key takeaways and make suggestions of how to further improve the sessions.

* Walk participants through the detailed programme and ask if they have any questions.

AGENDA	
MODULE 1 GENDER SENSITIVITY	
DAY 1	
08.30-09.00	REGISTRATION
09.00-10.45	INTRODUCTION SESSION
10.45-11.00	<i>MORNING BREAK</i>
11.00-12.30	SESSION 1: WHAT IS GENDER?
12.30-13.00	SESSION 2: GENDER EQUALITY IN GHANA
13.00-14.00	<i>LUNCH BREAK</i>
14.00-14.45	SESSION 2: GENDER EQUALITY IN GHANA (continued)
14.45-15.45	SESSION 3: GENDER BIAS
15.45-16.00	SESSION 4: WRAP UP
DAY 2	
08.30-09.00	REGISTRATION
09.00-10.45	SESSION 5: GENDER SENSITIVITY
10.45-11.00	MORNING BREAK
11.00-13.00	SESSION 6: GENDER EQUALITY AND THE JUSTICE SYSTEM IN GHANA
13.00-14.00	LUNCH BREAK
14.00-15.30	SESSION 7: INTRODUCTION TO GENDER BASED VIOLENCE (GBV)
15.30-16.00	SESSION 8: REFLECTION AND SELF-CARE

5' PRACTICAL INFORMATION

 Now it's time for some Practical Information.

- Refreshments – there will be a morning break usually between 10.45-11.00 and then a lunch break between 13.00-14.00. Lunch will be provided XXX (indicate where)?
- Venue - Toilets are located XXXX. In the event of fire or other emergency where we are required to evacuate the building, we should XXX
- Parking Lot Flipcharts - Should you have any moments of inspiration, we have put up two 'parking lot' flipcharts in the room.

1. The first is on Course Content - have we provided relevant and enough content on each topic given the limited timeframe that we have. If not, then what else should we have included?

2. The second is on Process - were the activities useful in helping you to understand the content? Was there the right balance between participatory activities and presentations?

20' ESTABLISHING GROUND RULES



1.5 Activity: Ground rules

 When working with groups of participants in workshops, it can be a good idea for those involved to agree on 'ground rules' for the discussions. This simple exercise suggests a way in which groups can come up with and agree a set of ground rules at the start of a workshop.

 10' We are now going to work together to establish a set of agreed ground rules for the next few days that we are together for this training. Ground rules can help us to feel safe expressing ourselves and can reassure us that what we say will be treated as confidential and not repeated outside of this workshop. By agreeing a set of ground rules at the start, we will effectively form a 'contract' that can also be referred to throughout the rest of the workshop when necessary.

First of all, you are going to get into small groups. We will give everyone a number from 1-3 and you will get into a group with others that have the same number. You will then have 10 minutes to brainstorm a set of key 'rules'. Try to focus on making positive ground rules (dos) rather than focusing on prohibitions (don'ts). You might want to consider:

- How we address each other
- How we respect other opinions and allow time for everyone to contribute
- How to ensure confidentiality

5' After 10 minutes, we will ask you to stop your discussions and then ask someone from each group to present their 'rules'. Whilst this is happening one of our trainers will be collating a list of the main rules that everyone agrees on a flipchart. We will then leave this up for everyone to see throughout the workshop.



Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

♥ Some examples of ground rules include:

- Let people speak without interruption
- Do not pass judgement on others
- Respect other people's thoughts and opinions, but challenge each other to think more deeply
- 'Pocket your status': no one has a higher or lower status than anyone else – everyone is equal
- It is fine to say you would rather not participate at any stage
- Keep it confidential – no one will discuss what people share in the room outside of it
- Avoid generalisations – say 'I think that...' or 'people like us think' instead of 'some people think...' although if you are unsure about sharing private information, use generalisations to be on the safe side
- Be aware of how much you are talking and leave room for others to contribute
- As it is impossible to completely guarantee confidentiality, participants may prefer to discuss ways of sharing experiences that do not put you or those you work with at risk – for example, by referring to experiences that happen to 'people like us' rather than personally. This is especially important when we will be discussing sensitive issues around gender and gender based violence.

☀ If there is no specific discussion on confidentiality then raise the points below.

CONFIDENTIALITY AND SELF-CARE

💬 We will be addressing very sensitive issues during the workshop. We therefore request that you do not use any identifying information when referring to any cases you have referred to. Also, that we agree that any confidential information shared by anyone in this room is kept confidential and not repeated outside of this training.

There may also be issues discussed that affect you personally. If you find any of the presentations or exercises difficult to cope with you are welcome to take a break and/or ask to speak to one of the trainers. We have also provided a list of referral services in Accra, including for counsellors at the back of the manual.

20' ACTIVITY: EXPECTATIONS



1.6 Activity: Expectations

💬 Now that you have seen the outline of the course, we would like you to think about what you expect to get out of it.

10' To get an idea of everyone's expectations, we are going to run an activity called '**Bring and Takeaway**'. Stay in the three groups that you are already in, with [THE TRAINERS/ RESPONSIBLE PERSON] leading one each. Then in each of the groups we are going to go around everyone and ask:

1. One thing that you will bring to the table during the sessions (e.g. skills or positive attitude and
2. One takeaway (expectation or what you will learn).

Each trainer should divide a piece of flipchart paper into 2 columns headed **Bring and Takeaway** and note down people's responses.

10' Once you have done this we are going to come back to plenary and we will summarise the main **Brings and Takeaways** from each group. We will put these flipcharts out around the room and return to them at the end of Module to see if they have been fulfilled.

SESSION 1

What is gender?

SESSION 1 WHAT IS GENDER?		
	SESSION TRAINER	ADD NAMES OF TRAINERS
	SESSION AIM	As a result of this session, participants will be better able to: Distinguish between sex and gender and understand basic gender concepts Understand that gender is a socially constructed phenomenon that varies by location and over time Understand the role that gender plays in enjoyment of rights and differences in power
	LOCATION & TIME IN PROGRAM	11.00 - 12.30
	DURATION	1 hour 30 minutes
	MATERIALS	Flipcharts, pens. Flipchart stands Sticky notes, projector for PPT
	PREPARATION	Post-it notes and flipcharts for the exercise + PPT slides for Gender Concepts Presentation

WHEN?		WHAT?	WHO?
11.00 - 11.05	5'	Outline of session 1	ADD NAME OF TRAINER
11.05 - 11.15	10'	Gender Quiz	
11.15 - 12.00	45'	Group Exercise: Benefits and Difficulties of Being a Man/ Woman	
12.00 - 12.25	25'	Presentation: Basic Gender Concepts (PPT)	
12.25 - 12.30	5'	Sum up Session	

5' OUTLINE OF THE SESSION



1.1 Session objectives

The objectives of this session is to be better able to:

- Distinguish between sex and gender and understand basic gender concepts
- Understand that gender is a socially constructed phenomenon that varies by location and over time
- Understand the role that gender plays in enjoyment of rights and differences in power

🗨️ This session is going to get us to start and think about the differences between being a man and a woman and some of the reasons behind these differences. Also, whether all women and all men are the same or whether there are also other characteristics that are important in terms of their access to assets and opportunities and also in terms of the law and accessing justice.

We will start with a quiz about gender equality and the opportunities available to women and men in Ghana. We will then move into a group exercise where you will be asked to think about The Good and Bad of being a Man and a Woman. This will then be followed by a presentation on Basic Gender Concepts and some discussion.

1.2 Quiz

🗨️ To start this session we are going to begin with a short quiz. So on your own, get out a piece of paper and a pen. [The answers to this quiz are correct as of May 2018, if you are giving this course from 2019 onwards you will need to check recent statistics] I am now going to ask you 7 questions, write down the answers on your paper and I will give you the answers at the end.

QUESTIONS	ANSWERS
1. What is the average number of years of schooling for a) A woman and b) A man in Ghana?	1. A) 5.8 years for a woman and B) 7.9 years for a man
2. What % of seats in the Ghanaian parliament are held by women?	2. 10.9%
3. Does a woman or a man in Ghana have a higher life expectancy from birth?	3. A woman – 62.5 years compared with 60.5 years for a man
4. Ghana has 56 Circuit Court Judges. How many are women?	4. 26 female and 30 male circuit court judges
5. Ghana has 12 Supreme Court Judges. How many are men?	5. 3 female and 9 male supreme court judges
6. Every year the World Economic Forum ranks a number of countries in terms of the extent to which women and girls are able to achieve different health, education, economic and political indicators compared with men and boys. Out of 144 countries where did Ghana rank in 2017?	6. 72 nd out of 144.
7. Back in 2006, did Ghana perform better or worse than in 2017?	7. Better – in 2006 it was ranked at 58 compared with 72 in 2017

So did anyone get 7/7?

🌟 So what do we learn from this Quiz? Ask the room for input. The point of this quiz is for participants to understand that opportunities for women and men are not equal in Ghana in a number of different areas.

Sources: UNDP Human Development Report 2016, World Economic Forum 2018, Judicial Training Institute of Ghana

45' EXERCISE: THE 'GOOD AND BAD' OF BEING A MAN AND WOMAN

🗨️ 1.3 Activity: Good and bad of being a man/woman

🗨️ 5' We would like you to get into 2 groups, one that is men only and one that is women only.

🌟 If you have a lot more men than women or vice versa, then you may need to have an additional group of men/ women] Once you have done this, then each group should elect a presenter. 15' Each group then has 15 minutes to answer the two questions from a Ghanaian perspective:

1. The women's group: What are the good things/ benefits about being a woman and what are the bad/ difficult things about being a woman?
2. The men's group: What are the good things/ benefits about being a man and what are the bad/ difficult things about being a man?

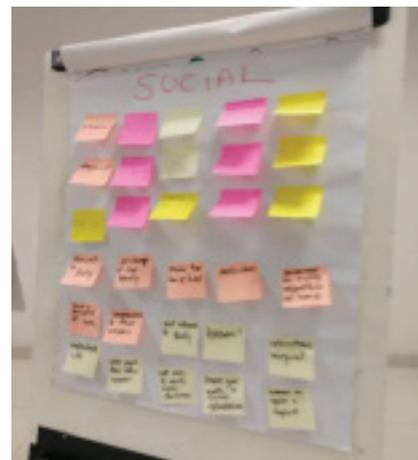
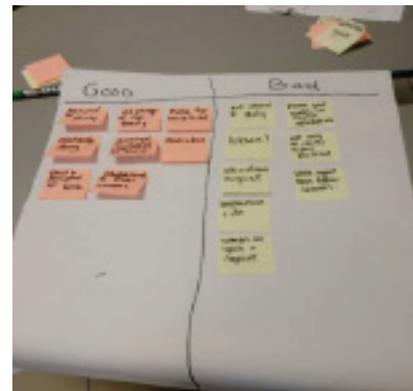
The groups should answer the two questions related to their respective gender. The answers are noted on bits of paper with different colours (four colours – two for each group)

🌟 When the participants are doing this walk around the groups to listen to their discussion and to support them with a few prompts if they get stuck.

🗨️ (After 15 mins) 5' Ok time is now up. Let us ask the presenters from each group to present the points that were raised in the group.

🗨️ Thank you! I would now like to ask everyone in the room to compare the group answers and to identify similarities and differences. Can you see any differences or similarities between the men's and the women's groups? If so why is this?

🗨️ 10' I would now like to ask two volunteers to transfer the bits of paper on another flipchart divided into two sections: one called **Biological Sex** and one called **Social Gender**. Please hold up each sticky note and ask the room to help you to place it. Once you have done this please present your results and let us have feedback from the room on whether



🗨️ Slide | 🌟 Instructions | 🌟 Remember | 🗨️ Framing | 🗨️ Discussion | 🗨️ Individual Reflection | ❤️ Helpful comments

these bits of paper are placed correctly.

♥ Participants may find it easier to talk about **Innate** and **Social** characteristics.

☀ If there are any disagreements about whether characteristics are Biological/ Innate or Social then you can discuss them and then place them on a separate sheet or on both flipcharts.

💬 15' What does this exercise tell us? How easy was it to agree on where to put the notes? What is the difference between the number of sticky-notes on the social and the biological flipcharts and what does this tell us?

♥ The exercise can help male and female participants to understand better the life perceptions and visions of the opposite sex/gender. It can also help the participants to distinguish what corresponds to the biological sex of a person and what corresponds to a social gender identity.

20' BASIC GENDER CONCEPTS

1.4 Gender concepts

☀ You should now use the PPT slides for this session to present some basic Gender Concepts. There are notes provided for each of the slides in the notes section, so you will need to review these before you present them. You can adapt them as appropriate. Make sure that participants have understood each of the slides. If they look confused, then provide concrete examples from Ghana.

5' SUM UP

1.5 Sum up

💬 What have we learnt from this session? Was there anything surprising? How easy was it to agree what was good and bad about being a man/woman? How easy was it to decide what was innate/biological and what was socially constructed? How does Ghana compare to other countries in terms of gender equality?

SESSION 2

Gender equality in Ghana

SESSION 2 GENDER EQUALITY IN GHANA		
	SESSION TRAINER	ADD TRAINER NAME
	SESSION AIM	By the end of this session, participants will be able to: Understand gender and gender equality in the Ghanaian context Identify gendered norms, roles, and responsibilities in Ghana Identify differences in gender roles in Ghana with respect to location and status Identify changes in traditional norms over the years
	LOCATION & TIME IN PROGRAM	12.30 - 14.45 (Note! with lunch in the middle from 13.00-14.00 – try calling people in a bit before to have some extra time)
	DURATION	1 hour 15 minutes
	MATERIALS	Flip chart and markers
	PREPARATION	PPT

WHEN		WHAT	WHO
12.30 - 12.35	5'	Introduction	NAME
12.35 - 12.45	10'	Exercise: Brainstorm session on Ghanaian proverbs on gender and their implications for gender relations	ADD NAME OF TRAINER
12.45 - 13.00	15'	Presentation: What gender is within the Ghanaian context	
13.00 - 14.00	60'	Lunch break (try to make it shorter to gain time)	
14.00 - 14.15	15'	Exercise: Differences in gender roles in Ghana	
14.15 - 14.25	10'	Presentation: Differences in gender roles in the Ghanaian context	
14.25 - 14.35	10'	Exercises: Gender roles in Ghana with respect to location and status	
14.35 - 14.40	5'	Some of the changes in traditional norms over the years.	
14.40 - 14.45	5'	Sum up	

5' INTRODUCTION



2.1 Introduction

In this session we are going to explore gender within the Ghanaian context. We will start with a brainstorm session where we will all articulate our views on gender issues within the Ghanaian context. We will consider differences in gender roles based on location and status and we will consider some changes in traditional norms over the years.

Note that this session is very packed with exercises and presentation. Try as best as you can to encourage participants to have a shorter lunch in order to have more room to do the exercises and presentation without rushing too much.

10' EXERCISE AND PRESENTATION ON GHANAIAN PROVERBS AND SAYINGS



2.2 Ghanaian proverbs on gender differences

Exercise – Go around the room and ask each participant to indicate one Ghanaian proverb or saying that touches on gender from where they come from. It should be stated in the local language and translated or explained in English and its implication noted. The responses should be written on a flip chart and discussed.

Present the information below.

The concept of gender is known traditionally through various sayings/proverbs and practices among the different communities in Ghana that sets out gender roles in each community.

Although Ghana has a rich culture, there are several sayings and proverbs reflecting gender bias and discrimination against women:

Some sayings

A woman belongs to the kitchen

- Women belong to the bush (it is a saying in the Paga Traditional Area to reflect that women cannot inherit in her natal home and also in her husband's home).
- Women should not speak openly in public
- Women are to be seen but not heard
- Yekohu abrewa (It means going to consult the old lady behind the scene) Some proverbs
- Kaane bu gwi deene a gwone ka yuu (Kassem, Paga Traditional Area - a woman does not kill a snake and cut off its head)
- Ahwene pa nkasa (Akan - good beads do not talk)
- Obaa kita tuo a etwere barima dan mu (Akan - when a woman owns a gun it lies in a man's room)



Slide | Instructions | Remember | Framing | Discussion | Individual Reflection | Helpful comments

It may differ from community to community but there are also similar ones in most communities. They all perpetuate discrimination against women. Some may have changed over time. Some proverbs, practices and expectations are passed on as conventional wisdom but express gender biases and reinforce discrimination against women.

10' PRESENTATION: GENDER WITHIN THE GHANAIAN CONTEXT

Take participants through the following slides on the law and gender within the Ghanaian context:



2.3 Gender within Ghanaian context

Within the Ghanaian context, gender is usually discussed locally as the differences between men and women. There are socially constructed roles assigned to men/women and boys and girls within Ghanaian society.

There is no formal national definition of gender in existing law. However it has been defined as follows in the Affirmative Action Bill: the social difference between a man and a woman that is learned, changeable over time and has wide variations within and between cultures that is a socio-economic variable for a role, responsibility, constraint and opportunity.



2.4 Gender within Ghanaian context

The 1992 Constitution of the Republic of Ghana has clear provisions guaranteeing the fundamental human rights of all citizens.

- Article 12 of the Constitution guarantees every person in Ghana the right to enjoy the fundamental human rights; and
- Article 17 provides protection against discrimination and enjoins the state to take steps to end all forms of discrimination on the basis of gender, race, colour, ethnicity, religion and creed, social or economic status.
- Article 27 is titled “Women’s Rights” and has provisions protecting women’s biological role (it also emphasises women’s traditional role of providing child care and this is problematic from a gender perspective)
- Article 35 requires the state to ensure that it promotes gender equity and to prohibit gender discrimination
- The 1992 Constitution however does not define gender.

🗨️ Discrimination is defined as follows in Article 17(3) as: For the purposes of this article, “discriminate” means to give different treatment to different persons attributable only or mainly to their respective descriptions by race, place of origin, political opinions, colour, gender, occupation, religion or creed, whereby persons of one description are subjected to disabilities or restrictions to which persons of another description are not made subject or are granted privileges or advantages which are not granted to persons of another description.

🗨️ 2.5 Gender within Ghanaian context

- In practice there are a lot of gender discriminatory norms against women in both private and public spheres and laws have been passed over the years to address some of them including: Marriage Laws, laws on intestate succession, amendments to the criminal law to criminalise several customary practices (including Female Genital Mutilation, Trokosi or ritual servitude, harmful widowhood rites, early marriage) and sexual harassment in the workplace among others.
- It should be noted that by Article 11 of the 1992 Constitution customary law of different communities forms part of the sources of law in Ghana.

🗨️ 2.6 – 2.7 Gender within Ghanaian education context

- Educational materials in school portray gender stereotypical roles and perpetuate discriminatory practices in our children. (Show pictures from the Religious and Moral Education for Primary Schools, Book 1 on the PowerPoint presentation for examples of such materials). Such materials should be changed to break the generational cycle of discrimination.

15' EXERCISE: GENDER ROLES WITHIN THE GHANAIAN CONTEXT

🗨️ 2.8 Gender roles in Ghana

Exercise - All participants should stand in one line at the back of the room and to close their eyes. I will read out 10 statements and if they apply to you take one step forward and if it doesn't, stand where you are. The statements are as follows:

1. I own land.
2. I can have more than one spouse at a time.
3. I usually give chop money
4. I am not expected to cook at home.
5. I am not responsible for household chores as a young person.

6. My word is final in my house.
7. I have a right to demand to have sex with my partner,
8. I have the right to decide whom I want to marry.
9. I have a right to name my child.
10. I have a right to be served at home.

Afterwards participants should make an observation of how many men moved forward as compared to women. Discussions should be held on why this is so.

10' PRESENTATION: DIFFERENCES IN GENDER ROLES IN THE GHANAIAN CONTEXT

☀ Discrimination is defined as follows in Article

2.9 Gender roles in Ghana – Cultural context

💬 Cultural norms: Ghana has a rich and vibrant culture with many positive elements in various communities such as diversity, respect and consideration for others irrespective of their age or status and a preference for consensus instead of conflict. There are however several social norms in Ghana that assign roles to men and women in the private sphere or within the family as portrayed in the sayings and proverbs discussed above and these amount to discrimination against women.

💬 Within public life currently there is no such formal distinction, but traditional attitudes have resulted in gender differences within the public sphere and it is perpetuated through a process of socialisation by which the norms are passed on at home and in schools from one generation to the others.

2.10 Gender roles within Ghana

💬 The use and abuse of culture in relation to women in Ghana is a violation of our 1992 Constitution which in Article 26 prohibits cultural practices which dehumanize or are injurious to the physical and mental well-being of all persons.

💬 Women are often held to a higher standard of cultural compliance than men are.

2.11 Gender roles within Ghana

💬 There are situations when women become the enforcers of negative customs against fellow women in their capacity as custodians of practices (such as FGM and widowhood rites) since they have been socialized to do this.

🗨️ Women are expected “to be ‘submissive to [their] husbands’, ‘be respectful’, ‘be patient’, and ‘be dutiful and serviceable’, as tradition demands...” (Amoakohene, 2004: 2378). The Ghanaian academic Margaret Amoakohene also found that a change from traditional gender roles, where women worked at home, to new roles, where women took on waged-employment, precipitated increases in domestic violence. This was confirmed by the 2016 study on Domestic Violence in Ghana which found that generally women with no education (between 1.5 and 2.5 times) less likely to experience domestic violence than women with some level of education.

2.12 Gender roles within Ghana

🗨️ With regard to institutional culture and gender inequality in Ghana the cultures, systems and practices of major state, private and civil society institutions are sources of gender inequalities. In spite of the appearance of gender neutrality in institutional norms, written and unwritten codes of practice result in gender biases within these institutions which are also male dominated. (Women’s Manifesto for Ghana)

🗨️ Women are seen primarily as wives and mothers whose domain is the home while men are seen as in terms of their role as workers and professionals. Women’s contributions to their homes are not properly recognised. These views about women and men’s work affect the way many institutions treat women and issues concerning them and perpetuate stereotypical perceptions of the roles of women and men.

2.13 Gender roles within Ghana

🗨️ Many Ghanaian communities expect both men and women to marry and have children by a certain age, but women feel the weight of these expectations more heavily as they are expected to marry much earlier than men and are often blamed when there is barrenness and for the breakdown of marriages. In situations where men do not contribute to the upbringing of children, women are left to carry the burden un-aided and stigmatised and are often vulnerable to exploitation. (The Women’s Manifesto for Ghana, 2004).

🗨️ Domestic violence: With regard to domestic violence, a quantitative and qualitative study on domestic violence undertaken for the Ministry of Gender, Children and Social Protection by the Institute for Development Studies of the UK, Ghana Statistical Service and Associates (2016) titled “Domestic Violence in Ghana: Incidence, Attitudes, Determinants and Consequences” provides a lot of information on social norms including gendered roles which results in the incidence of GBV particularly domestic violence due to failure to adhere to such norms.

2.14 Gender roles in Ghana

 In the 2016 study, the association of domestic violence in Ghana with patriarchal cultural norms was evident in the qualitative and quantitative data collected across all regions and cut across the various socio-economic backgrounds of the respondents. The qualitative and quantitative data found that social norms concerning appropriate behaviour for women were a significant trigger for domestic violence by men against women in all regions. These include expectations to be pampered by wives, to have sex on demand and to keep the house clean among others. The 2016 study found that one of the determinants of all forms of domestic violence in all regions of Ghana were tensions and fights over money or property.

2.15 Gender roles in Ghana – marriage context

 Property rights of spouses: With regard to property rights between spouses there are several traditional sayings that indicate that valuable properties acquired in the course of a marriage are to be held by men. The Akans that constitute about 48 percent of the population of Ghana have a saying, which goes as follows: "Obaa kita tuo a etwere barima dan mu" (literally translated as if a woman owns a gun it lies in a man's room). When women have more resources and insist on maintaining ownership or contribute to properties jointly acquired in marriage and insist on their names being put on title documents it results in fights. This has been a source of GBV in many families.

 Property rights of spouses: Traditionally women were expected to help their husbands to acquire wealth but they had no right to own part of the wealth. In early cases like *Quartey vs. Martey* (1959) GLR 377, the courts summed up the property rights of women as follows: By customary law it is the domestic responsibility of a man's wife and children to assist him in the carrying out of the duties of his station in life e.g. farming or business. The proceeds of this joint effort of a man and his wife and/or children and any property which the man acquires from with such proceeds are by customary law the individual property of the man. It is not the joint property of the man and his wife and/or children. The right of the wife and the children is a right to maintenance and support from the husband and father. The courts have however used equitable principles to change this decision that reflects our cultural norms and ensure that women are given an equitable share of such properties.

 Unpaid labour: Various forms of discrimination such as the imbalance in unpaid labour and housework leave women with little time to pursue their paid work, social activities and social development programmes. The time constraints women experience within their households also affects girls who are socialised to do more housework than boys.

Customary practices: There are certain types of customary rites/practices that usually results in discrimination against women and these include:

- Marriage rites in some communities which may be violent in nature (a form of abduction) resulting in GBV.
- Widowhood rites related to funerals of a dead spouse are expected to be performed by both men and women but the rites women are expected to perform are more elaborate and sometimes results in physical and psychological harm. Some of these include being shaved, being required to smear substances on her body, forced confinement, wife inheritance by the customary successor which most women in the southern part of the country currently resist.

🗨️ Polygyny is allowed by two of the three types of marriages a person can legally contract in Ghana and this has been a source of problems within some families. Customary law marriage and the Islamic marriage are potentially polygynous. (See the Marriages Act, 1885 to 1985 (CAP 127). In Ghana 22% of women are in polygynous unions (2015), representing a decline from 28% in 1993. (The Women’s Manifesto)

- Ritual servitude (Trokosi) – show the BBC film of one woman’s experience of Trokosi in Ghana- My Stolen Childhood – investigating Ghana’s practice of Trokosi <https://www.bbc.com/news/av/world-africa-44089926/my-stolen-childhood-investigating-ghana-s-practice-of-trokosi>

🗨️ Decision making between spouses: In terms of decision making within marriage, women are disadvantaged by the norms which designate men as heads of households and therefore the principal decision-makers in matters concerning house-hold resource control and use and the number of children to be born and their maintenance, these hierarchies in decision making within the household have an adverse impact on children, especially girls. (Women’s Manifesto for Ghana)

🗨️ 2.16 Gender roles in Ghanaian context – Socio-cultural context

🗨️ Reproductive health issues: There is limited spousal communication on reproductive health issues. Women are expected to seek the consent of their partners before using contraceptives although this is against Ghana’s population policy which stresses individual voluntarism in family planning. (Women’s Manifesto for Ghana)

🗨️ Sexuality: Some norms in society establish double standards about male and female sexual behaviour. While men are allowed and encouraged in certain cases to have multiple sexual partners, women are severely sanctioned even if they are only suspected of such behaviour. Women are discouraged from expressing their sexuality in a manner not prescribed by their societies and encouraged to be sexually submissive to men. This has contributed to their inability to negotiate safe sex and thereby protect them from sexual violence and sexually transmitted infections including HIV/AIDS. (Women’s Manifesto for Ghana)

🗨 Domestic workers: There are also many homes that employ domestic workers to help with household chores. The males are usually engaged to do specified work (security, washing and gardening). Men’s employment is usually formalised and they are better paid. Most homes however have female domestic workers (usually called maidservants or househelps) who do more general work in the household and are not always well paid with some being placed with a promise to provide vocational training for them which sometimes does not materialise.

🗨 Control of women in some spheres: Within communities, there are several norms and practices which are for the purposes of social control. Apart from defining the roles of women and men, they also determine the space within which women and men operate. Often the space women occupy is constrained by norms which control their presence in the public sphere.

2.17 Gender roles in Ghana

🗨 In community decision making, women’s voices are muted. In some situations, they are either not allowed to speak in public when men are present or are expected to express their views privately or through men. Socialisation practices and proverbs such as “women are to be seen but not heard” reinforce these practices which automatically strengthens the community decision making powers of men.

2.18 Gender roles in Ghana

🗨 On the other hand, women are charged with community management and sport functions which are unpaid, tedious and time consuming. These and other practices work to ensure that maintenance of women’s subordination and discrimination, women who do not conform to these rules find themselves accused of immorality or witchcraft and have to face sanctions and humiliation. ((Women’s Manifesto for Ghana)

10’ EXERCISE: DIFFERENCES IN GENDER ROLES IN GHANA WITH REGARD TO LOCATION AND STATUS

2.19 Exercise: Differences in gender roles

🗨 We shall undertake an exercise where I will draw a line on the floor with MORE PREVALENT, LESS PREVALENT and DO NOT KNOW written down the line.

I will then read out the statements below and you will stand across at the part of the line based on your opinion on whether there are gender differences or not.

The statements are as follows:

- rural-urban differences;
- matrilineal and patrilineal systems;
- northern and southern parts of Ghana;
- eastern and western parts of Ghana
- elderly people and the youth
- educated and uneducated people

(Questions for selected persons) Can you explain how come you positioned yourself on the part of the line that you chose?

2.20 Differences in gender roles

10' PRESENTATION: CHANGES TO TRADITIONAL NORMS

2.21 Changes to traditional norms

 Like all cultures, Ghanaian culture is dynamic and some aspects of it has changed over time by the people abandoning it due to the loss of its relevance; by sensitization of the practitioners once they are made to appreciate the harm it causes and by the operation of law. There are however a number of social norms that amount to gender discrimination that still exists.

 **BY TRADITIONAL AUTHORITIES** Several customary norms and practices including puberty rites performed for girls when they have their first menstruation are not observed by many communities anymore. With regard to wife inheritance by customary successors whilst it is enforced in some communities in most communities it is a mere formality.

2.22 Changes to traditional norms

 **BY THE COURTS** On women's property rights the courts have in several cases made decisions given women an equal share or equitable share of properties acquired jointly in the course of a marriage. (Boafo v Boafo [2005-2006] SCGLR 705, Mensah v Mensah [2012] 1 SCGLR 391, Quartson v Quartson [2012] SCGLR 1077; Arthur (No 1) v Arthur (No 1) [2013-2014] 1 SCGLR 543 and Fynn v Fynn & Anor [2013-2014] 1 SCGLR 727)

2.23 Changes to traditional norms

 **BY SENSITIZATION** Many non-governmental organisations including the Ghana branch of the International Federation of Women Lawyers (FIDA-Ghana), Ghana branch of Women in Law and Development In Africa (WILDAF-Ghana), Gender and Human Rights Documentation Centre [Gender Centre], the Ark Foundation, FIDA-Ghana, African Women Lawyers Association, LAWA-Ghana

 Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

Alumnae Inc., Ghana Association of Women's Welfare have undertaken sensitization programmes in many communities to do away with or bring changes to traditional norms deemed harmful to women and children. For instance FIDA-Ghana worked in the 1980s to address women's property rights at the death of their husband and contributed to the passage of the Intestate Succession Act, 1985 (PNDCL 111). Many others have undertaken advocacy on some discriminatory practices that have since been criminalised including the following:

- Trokosi (ritual servitude) – This is a practice in the Volta Region and some part of the Eastern Region where following consultations with a fetish priest when several deaths occurs in a family a young girl is placed in a shrine to stop family members from continuing to die. The girl is usually subjected to several types of abuse whilst in the shrine including defilement and other forms of child abuse. They documented the harm to young girls and convinced the government to amend the Criminal Code of 1960 to make it a crime to subject a young girl to the practice.
- Female Genital Mutilation – This is a practice that is endemic in the northern part of Ghana where young girls are circumcised leading to death and fistulas. This has been criminalised.
- Harmful widowhood rites – Widowhood rites that results in injury to widows has been criminalised.
- Early /child marriage – This has been criminalised in the Children's Act, 1998 (Act 560)

2.24 Changes to traditional norms

 **BY OPERATION OF LAW** Several laws and policies have been enacted to punish or change some social norms and practices that were deemed to be discriminatory and harmful particularly to women. These include the following:

 **Domestic Violence Act, 2007 (Act 732)** – It has provisions protecting from physical, psychological, sexual, economic, intimidation and harassment. It has provisions protecting from domestic violence, which is a form of GBV. It covers physical, psychological, sexual, economic, intimidation and harassment. It calls for the setting up of a Domestic Violence Management Committee that should be responsible for seeing to the implementation Ghana's domestic violence legislation.

Ghana's legislation takes a broader and, arguably, culturally sensitive approach to access to justice, when compared with other countries. First, the 2007 Domestic Violence Act allows for mediation by alternative dispute resolution methods. Second, the definition of domestic violence used in Act 732 does not include reference to a specific sex. Third, the Act acknowledges that perpetrators and survivors do not have to be married or related by blood ties and applies also to live-in household staff. Fourth, the definition of domestic violence includes various forms of economic abuse, in addition to more conventional definitions of sexual and physical violence.

🗨️ **Criminal Offences Act, 1960 (Act 29)** – protects from physical and economic violence including rape (16+ years), defilement (below 16), FGM, Ritual Servitude (Trokosi), harmful widowhood rites, forced marriage,

🗨️ **Matrimonial Causes Act, 1971 (Act 367)** – Addresses physical, psychological and economic violence within a marriage. This is the main law that regulates the dissolution of marriages under the Marriage Ordinance (now known in Christian Marriage Part of Marriages Act CAP 127). It makes unreasonable behaviour a ground for divorce. It however does not guarantee equitable sharing of jointly acquired property following the grant of divorce.

🗨️ **Children’s Act, 1998 (Act 560)** – deals with the protection of the rights of children. Child abuse is an offence under this law and Section 14 prohibits forced marriage. A child who is not aged 18 years cannot be married to another person or be the subject of a dowry transaction. It amount to a crime to do so.

🗨️ **Intestate Succession Act, 1985 (PNDCL 111)** – Protects from economic violence. Prior to the enactment of this law the distribution of the property of an intestate person depended on their personal law. It depended on the lineage system the person hailed from, the type of religion and the law under which the deceased was married. In most cases the surviving female spouse either got very little under some relations rules and the Marriage Ordinance or nothing at all under customary law. Female children were also discriminated against under the patrilineal system. It ensures that a substantial part of the properties of a deceased spouse goes to the surviving spouse and children. It also protects them from harassment from family members including ejection and taking over of properties of deceased spouses. The law however does not take cognizance of the share of spouse in the other spouses’ property prior to distribution. Polygyny results in inequity for women under the law. As a result, a bill has been prepared to address these and other shortcomings in the law.

🗨️ **Wills Act, 1971 (Act 361)** – This law deals with testacy and enables individuals to indicate how their properties are to be shared when they die. Section 13 ensures that if a person who dies testate does not make provision for his/her spouse or dependent children, the court can intervene to make provision for them.

🗨️ **Human Trafficking Act, 2005 (Act 694)** - The trafficking of women and girls remains a big problem in Ghana and within the sub-region. Girls and young women are trafficked and exploited as prostitutes and are sometimes used as domestic workers in slavery like conditions. The passage of the Human Trafficking Act in 2005 was aimed at protecting vulnerable persons and since women and children are particularly vulnerable, it was anticipated that they would benefit most from this law.

🗨️ **Labour Act, 2003 (Act 651)** – Protects from sexual harassment in the workplace. When it occurs, it amounts to discrimination against the worker giving the person the right to terminate the employment and to seek redress.

🗨️ **National Policy and Plan of Action on the Domestic Violence Act** - The Ministry of Gender Children and Social Protection has also adopted this policy and plan of action which sets out a ten year plan to address domestic violence. In addition, it ensures that the **16 days of Activism Against GBV** is celebrated yearly from 25th November to 10th December

+ Ask if participants have any questions.

5' SUM UP



2.25 Discussion – Have we met the objectives for this session?

SESSION 3

Gender Bias

SESSION 3 GENDER BIAS		
	SESSION TRAINER	ADD TRAINER NAMES
	SESSION AIM	By the end of this session, participants will be able to: Identify implicit biases that impact daily decisions in and out of the work place, including gender bias Understand how biases, specifically gender bias, can impact the way laws are designed and implemented Identify ways in which to address gender bias in the workplace.
	LOCATION & TIME IN PROGRAM	14.45 - 15.45
	DURATION	1 hour
	MATERIALS	PPT, sheet with list of characters for exercise, sheet for most trusted people
	PREPARATION	PPT, Prepare sheet with list of characters

WHEN?		WHAT?	WHO?
14.45 - 14.50	5'	Introduction to Session	ADD NAME OF TRAINER
14.50 - 15.05	15'	Exercise & Discussion: Testing Bias	
15.05 - 15.15	10'	Presentation on Gender Bias	
15.15 - 15.25	10'	Film	
15.25 - 15.40	15'	Presentation on Gender Bias and the Law	
15.40 - 15.45	5'	Sum up	

5' INTRODUCTION



3.1 Session objectives

☀️ Introduce the objectives and then the session.

💬 This session will start with an individual exercise to reflect on our own bias. We will then explore the concept of gender bias through a group activity to acknowledge that we all have gender bias and then discuss ways in which we can become more aware of our own gender bias and more gender sensitive.

The objectives of this session are to:

- Identify implicit biases that impact daily decisions in and out of the work place, including gender bias
- Understand how biases, specifically gender bias, can impact the way laws are designed and implemented
- Identify ways in which to address gender bias in the workplace.

15' INDIVIDUAL EXERCISE & DISCUSSION



3.2 Activity: Match the words to the character

💬 5' You will now each receive a sheet of paper, please keep it faced down until I ask you all to turn it over. [You will need to have printed out a list of the characters beforehand - See ANNEX B for a large version of the list of characters to print out. If you don't have a printer to hand, you can write these out]. PLEASE NOTE THAT THIS IS JUST A FUN EXERCISE AND NOT A TEST AND YOU WILL NOT BE EXPECTED TO SHARE YOUR ANSWERS WITH EVERYONE IN THE ROOM ONLY THE PERSON NEXT TO YOU. There are no right answers in this exercise, the point of it is to test people's implicit bias.

I will call out an adjective and you quickly assign it to a character. Remember that you only have 10 seconds to think about this. You may now turn over your sheets (the facilitator begins calling out the adjectives)



Slide | ☀️ Instructions | 🌟 Remember | 💬 Framing | 🗣️ Discussion | 🗣️ Individual Reflection | ❤️ Helpful comments

CHARACTERS	ADJECTIVES
Nurse	Caring
Circuit Court Judge	Abusive
School Principal	Strong
Primary care-taker for four children	Smart
Village Chief	Hardworking
Bishop or Imam	Powerful
Politician	Corrupt
Street hawker	Lazy
Lawyer	Enterprising
Person Living with HIV/AIDS	Resourceful

Now I want you to write M or F next to each character if you think they are more likely to be male or female. Don't think too much about it, just do it quickly.

5' Now turn to your neighbour and in pairs discuss your answers and see whether they are similar or different and reasons for your decisions.

 5' Discussion Please finish up now. How many pairs had the same words for each character? How many different ones?

 Then ask the room for thoughts on the following questions:

- Why do we classify certain professions/ people as having certain characteristics?
- Why do we think that these people are more likely to be only women or only men and why?
- How do our attitudes or stereotypes affect our understanding, actions, and decisions in an unconscious manner?

10' PRESENTATION ON GENDER BIAS

 You will now give a short presentation on gender bias. This will be followed by a film and then another presentation on Gender Bias and the Law. When you present the slides make sure that everyone understands them and try to encourage discussion around the main points.



3.3 What is implicit bias?

 People usually hold implicit biases related to a variety of social groupings, of which gender is just one. Others include race, religion, ethnic origin, or social class.

These biases are often based on socialisation, on our personal experiences and on representations of different groups in the media.

Most people have an implicit bias which refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favourable and unfavourable assessments, are activated involuntarily and without an individual's awareness or intentional control.

It is normal, we all do it, both men and women. Our brain makes unconscious judgements about people all the time.

3.4 Image of forest- Nobody Knows What Happens in Dodowa Forest

 The saying Nobody knows what happens in Dodowa forest is an example of how we don't always know what happens in certain places.

In the same way we don't know what is going on under the surface in terms of bias. We may all pretend that we are not biased in any way but usually have some form of gender bias

3.5 What is gender bias?

Unfair difference in the way women and men are treated (Cambridge English Dictionary)

 The US National Judicial Education Program identifies three key aspects of gender bias

- **Stereotyped thinking about the nature and roles of women and men** Many implicit assumptions about the innate nature of women and men are based on stereotypes and lack any scientific foundation. These assumptions extend to how women and men should behave and the roles they should perform in society.
- **Devaluing what is perceived as “woman’s work”** Paid work, which is more frequently performed by men, tends to be given a higher value than unpaid caretaking, which is predominantly performed by women and often taken for granted.
- **Lack of knowledge of the social and economic realities of women’s and men’s lives** Professionals in decision-making positions often have little to no understanding of the lives led by the women and men most affected by their decisions. For example, a male judge may have no knowledge of what it is like to be a stay-at-home mother. However, even a judge who is a mother may not be able to appreciate the experiences of other mothers or understand why they make different

3.6 Harvard Implicit Association Test (IAT)

- Screenshot of the IAT homepage + notes
- Harvard Implicit Association Test <https://implicit.harvard.edu/implicit/education.html>

 Measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

10' PRESENTATION ON GENDER BIAS

3.7 Film

 If you have a strong internet connection, you can show the following YouTube film that shows how young children in a school in the UK already have gender bias. They are asked to draw a firefighter, a surgeon (doctor) and a fighter pilot (military aeroplane pilot). Most of them assume that these are men until they are invited to meet people with these professions and they are all women.

Please note that this is a film from England rather than Ghana. If you can find a film from Ghana you are welcome to watch that.

- Upworthy, 2016, A Class that Turned Around Kids' Assumptions of Gender Roles <https://www.youtube.com/watch?v=G3Aweo-74kY>

 Discuss whether they found the film surprising.

15' PRESENTATION: GENDER BIAS AND THE LAW

 We are now going to have a short presentation on gender bias and the law. First of all, do you think that there is gender bias in the law?

 Do a quick brainstorm with participants.

3.8 Gender bias and the law

 The law is inextricably linked to, and informed by, the socio-cultural context in which it exists; and thereby is influenced by the prevailing ways of thinking and understanding within that context.

The way in which law is implemented can reproduce and reinforce gender stereotypes, thereby limit access and opportunities to men and women; or it can promote gender equality by consciously trying to overcome gender stereotypes and associations.

Legal practitioners, inevitably come to their profession with unique experiences, perspectives, opinions, and implicitly held assumptions. This is not necessarily problematic, what is problematic, is being unaware.



3.9 Tools to mitigate gender bias in court

Become Aware:

Take the Implicit Association Test. The first step to de-biasing is to identify the stereotypes that affect, often unknowingly, personal perceptions of certain characteristics e.g. sex, colour of their skin, ethnic group, profession.

Be alert to situations in which you might hold an implicit bias toward a person or group.

Acknowledge that legal practitioners are not impartial. Legal practitioners must come to terms with the idea that the 'notion that judges are invariably impartial is an indispensable myth used to sustain faith in the legal system'. Impartiality is importantly linked to awareness, so it is vital that there is awareness within the judiciary of gender, gender-based stereotypes and gender-based attitudes, or a lack thereof, in order to mitigate the potential influence of gender on the impartial delivery of justice. Challenging the notion among legal practitioners' that they are objective, as those who are most convinced in their own objectivity may be more prone to gender-biased thinking and behavior.

Take Action:

- **Focus on the Individual:** Gather very specific information about a person's background, tastes, hobbies and family so that your judgment will consider the particulars of that person, rather than group characteristics.
- **Stereotype replacement:** Modify your own approach and recognize when you are responding to a situation or person in a stereotypical fashion. Consider the reasons and factors leading to this response and actively replace this biased response with an unbiased one.
- **Perspective-taking:** Consider different perspectives and step into the shoes of a stereotyped person. This strategy can be very useful in assessing the emotional damage caused by

stereotyping others. Think about how you would feel to have your abilities questioned, or to be viewed as lazy and potentially violent on the basis of your appearance. Perspective-taking can be used either proactively, without any prompting from outside sources, or reactively, after a stereotypic response or portrayal has been detected.

- **Increasing opportunities for contact:** Actively seek out situations where you are likely to have positive interactions with stereotyped groups. This can involve joining particular clubs or participating in events that allow you to meet people who disconfirm stereotypes. In addition to seeking personal contact, you can modify your visual environment by watching movies, TV and news that portray stereotyped group in non-stereotypical ways.

Speak out when you see cases in which implicit bias has affected judicial analysis and decision making.

Consider whether your professional practices tend to contribute to, or help to overcome, implicit bias.

Incorporate the topics of implicit and explicit bias into legal education and professional training, including discussion of how legal reasoning can be influenced by bias.

5' SUM UP

3.10 Sum up

🔥 Ask the group what they have learnt in this session. Is it difficult to talk about bias and admit that you have bias as a legal professional? Note that we will discuss this issue more tomorrow when we talk about Gender Sensitivity.

SESSION 4

Reflections

SESSION 4 REFLECTIONS		
	SESSION TRAINER	ADD TRAINER NAMES
	SESSION AIM	By the end of this session, participants will be able to: Reflect on what they have learnt today and whether there is anything in terms of process that needs to be taken forward to the next day
	LOCATION & TIME IN PROGRAM	15.45 - 16.00
	DURATION	15 minutes
	MATERIALS	None
	PREPARATION	None

WHEN?		WHAT?	WHO?
15.45 - 16.00	15'	Reflections	ADD TRAINER NAMES

5' REFLECTIONS

 10' I would now like to ask everyone to stand in a circle. We are now going to go around everyone and say one thing that you learnt or enjoyed today.

 5' At the end you should sum up what has been said, reflect on the day more broadly, thank everyone for their participation and remind people what time to come to the workshop tomorrow.

SESSION 5

Gender sensitivity

DAY 2 - SESSION 5		
GENDER SENSITIVITY		
	SESSION TRAINER	ADD TRAINERS NAMES
	SESSION AIM	By the end of this module/session, participants will be able to: Develop sensitivity in perceiving existing gender issues and inequalities; Recognize the differing situations and needs of women and girls, men and boys and consider them in every action or decision they make; Deepen their understanding on how and why women and girls' rights are human rights
	LOCATION & TIME IN PROGRAM	9.00 - 10.45
	DURATION	1 hour 45 minutes
	MATERIALS	PPT, terms for terminology game on sticky notes, printed signs for timeline, film
	PREPARATION	PPT, terms for terminology game on sticky notes, printed signs for timeline, film

WHEN?		WHAT?	WHO?
09.00 - 09.10	5'	Introduction to the Day	
09.10 - 09.25	15'	Recap – Terminology Game	
09.25 - 09.35	15'	Presentation: Concepts	
09.35 - 10.05	30'	Group Activity: Gender Equality timeframe	
10.05 - 10.15	10'	Film: Africa's Progress	
10.15 - 10.43	27'	Activity: Addressing Gender Equality in the Workplace	
10.43 - 10.45	2'	Sum Up	



5.1 Module 1, day 2

Welcome to Day 2. Hope you all had a restful evening and have lots of energy for the day ahead.

This morning we are going to move on to talk about how we can address Gender Bias and be more Gender Sensitive in order to achieve Gender Equality. In this session, we will have a few group exercises to explore what it means to be Gender Sensitive and also take a historical look at the international, African and Ghanaian frameworks that have been established on women and children's rights over the last century. The next session will go deeper into the Ghanaian context and then in the afternoon we will have an introductory session to GBV. (Go through the day on the PPT slide)

Any questions?

15' ACTIVITY: TERMINOLOGY GAME



5.2 Activity: Terminology game

5' We are now going to play the terminology game just to recap on yesterday. I am going to give everyone a 'name' which will be one of the technical terms that we have discussed in this session. You should then walk around the room introducing yourself to others and explaining the term.

We will now show you an example. One trainer be **masculinity** and the other be **femininity**:

Example:

- Trainer 1: Hi I am Masculinity. I am strong and powerful. Many people associate me with being a man
- Trainer 2: Hi Masculinity, nice to meet you. I am Femininity. I am beautiful and delicate. Many people associate me with being a woman. Masculinity what do you do?
- Trainer 1: I am big and strong. I make lots of money and everyone listens to what I say. What about you Femininity?
- Trainer 2: I am delicate and weak, so people don't really listen to me. But they like to look at me. I don't make much money as I need to stay at home and look after my children.

5' Give everyone one of the following names on a sticky note. They should then go around the room and introduce themselves to each other. The purpose is to try and be able to explain the different concepts that we discussed yesterday.

- Patriarchy
- Gender



Slide | Instructions | Remember | Framing | Discussion | Individual Reflection | Helpful comments

- Biological Sex
- Femininity
- Masculinity
- Gender Bias

🗨️ 5' OK stop now. How did you find that? Were there any concepts that were harder to explain? Were there any concepts that you heard that made an impression/surprised you?

15' ACTIVITY: TERMINOLOGY GAME

🌟 Use the PPT slides 5.3 for this session to explain 4 different concepts: Gender Sensitivity, Gender Equality, Gender Equity and Gender Parity. Then use the last slide to discuss why we need Gender Equality and what the key arguments for this are.

🌟 Ask people if they know the definitions as you present them.



5.3 Definitions

- **Gender Sensitivity** Encompasses the ability to acknowledge and highlight existing gender differences, issues and inequalities and incorporate these into strategies and actions.
- **Gender Equality** Entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female.
- **Gender equity** Means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations and opportunities.
- **Gender parity** Concerns relative equality in terms of numbers and proportions of women and men, girls and boys. In the context of gender equality, gender parity refers to the equal contribution of women and men to every dimension of life, whether private or public.

5.4 Why do we need gender equality?

- **Human rights** – women’s rights are human rights
- **Economic argument** – local and national economy benefits from having both men and women in the labour force
- **Social argument** – women invest more in their children. Children can benefit from having fathers as carers
- **Religious argument** – men and women created equal

 5’ As justice sector professionals, which do you think is the strongest argument?

25’ EXERCISE: GENDER EQUALITY TIMEFRAME

5.5 Exercise: Gender equality timeline

 First you need to check that everyone has internet on their phones. *THIS EXERCISE WILL NOT WORK IF PEOPLE DO NOT HAVE INTERNET AVAILABLE. IF PEOPLE DO NOT HAVE INTERNET AVAILABLE* there is an alternative option.



- a. If participants **HAVE INTERNET AVAILABLE** – follow the instructions below.
- b. If participants **DO NOT HAVE INTERNET AVAILABLE**: Make signs on paper so that there is the name of the event and then the description on a separate piece of paper. Participants are then given a sign with an event and then have to find the matching description of your event. Look for the same symbol on the back of the paper. For both exercises you will need to print out all the events on a piece of paper beforehand. Participants will hold these up and explain them later. The events are in the box below.

REMEMBER not to show them to participants until after they have completed the exercise.

The events are provided on separate pages in Annex B for you to print out. There are also descriptions provided for those who do not have internet.

 We are now going to start thinking about some of the international, African and Ghanaian frameworks that have been put in place over the last century to secure better rights for women and children and to secure equal rights for all.

5' First we will run an activity where you will all be given a sign with a specific event on. All of these are significant events at the international, regional or Ghanaian level where there were commitments made to recognize gender equality and in particular women and girls' rights.

10' When you have received your event sign, you will see that there is some space underneath it. Please spend 10 minutes individually researching the event on your phones/ computer and write a short summary underneath it saying why they are important for gender equality and women and girls' rights.



5.6 Resources for the Timeline are:

1. Gender Equality in the UN: An Interactive Tool <https://trainingcentre.unwomen.org/timeline/>
 - Hold your phone sideways and scroll through the different events to find your one.
2. Ghana Web <https://www.ghanaweb.com/>
3. Google

10' Once you have done this we will then ask you to stand on a U Shaped timeline with each person representing an event and holding up that sign. When you are in the right order, we will ask people to read out their signs.

🌟 10' Briefly ask people to explain why these are important events. What does this timeline tell us? Have we missed any important events? How do the international, regional and national frameworks relate to each other?

5.6 Gender equality timeline

TIMEFRAME OF KEY INTERNATIONAL FRAMEWORKS ON GENDER EQUALITY + WOMENS' RIGHTS

International Regional African National Ghanaian

Use the 1945 UN Charter as an example

1945 UN Charter - The inclusion of women's rights in the UN Charter resulted from pressure from the handful of women delegates attending the Charter Conference. They demanded that the Preamble to the UN Charter change from 'equal rights among men' to read 'equal rights among men and women'.

1948 Universal Declaration of Human Rights

1966 UN International Covenant on Economic Social and Cultural Rights

1975 1st UN Conference on Women

1979 Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)

1981 African Charter on Human and People's Rights – Article 18.3

1981 First International Day of the Elimination of Violence against women

1985 World Conference on Women, Nairobi – 'Nairobi Forward Looking Strategies'

1990 UN Convention on Rights of the Child.

1992 Ghana's Constitution Established.

1993 UN Declaration on Elimination of VAW

1994 Republic of Ghana Criminal Code Article 69A – makes female genital mutilation a second-degree felony

1994 African Platform for Action on Women – Dakar Declaration

1995 Beijing Declaration and Platform for action - which identified 12 critical areas of concern to women including Gender Based Violence and made suggestions on strategies to address it by government and civil society.

1999 African Charter on Rights and Welfare of the Child

2000 Millennium Development Goal 3

2003 Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (Maputo Protocol)

2007 Republic of Ghana Domestic Violence Act

2015 Sustainable Development Goal 5

10' FILM SCREENING

5.8 Film

If you have time and internet available, you can watch this film. If not, then move onto the Group Exercise.

2' Gender Equality - Africa's Progress <https://www.youtube.com/watch?v=c-kMgWkJTas>

🌟 5' Have a brief discussion on the films. Were they surprised by anything they saw?

30' EXERCISE: ROLE PLAY: GENDER SENSITIVITY AT WORK

5.9 Activity: Gender sensitivity at work

🗨️ 15' Yesterday in the Introductory session we got into groups according to occupation and there were three groups – i) Judges, ii) Administrative Staff, iii) Registrars. NOTE THAT IN SOME COURSE THERE WILL ONLY BE ONE GROUP OF PROFESSIONS. Get back into these groups and spend 20 minutes brainstorming ways in which you could address gender bias at work. Please consider:

- How to test your bias?
- How to change your own attitudes and behaviour?
- How to change the system?
- Equality (equal treatment) or equity (treatment according to people's needs)?

🗨️ 10' You will then each have a few minutes to tell us about your plans.

Acknowledging Bias

🌟 Some people may find it difficult to acknowledge that they have any bias. For example, judges are expected to appear unbiased in their judgements and may find it difficult to acknowledge this. It is therefore necessary to facilitate this group work with judges sensitively. If people are not willing to acknowledge prejudice you could present some scenarios to them. For example:

🗨️ Do you think that teenagers should be having sex at a young age? For example if a 14 year old girl who comes to your court has been having sex with her boyfriend through her own free will, what is your immediate reaction?

2' SUM UP

5.10 Sum up

-  Briefly sum up the main points of the session
-  How well do you understand the concept of Gender Sensitivity after this session? Are there any questions that you still have in your mind?

SESSION 6

Gender equality and the justice system in Ghana

SESSION 6 GENDER EQUALITY AND THE JUSTICE SYSTEM IN GHANA		
	SESSION TRAINER	ADD NAME OF TRAINER
	SESSION AIM	By the end of this module/session, participants will be able to: Understand Ghana's legal framework on gender equality Identify the institutions in Ghana responsible for ensuring gender equality Assess if the legal framework and institutions in Ghana promote gender equality
	LOCATION & TIME IN PROGRAM	11.00 - 13.00
	DURATION	2 hours
	MATERIALS	Materials needed
	PREPARATION	Preparation needed to conduct the session

WHEN?		WHAT?	WHO?
11.00 - 11.05	5'	Introductions	
11.05 - 11.25	20'	Brainstorm and Presentation: Gender equality framework in Ghana	
11.25 - 11.55	30'	Exercise: Around the World Café on Gender Equality in Ghana	
11.55 - 12.25	30'	Presentation: Institutions responsible for gender equality in Ghana	
12.25 - 12.55	30'	Exercise: Assessment of how Ghana's laws and policies promote gender equality	
12.55 - 13.00	5'	Sum up	

5' INTRODUCTION

6.1 Introduction

 In this session we will be discussing:

- Ghana's national framework on gender equality
- Looking closer at the institutions responsible for ensuring gender equality
- Assess how laws and policies ensures gender equality.
- An assessment of whether or not the legal framework of Ghana and institutions promote gender equality as part of this session.

20' BRAINSTORM & PRESENTATION ON THE JUSTICE SYSTEM AND GENDER EQUALITY FRAMEWORK IN GHANA

6.2 Ghana's justice system and gender equality

 5' Find out from participants their knowledge of the justice system and gender equality in Ghana and write the points raised on a flip chart.

If there are gaps in the information provided, take participants through the following notes:

 Ghana is a signatory to many of the international human rights instruments set out in Session 5 including those at the United Nations level (including Universal Declaration of Human Rights, Convention on the Elimination of Discrimination Against Women etc.) and African Union level (including African Charter on Human and People's Rights and its protocol on the Rights of Women in Africa) calling for it to address gender equality and a dualist state it has enacted laws to ensure compliance.

 The justice system in Ghana is made up of the Constitution, laws and polices enacted, the Judiciary and other institutions responsible for the enforcement of laws including the Attorney Generals Department and the Ghana Police Service. Many of the laws have provisions to ensure gender equality. Below is an overview of the key legislation in place.

6.3 Justice system

1992 CONSTITUTION

The legal framework in place to ensure gender equality in Ghana consists of the 1992 Constitution, the courts that can enforce breaches of the Constitution, policies aimed at achieving gender equality, legislation that have been enacted to address specific acts amounting to GBV and setting up a coordinating ministry (Ministry of Gender Children and

Social Protection) to ensure gender equality. More details are provided below.

1992 Constitution of the Republic of Ghana – It has provisions aimed at ensuring gender equality in its Chapter 5 that deals with Fundamental Human Rights. Article 17 prohibits discrimination on the basis of gender. It however allows affirmative action where there has been historical discrimination against one gender. Some of the key provisions are as follows:

Article 12—Protection of Fundamental Human Rights and Freedoms

(2) Every person in Ghana, whatever his race, place of origin, political opinion, colour, religion, creed or gender shall be entitled to the fundamental human rights and freedoms of the individual contained in this Chapter but subject to respect for the rights and freedoms of others and for the public interest.

Article 17—Equality and Freedom from Discrimination

(1) All persons shall be equal before the law.

(2) A person shall not be discriminated against on grounds of gender, race, colour, ethnic origin, religion, creed or social or economic status.

(3) For the purposes of this article, “discriminate” means to give different treatment to different persons attributable only or mainly to their respective descriptions by race, place of origin, political opinions, colour, gender, occupation, religion or creed, whereby persons of one description are subjected to disabilities or restrictions to which persons of another description are not made subject or are granted privileges or advantages which are not granted to persons of another description.



6.4 Justice system

Article 22—Property Rights of Spouses

(1) A spouse shall not be deprived of a reasonable provision out of the estate of a spouse whether or not the spouse died having made a will.

(2) Parliament shall, as soon as practicable after the coming into force of this Constitution, enact legislation regulating the property rights of spouses.

(3) With a view to achieving the full realisation of the rights referred to in clause (2) of this article—

(a) Spouses shall have equal access to property jointly acquired during marriage;

(b) assets which are jointly acquired during marriage shall be distributed equitably between the spouses upon dissolution of the marriage.

Article 24—Economic Rights

(1) Every person has the right to work under satisfactory, safe and healthy conditions, and shall receive equal pay for equal work without distinction of any kind.

(2) Every worker shall be assured of rest, leisure and reasonable limitation of working hours and periods of holidays with pay, as well as remuneration for public holidays.

Whilst Article 11 of the Constitution recognises customary law as part of the laws of Ghana its



application in Ghana has limitations as set out in Article 26 of the Constitution which states as follows:

Article 26—Cultural Rights and Practices

- (1) Every person is entitled to enjoy, practice, profess, maintain and promote any culture, language, tradition or religion subject to the provisions of this Constitution.
- (2) All customary practices which dehumanise or are injurious to the physical and mental well-being of a person are prohibited.

6.5 Justice system

Article 27 – Women’s Rights

- (1) Special care shall be accorded to mothers during a reasonable period before and after child-birth; and during those periods, working mothers shall be accorded paid leave.
- (2) Facilities shall be provided for the care of children below school-going age to enable women, who have the traditional care for children, realise their full potential.
- (3) Women shall be guaranteed equal rights to training and promotion without any impediments from any person.

6.6 Justice system

Article 35—Political Objective

- (4) The State shall cultivate among all Ghanaians respect for fundamental human rights and freedoms and the dignity of the human person.
- (5) The State shall actively promote the integration of the peoples of Ghana and prohibit discrimination and prejudice on the grounds of place of origin, circumstances of birth, ethnic origin, gender or religion, creed or other beliefs.

6.7 Justice system

Enforcement of constitutional provisions – The courts have been given the power under the 1992 Constitution to enforce the constitutional provisions. There are two ways in which this can be done:

- **Article 2** – This gives the Supreme Court the power to declare any law unconstitutional if it violates the provisions of the Constitution
- **Article 33** – Gives the High Court power to enforce breaches of fundamental Human Rights provisions of the Constitution

6.8 Justice system

Policies in place:

- **National Gender Policy 2016** – This policy shows the direction the government intends to go to achieve gender equality.
- **National Policy and Plan of Action to Implement the Domestic Violence Act, 2018 (Act 732)** – The National Policy on Domestic Violence was enacted to indicate how the government intends to address domestic violence and other forms of gender based violence. The National Plan of Action to Implement the Domestic Violence Act sets out a 10-year action plan from 2009 on how to effectively implement the Act.

6.9 Justice system

Law enforcement institutions:

- There are a number of institutions in place that enforce the criminal aspects of Gender Based Violence including: the Police and the Attorney Generals Department
- The setting up of the Ministry of Gender Children and Social Protection as a coordinating ministry – This is another show of commitment towards gender equality. The Ministry is to ensure that other ministries address gender equality issues in doing their work including promoting gender budgeting

6.10 Justice system

The Judiciary: Chapter 11 Articles 125 to 161 of the 1992 Constitution made up of the Superior Courts and Lower Courts

- Superior Courts – High Court, Court of Appeal and Supreme Court
- Lower courts – Juvenile Courts, District Courts, and Circuit Court
- Jurisdiction of each is set out in the Courts Act, 1993 (Act 459)

6.11 Justice system

Cases touching on GBV can be initiated at any court of first instance so long as jurisdictional rules are respected:

- District Court – up to GHS5,000 and criminal matters where the fine is not beyond 500 penalty units or 2 years imprisonment.
- Circuit Court – up to GHS10,000 and criminal matters excluding treason, trial by indictment and offences punishable by death

6.12 Justice system

- High Court – Original jurisdiction in all matters, jurisdiction to enforce the fundamental Human rights and Freedoms guaranteed in the Constitution, appeals from Circuit Court and District Court etc.

Other courts include:

- Court of appeal – Hears cases on appeal from the High Court
- Supreme Court – cases on appeal from Court of Appeal or constitutional cases based on invocation of Article 2 of the Constitution

6.13 Justice system

Other laws in place

- Several other laws have been enacted to ensure that Ghana complies with its international commitments toward gender equality. The laws in question are gender neutral and are expected to be applied to protect both men and women equality. The reality is that more women than men benefit from most of these laws since they are usually victims. The problem is with the enforcement or application of these laws.
- These include the following laws referred to on page 34 of this Manual:
 - Domestic Violence Act, 2007 (Act 732)
 - Criminal Offences Act, 1960 (Act 29)
 - Matrimonial Causes Act, 1971 (Act 367)
 - Children's Act, 1998 (Act 560)
 - Intestate Succession Act, 1985 (PNDCL 111)
 - Wills Act, 1971 (Act 361)
 - Human Trafficking Act, 2005 (Act 694)
 - Labour Act, 2003 (Act 651)

30' EXERCISE: GENDER EQUALITY IN GHANA

6.14 Exercise: Gender equality

 We will undertake an exercise called **Around the World Café**. Flip chart sheets will be put around the room and you should divide participants into 3 mixed groups with a question/comment written on it for each group discuss and to write their comments on it and to report back in 10 minutes. The questions include the following:

 Slide |  Instructions |  Remember |  Framing |  Discussion |  Individual Reflection |  Helpful comments

- Group 1
 - Are there laws in Ghana in place which are discriminatory based on sex or perpetuate gender stereotypes?
 - Give examples of such laws and indicate why they are discriminatory?
- Group 2
 - In which areas are laws needed to ensure gender equality in Ghana?
 - Which of the laws in Ghana are most helpful in achieving gender equality?
- Group 3
 - Does the Judicial Service have a policy to ensure gender equality?
 - From your knowledge of the court system how can the courts become more gender friendly?

Ask one person to take notes and present at plenary.

30' PRESENTATION: INSTITUTIONS RESPONSIBLE FOR GENDER EQUALITY

6.15 Institutions responsible for gender equality

 There are a number of state institutions responsible for addressing gender equality. Some of the key ones are as follows:

- **Ministry of Gender Children and Social Protection** Responsible for coordinating gender equality with regard to other ministries. They are to ensure gender budgeting by government ministries that have a role to play touching on gender. It is also responsible for the Domestic Violence Act and for its implementation. From 2007 when the law came into effect it was only in 2016 that the implementing legislation Domestic Violence Regulations, 2016 was enacted. It is responsible for setting up the Domestic Violence Management Committee that is to see to the implementation of the law. A Domestic Violence Secretariat has been set up to see to the work of the Management Board. The Management Board changes with the appointment of a new Minister at that Ministry and since the end of 2016 there has been no Board. It is also to set up a Domestic Violence Victim Support Fund to help victims. It is also responsible for seeing to the setting up of shelters in the country. The Department of Social Welfare which is under this Ministry is responsible for the provision of some services for survivors under the Domestic Violence Act including rehabilitation and reintegration.
- **Ministry of Justice and Attorney Generals Department** It is responsible for defending the State in all suits filed alleging gender based discrimination in the 1992 Constitution. In addition, it advises the Executive on the domestication of international laws and provides technical advice on the drafting of laws.

- **Judicial Service and the Court system** When it comes to the enforcement of the Constitution and all laws in Ghana, the Judicial Service that operates the court system in Ghana, which is the ultimate body for decisions on gender equality. The court system has the lower courts and superior courts. Under the Constitution the High Court has power to enforce fundamental human rights in the Constitution. The Supreme Court is the ultimate appellate body and has the power to declare any law that does not measure up to the Constitution unconstitutional. Whilst Parliament has failed to pass the property Rights of Spouses Bill the Supreme Court in its appellate jurisdiction in a series of cases has applied the Constitutional provisions in Article 22 of the 1992 Constitution and given women their due share of properties jointly acquired in the course of a marriage.
- **The Ghana Police Service** Responsible for arrest of criminals, investigation and prosecution of certain types of cases. DoWVSU is a specialised unit of the Police Services.
- **Ghana Prison Service** They have a role in the remand and imprisonment of prisoners.
- **The Department of Social Welfare** Responsible for abused children and for other vulnerable persons. Under the DV Act they are responsible for rehabilitation and reintegration of survivors of domestic violence.
- **Commission on Human Rights and Administrative Justice (CHRAJ)** CHRAJ was referred to in the Constitution and set up by legislation. It has the mandate to undertake investigations into abuse of human rights and to enforce their decisions at the High Court.
- **National Labour Commission** It has the mandate under the Labour Act to address labour related problems including gender-based discrimination at the work place like sexual harassment. It undertakes investigations and makes rulings that are enforced at the High Court.
- **Parliament** The legislative arm of government is responsible for ensuring that they enact laws to ensure gender equality. There are some laws in place to ensure gender equality. However over the years it has been observed that laws meant to ensure gender equality are not easy to pass through our Parliament. It took a long struggle from women's rights groups for the Domestic Violence Act to be passed in 2007. Attempts to update the Intestate Succession Act, 1985 (PNDCL 111) that was passed by decree in a military regime since 2008 to make it more gender equal has failed three times. The Property Rights of Spouses Bill which will ensure equity in properties acquired in the course of a marriage has also been drafted since 2008 has also failed to pass through Parliament three times.

6.16 Institutions

- Others Apart from these there are several Non-Governmental Organisations (NGOs) that work at ensuring gender equality in Ghana including the following: Network for Women's Rights in Ghana (NETRIGHT), FIDA-Ghana, Women in Law and Development in Ghana, Coalition on Domestic Violence Legislation, LAWA-Ghana Alumnae Inc., African Women Lawyers Association

30' EXERCISE: ASSESSING HOW GENDER EQUAL GHANA IS

6.17 Exercise: Assessing how gender equal Ghana is

 Divide the group into three random groups to discuss the following:

- Whether or not the legal framework and institutions responsible for ensuring gender equality in Ghana are effective or not effective in achieving their purpose.
- Reasons should be assigned for the approach taken by the group.
- Points should be written down and shared at plenary.

5' SUM UP

6.18 Sum up

Discussion: Have we met the objectives for this session.

SESSION 7

**Introduction to Gender Based
Violence (GBV)**

SESSION 7

INTRODUCTION TO GENDER BASED VIOLENCE (GBV)

	SESSION TRAINER	ADD NAME OF TRAINER
	SESSION AIM	As a result of this session participants will be better able to: Understand key concepts including GBV, VAWG, domestic violence, IPV, child abuse, non-partner sexual violence Distinguish and understand more about the different types of violence, their prevalence rates, perpetrators, drivers and risk factors and how they overlap
	LOCATION & TIME	14.00 - 15.30
	DURATION	1 hour 30 minutes
	MATERIALS	Handouts with lists of terms. Identities on separate pieces of paper for group exercise. Flipcharts with the names of each type of violence. Flipcharts, markers
	PREPARATION	Print handouts with list of terms. Identities on pieces of paper for group exercise. Flipcharts with the names of each type of violence. Check for local referral if training is held outside Accra.

WHEN?		WHAT?	WHO?
14.00 - 14.05	5'	Introduction and Ethics	TRAINER
14.05 - 14.20	15'	Individual Exercise GBV definitions	
14.15 - 14.35	20'	Group Exercise: Domestic Violence intersection lines	
14.35 - 14.50	15'	Presentation on global prevalence rates, reporting, types and causes	
14.50 - 15.00	10'	Film	
15.00 - 15.25	25'	Group Exercise: Examining IPV, Non-partner sexual violence, Child Abuse	
15.25 - 15.30	5'	Sum-up	

5' INTRODUCTION AND ETHICS

7.1 Session objectives

 We are now going to have a session focusing on Gender Based Violence (GBV).

This is intended as an introductory session to the topic that we will go into in much more detail in Module 2. It will be particularly relevant for those who are unable to participate in Module 2.

There may be some issues discussed that could be particularly sensitive for some people in the room if they themselves have experienced violence or know others that have. Hearing these issues discussed may give rise to particular emotions that are difficult to deal with.

If anyone feels uncomfortable at any point during this session, feel free to take a break and step out. You are also welcome to speak to one of the trainers privately. We also have a list of referral services, including counselling services printed out for you.

NB – THERE IS A LIST OF REFERRAL SERVICES IN ACCRA IN ANNEX A OF THIS MANUAL. IF YOU ARE NOT BASED IN ACCRA THEN TRY TO FIND OR CREATE A LIST OF REFERRAL SERVICES FOR ADULT AND CHILD SURVIVORS IN YOUR REGION.

Everyone should also note if any personal information is shared during this session either about participants or about particular court cases, they should be kept confidential and not shared any further than this room.

Before we begin do you have any questions?

15' ACTIVITY: MATCH GBV BASIC DEFINITIONS

7.2 Activity: Match the terms

 Individually spend 10-12 minutes matching the term to the definition. YOU WILL NEED TO HAVE PRINTED THESE OUT BEFOREHAND. THERE IS A LARGER TABLE AVAILABLE TO PRINT IN ANNEX B.

 The purpose of this exercise is to get participants thinking about different types of GBV. Definitions are taken from the Ghana Domestic Violence Act and WHO. The definition on Domestic Violence against men is taken from www.domestic-violence.laws.com

 (After 10-12 minutes) 5' How easy to was it to do this exercise? Were there any terms that you were not familiar with? Would someone like to tell us what the definition for Gender Based Violence is.

Match the term to the definition

1. Gender Based Violence	a. The forceful engagement of another person in a sexual contact which includes sexual conduct that abuses, humiliates or degrades the other person or otherwise violates another person's sexual integrity or a sexual contact by a person aware of being infected with human immunodeficiency virus (HIV) or any other sexually transmitted disease with another person without that other person being given prior information of the infection;
2. Violence against women and girls	b. All acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit, irrespective of biological or legal family ties, or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence as the victim
3. Domestic Violence	c. The delivery of spousal or domestic abuse by the female party on the male involved in the relationship. Although the generic example or notion of domestic violence involves the male inflicting pain on the woman, domestic violence against men is fairly common, especially in a non-physical fashion.
4. Intimate Partner Violence	d. The abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Exposure to intimate partner violence is also sometimes included as a form of this type of abuse.
5. Physical Abuse	e. The deprivation or threatened deprivation of economic or financial resources which a person is entitled to by law, the disposition or threatened disposition of moveable or immovable property in which another person has a material interest and hiding or hindering the use of property or damaging or destroying property in which another person has a material interest; and
6. Sexual Abuse	f. Sexual harassment and intimidation by inducing fear in another person; and behaviour or conduct that in any way (i) harms or may harm another person, (ii) endangers the safety, health or well-being of another person, (iii) undermines another person's privacy, integrity or security, or (iv) detracts or is likely to detract from another person's dignity and worth as a human being.
7. Emotional, verbal or psychological abuse	g. A violation of human rights and a form of discrimination against women. Means all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life.

8. Economic Abuse	h. A pattern of assaultive and coercive behaviours, including physical, sexual and psychological acts, as well as economic coercion, which adults or adolescents may use against their intimate partners without their consent. Intimate partners refer to former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. The resulting feelings of shame, fear and helplessness lead to low levels of reporting and, subsequently, relatively few convictions. The largest burden of intimate partner violence is inflicted by men against their women partners.
9. Harassment	i. Any conduct that makes another person feel constantly unhappy, miserable, humiliated, ridiculed, afraid, jittery or depressed or to feel inadequate or worthless;
10. Child Maltreatment	j. Violence that is directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately. It may result in physical, sexual, emotional or psychological harm to the victim, or cause her or him economic loss
11. Domestic Violence Against Men	k. Physical assault or use of physical force against another person including forcible confinement or detention of another person and the deprivation of another person of access to adequate food, water, clothing, shelter, rest, or subjective another person to torture or other cruel, inhuman or degrading treatment or punishment.

🗨️ Now let's see what answers you have! Ask one participant at the time if they could read a definition out loud. Ask them which number they think is the right match. Tell them the right answer one by one.

Answers: 1j, 2g, 3b, 4h, 5k, 6a, 7i, 8e, 9f, 10d, 11c

20' EXERCISE: INTERSECTION LINES

7.3 Activity: Intersection lines

Domestic Violence Intersections Line Exercise

Give one of the following identities to each participant. Depending on the number of participants, there will be individuals with duplicate identities. People should not share their identities with each other. You will need to print these out on separate pieces of paper for participants beforehand. A version that is easy to print and cut out is available in Annex B.

- **Homemaker** A Mamprusi woman, 30 years old married for 7 years and has three children. High school education. No work experience. Family lives on the other side of Ghana
- **Prosecutor** A woman, 40 years old, married for 10 years, one child. Lives close to parents and sister – strong relationship with family. Hairdresser Ntrobo woman, 22 years old, lives with boyfriend and his family. No education. No contact with her parents. She just learned she is pregnant.
- **Project Officer** A Brong woman, 29 years old, works at the Gender Centre in Accra. Just moved in with boyfriend after one year together. Mother is alive, but older and has limited resources.
- **Housekeeper** Immigrant woman from Togo 35 years old. Does not have legal papers to be in Ghana. Lives with boyfriend and his two friends. Left her children in Lomé with parents while working in Kumasi.
- **Unemployed Youth** Teenage Girl, 17 years old, lives in temporary housing. Is in an intimate relationship with a community elder. No schooling, no education and no ID.
- **Taxi Driver** Ada man, 57 years old, disability that requires walking with a stick/cane, married for 30 years. Three children, all moved out. Wife is an alcoholic.
- **Teacher** An Ashanti man, 32 years old, teaches history at the local high school. Married but having an affair with another woman who is now pregnant with his child. Already has one child with his wife. Wife's parents are influential and have money.
- **Administrative Assistant** An Akwapim woman, 34 years old, works at the US Embassy and married to an American. He wants children and she is unable to get pregnant.
- **Grandmother** Kobo widow, 68 years old. Husband and one son killed in a traffic accident. Other son is angry and uses drugs, steals her money or threatens her for money.
- **Boy** Guan boy aged 10, lives with his grandmother and younger sister. His mother is dead and his father has left the family. Goes to school.

🔥 Ask participants to stand shoulder to shoulder in a line across the room. Tell them you will read a statement and after each statement they should either answer YES and move one step forward; or NO and move one step backwards. Their job is to make their best guess to answer either yes or no given the information they have about their identity. They should not stay standing in the same place but either move a step forward or a step backward.

Read the following statements:

1. I have access to money and other financial resources if I need it.
2. I have access to transportation within Ghana

3. I can choose to not have children if I want
4. I have family who can help me if I need help
5. I have enough food every day.
6. I can call the police if my spouse/partner commits bodily harm against me
7. I can access healthcare if my spouse/partner abused me
8. I can go to my colleagues for help if my spouse/partner abuses me
9. I can leave my spouse/partner if I want
10. I know my rights in Ghana, including criminal laws on domestic violence, or I can access legal information.

If I leave my spouse/partner and the home we shared together – I will still have access to my children.

Debrief the exercise using the following questions and discussion points: Ask participants to take note of the variation in where people are standing...even though the same questions were asked of everyone.

Ask someone from the 'YES' line (those who answered 'YES' to more questions) to share their identity and explain why they answered most questions with a yes.

Ask someone from the 'NO' line to share their identity and explain why they answered most questions with a no.

If you have time ask: Is reporting Gender Based Violence easy? Is it easy to get help? Is it easy to leave a relationship? Why or why not? Can they talk about this in terms of the identity they were assigned – what makes it difficult, or not, in their particular situation.

15' PRESENTATION

 We are now going to have a presentation on the prevalence and patterns of different types of GBV globally.

7.4 Global prevalence rates

- Prevalence and Patterns: 30% women over 15 experienced physical or sexual violence by intimate partner in their lifetime
- Perpetrators: In LMICs the majority of IPV is perpetrated by men against women. In higher income countries a greater proportion is mutual
- Overlap with forms of violence: Universally types of violence (sexual, physical, emotional, economic) overlap in relationships. Sexual usually occurs with physical.

- Cause and risk factors: exposure to violence in childhood, community norms that support wife abuse, harmful notions of masculinity, poverty.

7.5 Impact of IPV

7.6 Intimate Partner Violence (IPV)

7.7 Non-partner sexual violence

- Prevalence and Patterns: Global estimate for women who have experienced non-partner sexual violence = 7.2%
- Perpetrators: Mainly known to survivors. 50% are serial offenders. Perpetration usually starts when boys are teenagers.
- Overlap with forms of violence: Strong overlap perpetration of IPV as well as non-partner sexual violence. Strong overlap with men's rape of men.
- Cause and risk factors: Sexual entitlement, adverse childhood experiences, personality disorders, harmful ideas of masculinity and control of women.

7.8 Child abuse

- Prevalence and Patterns: HMICs – 4-16% physical abuse. 18% women and 7.6% men globally experienced sexual abuse as a child. Most settings girls experience 2-3 times more, but some settings boys experience more.
- Perpetrators: Homes and schools + perpetrator known to victim. Physical abuse most commonly perpetrated by parents + caregivers.
- Overlap with forms of violence: Overlaps with IPV
- Cause and risk factors: Poverty, approval of corporal punishment, mental health problems, having experienced child abuse as a child, alcohol and drug misuse.

7.9 Child abuse in Ghana

- A 2015 study by UNICEF Ghana and the Government of Ghana found that child abuse costs Ghana approximately GHc 1 billion each year.
- Approximately 3.4 million Ghanaian children under 17 have been physically or emotionally abused, with 1.8 million involved in child labour and around 58,000 children forced to marry early.

- An analysis of central and local government budgets found that not enough money is being invested to help these children, and what is allocated often does not get through. As a result, services to prevent and respond to child abuse are hampered, leaving local child protection staff office-bound or using their own money to respond to child protection cases.

7.10 Domestic violence against men

- Domestic violence against men includes the delivery of spousal or domestic abuse by the female party on the male involved in the relationship.
- Although the notion of domestic violence involves the male inflicting pain on the woman, domestic violence against men is fairly common, especially in a non-physical fashion.
- Men who report domestic violence can face social stigma regarding their perceived lack of machismo and other denigrations of their masculinity. In Ghana it is likely that domestic violence against men is under-reported as men feel ashamed to report it as it is seen as a social taboo.
- IPV against men is generally less recognized by society than IPV against women, which can act as a further block to men reporting their situation

25' EXERCISE: TYPES OF GBV

7.11 Group activity

 Tell the group that they are now going to look more closely at one of three types of GBV

- i. Intimate Partner Violence
- ii. Child Abuse
- iii. Non-partner Sexual Violence.

There are three stations set up around the room, one for each type of violence. Give everyone a number from 1 to 3 and then allocate numbers to each station. At each station there will also be a trainer.

7.12 Group activity

 Please discuss the following questions in your respective groups. You will have 20 minutes to do this. You should use the flipcharts to note your discussions. You should also select a presenter who will present the main points of your discussion back to the group.

1. Who is usually the main perpetrator and survivor of this type of violence? For example are they male/ female, young/ old, rich/ poor etc.!

2. Is the violence mainly physical, sexual, psychological or economic?
3. What is the cause of this type of violence?
4. What are the impacts of this type of violence?
5. How common is this type of violence in Ghana?
6. How often do cases of this type of violence a) Get reported to police b) Come to court?
7. What are the challenges for supporting survivors of this type of violence?

🌟 10' After 20 minutes ask the presenters to present their flipcharts back to the room. Facilitate a discussion based on these presentations. This should consider similarities and differences between the three types of violence. Also the extent to which they overlap.

5' SUM UP



If people find it useful you can share this table as a handout. There is a copy of it in Annex B.

	Intimate partner violence (IPV)	Non-partner sexual violence	Child abuse
Prevalence and patterns	IPV is a significant social problem worldwide, with estimates that 30% of women over the age of 15 have experienced physical or sexual violence by an intimate partner in their lifetime (1). However, the level of violence varies greatly between countries and even within countries.	Sexual violence is a global problem - the global estimate for the proportion of women who have experienced non-partner sexual violence is 7.2% - but levels of violence vary significantly across and within countries (2).	In high-income countries (HICs), the annual prevalence of physical abuse ranges from 4% to 16%. A recent meta-analysis estimates that 18% of women and 7.6% of men worldwide have experienced sexual abuse in childhood (3). In most settings girls typically report rates 2 to 3 times higher than boys in HICs (4), but in some settings boys reports of sexual abuse are higher than girls (2)
Perpetrators	In low and middle-income countries (LMICs), the majority of partner violence is perpetrated by men against women. In higher income countries, a greater proportion of violence appears to be mutual, although the health and social consequences of men's violence remain more severe for women.	The majority of sexual offences are committed by men unknown to the victim, with approximately half being serial offenders. Perpetration of non-partner sexual violence usually starts in adolescence. Data suggests that between 50 - 75% of men who rape do so for the first time as teenagers (5, 4).	The majority of child abuse takes place in the home and in the schools, perpetrated primarily by someone known to the victim. Physical abuse and maltreatment is perpetrated most commonly by parents or caregivers.
Overlap with other forms of violence	Universally, types of violence (sexual, physical, emotional, economic) overlap in relationships, although the patterning of violence varies among countries. In most countries sexual violence usually occurs with physical violence, however in a number of settings in South East Asia sexual violence occurs on its own (5, 6).	There is a strong overlap between the perpetration of non-partner sexual violence and intimate partner sexual violence. There is also a strong overlap between men's perpetration of rape against women and against other men (5).	Types of violence against children and adversity in families frequently overlap. Child abuse also often occurs concurrently with intimate partner violence. This means that researchers must understand family environments that put children at risk rather than studying one type of violence at a time.
Causes and risk factors	No single factor causes partner violence. Violence emerges from the interplay of multiple interacting factors at different levels of the social 'ecology'. Some factors appear consistently potent in their power to elevate risk of partner violence in LMICs - exposure to violence in childhood; presence of community norms that support wife abuse: binge drinking; harmful notions of masculinity and rigid gender roles.	The perpetration of non-partner sexual violence is motivated primarily by sexual entitlement (2). Some factors appear consistently potent in their power to increase risk of non-partner sexual violence in LMICs - adverse childhood experiences, personality disorders, peer influences, delinquency, inequitable ideals of masculinity that emphasise heterosexual performance, and control of women	Different types of violence against children have different constellations of risk and protective factors. However, common risks factors include poverty, approval of corporal punishment, mental health problems, low educational achievement, alcohol and drug misuse, having been maltreated oneself as a child between other family members

Source: <http://www.whatworks.co.za/documents/publications/2-a-summary-of-the-evidence-and-research-agenda-for-what-works/file>

Slide |
 Instructions |
 Remember |
 Framing |
 Discussion |
 Individual Reflection |
 Helpful comments

SESSION 8

Recap of Module 1

SESSION 8

RECAP OF MODULE 1

	SESSION TRAINER	ADD NAME OF TRAINER
	SESSION AIM	Reflection on Module 1
	LOCATION & TIME IN PROGRAM	15.30 – 16.00
	DURATION	30 minutes
	MATERIALS	Index cards, tape/sticky gum, pens.
	PREPARATION	Prepare index cards and stick them under chairs.

WHEN?		WHAT?	WHO?
15.30 - 15.35	5'	Introduction	ADD NAME OF TRAINER
15.35 - 15.55	20'	Revisiting key terminology	
15.55 - 16.00	5'	Summing up Module 1	

5' INTRODUCTION

 As a trainer, you should decide yourself, how you want to sum up Module 1. This is one suggestion. If people are tired and need to be woken up, you could also have people stand in a ring and provide feedback 'popcorn style' or with a ball where people throw the ball to each other and feedback on what they have learnt.

 In this session we will be summing up what we have learnt in the last two days. We will be doing this by having you look under your seat as the first thing and have a look at the card.

20' REVISITING KEY TERMINOLOGY

 Remember to glue/stick the cards under the chairs of the participants. Key terms that you could use for the cards include:

- Gender Bias
- Gender Equality
- IPV
- GBV
- Domestic Violence
- Sexual Violence

- Economic Violence
- Non-Partner Sexual Violence
- Child Maltreatment
- Domestic Violence against Men

🗨️ Who would like to start describing the concept that they have on their card based on what you have learned yesterday and today and also reflect on how you will use this term to inform your work?

♥️ Trainer picks participants randomly based on who indicates that they want to speak. It might be useful to choosing a participant that the trainer will know will be concrete, speak relatively fast and who can ‘set the tone’ for the exercise.

🚩 If participants are shy and not raising their hands, remember to ask encouragingly ‘anyone else who would like to share?’ Finish the exercise by appreciating what the participants have shared and let them know that it appears like they have gained a lot of knowledge.

5’ SUMMING UP MODULE 1

🗨️ Sum up Module 1 by highlighting some of the key aspects that were covered including:

- Being introduced to key gender concepts
- Explored personal biases and differences between contexts within Ghana
- Referred to international practices and work as well as exploring gender equality within the Ghanaian context including national frameworks, legislation and institutions working on gender equality, institutions
- Understanding how to be more gender sensitive and gaining a broader understanding of women’s rights as human rights
- Finally, we have been introduced to key concepts including GBV, VAWG, domestic violence, IPV, child maltreatment, non-partner Sexual Violence and practiced distinguishing between the different types of violence, their prevalence rates, perpetrators, drivers and risk factors and how they overlap.

♥️ Remember to tell the participants that there will be an overall evaluation of Module 1 at the end of Module 2, so they should remember and note down what particular aspects of the module really worked well for them, and which aspects could be improved.

ANNEX A

List of referral services in Ghana

ANNEX A: LIST OF REFERRAL SERVICES IN GHANA

NAME	CONTACT ADDRESS/ CONTACT PERSON	SERVICES PROVIDES
Domestic Violence Victims Support Unit of Ghana Police Service	<ul style="list-style-type: none"> • Head office located at Ministries Accra • Regional Office in each regional capital • District offices in selected Districts • Contact the officer in charge: 0244 507719 	<ul style="list-style-type: none"> • Criminal prosecution of offenders • Can assist with application for protection orders • Counselling
The Ark Foundation Crisis Centre in collaboration with Centre for Trauma Relief and Prevention (CETRAP)	ECOMOG Road, Haatso P. O. Box AT 1230, Achimota Tel./Fax – 021-511610/511382 e-mail: arkgh@yahoo.co.uk www.arkfoundationgh.org Attn: Executive Director	<ul style="list-style-type: none"> • Crisis response • Hotline – 0243 777773 • Counselling • Temporary shelter services • Advocacy
FIDA Legal Services	Madina, Accra Tel: 0302-229283 Attn: Executive Director	<ul style="list-style-type: none"> • Legal aid services • Counselling • Mediation • Advocacy
Legal Resources Centre	Dworwulu, Accra Accra Tel.: 0302 766756 Attn.: Executive Director	<ul style="list-style-type: none"> • Crisis response • Counselling • Advocacy

NAME	CONTACT ADDRESS/ CONTACT PERSON	SERVICES PROVIDES
<p>Commission on Human Rights and Administrative Justice (CHRAJ)</p> <p>National Legal Aid Scheme</p>	<p>Head office in Accra, Email: info@chraj.gov.gh www.chraj.gov.gh</p> <p>Contact officers in charge of Regional Offices located in each regional capital and District offices in most Districts</p> <p>Head office, Accra- 0302-669220</p> <p>It has offices in all the regions and most District Capitals in Ghana</p>	<ul style="list-style-type: none"> ● Provides legal advice to survivors ● Mediates on child maintenance cases ● Provides legal aid to survivors ● Mediates on cases referred
<p>Gender and Human Rights Documentation Centre</p>	<p>Nyaniba Estates, Accra Hotline on GBV 056 1113121</p>	<ul style="list-style-type: none"> ● Hotline services ● Advocacy ● Training ● COMBAT teams in selected Districts

ANNEX B

Handouts

ANNEX B: HANDOUTS

For Day 1 Session 3: Gender Bias

CHARACTERS	ADJECTIVES	MALE OR FEMALE?
1. Nurse		
2. Circuit Court Judge		
3. School Principal		
4. Primary care-taker for four children		
5. Village Chief		
6. Bishop or Imam		
7. Politician		
8. Street hawker		
9. Lawyer		
10. Person Living with HIV/AIDS		

For Day 2: Session 5 Gender Sensitivity – Gender Equality Timeline

PLEASE NOTE: If participants have internet available you only need to print out the title of the events. If they do not have internet then you need to print out the title of the event as well as the description so that they can match them together.

(EXAMPLE)

1945 UN CHARTER

The inclusion of women's rights in the UN Charter resulted from pressure from the handful of women delegates attending the Charter Conference. They demanded that the Preamble to the UN Charter change from 'equal rights among men' to read 'equal rights among men and women'.

- **1948 Universal Declaration of Human Rights**
- **1966 UN International Covenant on Economic Social and Cultural Rights**
- **1975 1st UN Conference on Women**
- **1979 Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)**
- **1981 African Charter on Human and People's Rights – Article 18.3**
- **1981 First International Day of the Elimination of Violence against Women**
- **1985 World Conference on Women, Nairobi – 'Nairobi Forward Looking Strategies'**
- **1990 UN Convention on Rights of the Child.**
- **1992 Ghana's Constitution Established**
- **1993 UN Declaration on Elimination of VAW**
- **1994 Republic of Ghana Criminal Code Article 69A – makes FGM a second degree felony**
- **1994 African Platform for Action on Women – Dakar Declaration**
- **1995 Beijing Declaration and Platform for action**
- **1999 African Charter on Rights and Welfare of the Child**
- **2000 Millennium Development Goal 3**
- **2003 Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa (Maputo Protocol)**
- **2007 Republic of Ghana Domestic Violence Act**
- **2015 Sustainable Development Goal 5**

A milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (**General Assembly resolution 217 A**) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

A multilateral treaty adopted by the United Nations General Assembly on 16 December 1966, and came in force from 3 January 1976. It commits its parties to work toward the granting of economic, social, and cultural rights (ESCR) to the Non-Self-Governing and Trust Territories and individuals, including labour rights and the right to health, the right to education, and the right to an adequate standard of living. As of September 2018, the Covenant has 169 parties. A further four countries, including the United States, have signed but not ratified the Covenant.

A conference convened in Mexico City to coincide with the 1975 International Women's Year, observed to remind the international community that discrimination against women continued to be a persistent problem in much of the world.

The Conference, along with the United Nations Decade for Women (1976-1985) proclaimed by the General Assembly five months later at the urging of the Conference, launched a new era in global efforts to promote the advancement of women by opening a worldwide dialogue on gender equality.

Adopted in 1979 by the UN General Assembly, it is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as “...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.”

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- i. to incorporate the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- ii. to establish tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- iii. to ensure elimination of all acts of discrimination against women by persons, organizations or enterprises.

An international human rights instrument that is intended to promote and protect human rights and basic freedoms in the African continent. It emerged under the aegis of the Organisation of African Unity (since replaced by the African Union) which, at its 1979 Assembly of Heads of State and Government, adopted a resolution calling for the creation of a committee of experts to draft a

continent-wide human rights instrument, similar to those that already existed in Europe (European Convention on Human Rights) and the Americas (American Convention on Human Rights). This committee was duly set up, and it produced a draft that was unanimously approved at the OAU's 18th Assembly held in June 1981, in Nairobi, Kenya. Pursuant to its Article 63 (whereby it was to "come into force three months after the reception by the Secretary General of the instruments of ratification or adherence of a simple majority" of the OAU's member states, the African Charter on Human and Peoples' Rights came into effect on 21 October 1986– in honour of which 21 October was declared "African Human Rights Day".

Women's activists have marked 25 November as a day against violence since 1981. This date came from the brutal assassination in 1960, of the three Mirabal sisters, political activists in the Dominican Republic, on orders of Dominican ruler Rafael Trujillo (1930-1961).

On 20 December 1993 the General Assembly, by resolution 48/104, adopted the Declaration on the Elimination of Violence against Women.

In this context, in 1999 the United Nations General Assembly designated 25 November as the International Day for the Elimination of Violence against Women, and invited governments, international organizations and NGOs to organize on that day activities designed to raise public awareness of the problem.

Took place between 15 and 26 July 1985 in Nairobi, Kenya, as the end-decade assessment of progress and failure in implementing the goals established by the World Plan of Action from the 1975 inaugural conference on women as modified by the World Programme of Action of the second conference. Of significance during the conference was the end result of the Forward-looking Strategies for the Advancement of Women being adopted by consensus, unlike the previous two conferences. The conference marked the first time that lesbian rights were introduced in a UN official meeting and the turning-point for violence against women to emerge from being a hidden topic into one which needed to be addressed. Recognizing that the goals of the Decade for Women had not been met, the conference recommended and the General Assembly approved on-going evaluation of women's achievements and failures through the year 2000.

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entered into force on 2 September 1990.

The Convention is the most widely ratified human rights convention. The Convention deals with the child-specific needs and rights.

There are specific protection rights in the Convention which include protection from all forms of child abuse, neglect, exploitation and cruelty.

Articles 34 and 35 of the Convention say governments should protect children from all forms of sexual exploitation and abuse and take all possible measures to ensure children are not abducted, sold or trafficked.

The provisions in the Convention are augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

To this date, 194 countries have ratified the Convention, including every member of the United Nations except the United States. Somalia has currently not ratified it, but its government announced that it would shortly do so.

The supreme law of the Republic of Ghana. It was approved on 28 April 1992 through a national referendum after 92% support. It defines the fundamental political principles, establishing the structure, procedures, powers and duties of the government, structure of the judiciary and legislature, and spells out the fundamental rights and duties of citizen. In chapter Five Fundamental Human Rights and Freedoms 12. (2) it states that Every person in Ghana, whatever his race, place of origin, political opinion, colour, religion, creed or gender shall be entitled to the fundamental human rights and freedoms of the individual contained in this Chapter but subject to respect for the rights and freedoms of others and for the public interest.

Became the first international instrument explicitly addressing violence against women, providing a framework for national and international action. It defines violence against women as any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

The Constitution of Ghana provides for protection of women and girls against FGM. Article 26.2 states that “all customary practices which dehumanize or are injurious to the physical and mental well-being of a person are prohibited”.

The Constitution also contains a statement of its government policy through article 39.2: “... traditional practices which are injurious to the health and well-being of the person are abolished...”

The Criminal Code was amended in 1994, including FGM as a second-degree felony. Article 69A provides that:

1. Whoever excises, infibulates or otherwise mutilates the whole or any part of the labia minora, labia majora and the clitoris or another person, commits an offence and shall be guilty of a second-degree felony and liable on conviction to imprisonment or not less than 3 years.
2. For the purposes of this section, “excise” means to remove the prepuce, the clitoris and all or part of the labia minora; “infibulate” includes excision and the additional removal of the labia majora. Additionally, the Criminal Code Amendment Act 1998 (Act. 554), an Act to amend the 1960 Criminal Code, increases age of criminal and sexual responsibility, includes specific offence of indecent assault and revises provisions regarding sexual offences.

Shortcomings and gaps that hinder the law’s effectiveness were identified and a bill was drafted to further amend Section 69A of the 1994 Criminal Code. In 2007, Parliament amended the criminal code to include the offence of FGM. The law attracts a penalty of five to ten years imprisonment for FGM offenders. The 2007 amended Article 69A states: “Whoever carries out female genital mutilation and excises, infibulates or otherwise mutilates the whole or any part of the labia minora, labia

majora and the clitoris of another person commits an offence, and is liable on summary conviction to imprisonment for a term of not less than five years and not more than ten years.

A synthesis of regional perspectives and priorities as well as a framework for action for the formulation of policies and implementation of concrete and sustainable programs for the advancement of women. It is developed in consonance with the Nairobi Forward-looking Strategies, the Abuja Declaration and the Kampala Action Plan. The Platform for Action aims to accelerate the social, economic and political empowerment of all women at all levels and at all stages of their lives.

Adopted at the UN's Fourth World Conference on Women, it addresses 12 critical areas of concern to women globally. It is an agenda for women's empowerment aiming to remove all the obstacles to women's active participation in all spheres of public and private life through ensuring women a full and equal share in economic, social, cultural and political decision-making. This means that the principle of shared power and responsibility should be established between women and men at home, in the workplace, and in the wider national and international communities. Equality between women and men is a matter of human rights and a condition for social justice. It is also a necessary and fundamental prerequisite for equality, development and peace. To this end, governments, the international community and civil society, including non-governmental organisations and the private sector, are called upon to take strategic action in the following 12 critical areas of concern:

- i. Women and poverty
- ii. Education and training of women
- iii. Women and health
- iv. Violence against women
- v. Women and armed conflict
- vi. Women and the economy
- vii. Women in power and decision-making
- viii. Institutional mechanisms for the advancement of women
- ix. Human rights of women
- x. Women and the media
- xi. Women and the environment and xii. The girl-child

Was adopted by the Organisation of African Unity (OAU) in 1990 (in 2001, the OAU legally became the African Union) and was entered into force in 1999. Like the United Nations Convention on the Rights of the Child (CRC), the Children's Charter is a comprehensive instrument that sets out rights and defines universal principles and norms for the status of children. The ACRWC and the CRC are the only international and regional human rights treaties that cover the whole spectrum of civil, political, economic, social and cultural rights.

It calls for the creation of an African Committee of Experts on the Rights and Welfare of the Child (Committee of Experts). Its mission is to promote and protect the rights established by the ACRWC, to practice applying these rights, and to interpret the disposition of the ACRWC as required of party states, African Union (AU) institutions, or all other institutions recognized by AU or by a member state.

The United Nations Millennium Development Goals are eight goals that all 191 UN member states have agreed to try to achieve by the year 2015. The United Nations Millennium Declaration, signed in September 2000 commits world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs are derived from this Declaration, and all have specific targets and indicators. Goal 3 was to Promote gender equality and empower women with the target to eliminate gender disparity in primary and secondary education by 2005, and in all levels of education by 2015

Better known as the Maputo Protocol, guarantees comprehensive rights to women including the right to take part in the political process, to social and political equality with men, improved autonomy in their reproductive health decisions, and an end to female genital mutilation.[2] As the name suggests, it was adopted by the African Union in the form of a protocol to the African Charter on Human and Peoples' Rights in Maputo, Mozambique.

Ghana enacted the Domestic Violence Act, 2007. The Act provides protection to victims of domestic violence, defines domestic violence, prohibits domestic violence, and illustrates the role of police in protecting domestic violence victims.

In 2015, countries adopted the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. Goal 5 is Achieve gender equality and empower all women and girls Goal 5 targets include:

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decisionmaking in political, economic and public life
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women and Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

For Day 2: Session 7: Introduction to GBV

Match the term to the description

1. Gender Based Violence	a. The forceful engagement of another person in a sexual contact which includes sexual conduct that abuses, humiliates or degrades the other person or otherwise violates another person's sexual integrity or a sexual contact by a person aware of being infected with human immunodeficiency virus (HIV) or any other sexually transmitted disease with another person without that other person being given prior information of the infection;
2. Violence against women and girls	b. All acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit, irrespective of biological or legal family ties, or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence as the victim
3. Domestic Violence	c. The delivery of spousal or domestic abuse by the female party on the male involved in the relationship. Although the generic example or notion of domestic violence involves the male inflicting pain on the woman, domestic violence against men is fairly common, especially in a non-physical fashion.
4. Intimate Partner Violence	d. The abuse and neglect that occurs to children under 18 years of age. It includes all types of physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation, which results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. Exposure to intimate partner violence is also sometimes included as a form of this type of abuse.
5. Physical Abuse	e. The deprivation or threatened deprivation of economic or financial resources which a person is entitled to by law, the disposition or threatened disposition of moveable or immovable property in which another person has a material interest and hiding or hindering the use of property or damaging or destroying property in which another person has a material interest; and
6. Sexual Abuse	f. Sexual harassment and intimidation by inducing fear in another person; and behaviour or conduct that in any way (i) harms or may harm another person, (ii) endangers the safety, health or well-being of another person, (iii) undermines another person's privacy, integrity or security, or (iv) detracts or is likely to detract from another person's dignity and worth as a human being.

For Day 2: Session 7: Introduction to GBV (Cont'd)

Match the term to the description

7. Emotional, verbal or psychological abuse	g. A violation of human rights and a form of discrimination against women. Means all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life.
8. Economic Abuse	h. A pattern of assaultive and coercive behaviours, including physical, sexual and psychological acts, as well as economic coercion, which adults or adolescents may use against their intimate partners without their consent. Intimate partners refer to former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. The resulting feelings of shame, fear and helplessness lead to low levels of reporting and, subsequently, relatively few convictions. The largest burden of intimate partner violence is inflicted by men against their women partners.
9. Harassment	i. Any conduct that makes another person feel constantly unhappy, miserable, humiliated, ridiculed, afraid, jittery or depressed or to feel inadequate or worthless;
10. Child Maltreatment	j. Violence that is directed against a person because of that person's gender, gender identity or gender expression, or which affects persons of a particular gender disproportionately. It may result in physical, sexual, emotional or psychological harm to the victim, or cause her or him economic loss
11. Domestic Violence Against Men	k. Physical assault or use of physical force against another person including forcible confinement or detention of another person and the deprivation of another person of access to adequate food, water, clothing, shelter, rest, or subjective another person to torture or other cruel, inhuman or degrading treatment or punishment.

FOR DAY 2: SESSION 7: INTRODUCTION TO GBV – INTERSECTION LINES

PLEASE NOTE THERE ARE A TOTAL OF 11 IDENTITIES. IF YOU HAVE MORE THAN 11 PEOPLE YOU WILL NEED TO DUPLICATE. YOU WILL ALSO NEED TO CUT THESE OUT.

- **Homemaker** A Mamprusi woman, 30 years old married for 7 years and has three children. High school education. No work experience. Family lives on the other side of Ghana
- **Prosecutor** A woman, 40 years old, married for 10 years, one child. Lives close to parents and sister – strong relationship with family.
- **Hairdresser** Ntrobo woman, 22 years old, lives with boyfriend and his family. No education. No contact with her parents. She just learned she is pregnant.
- **Project Officer** A Brong woman, 29 years old, works at the Gender Centre in Accra. Just moved in with boyfriend after one year together. Mother is alive, but older and has limited resources.
- **Housekeeper** Immigrant woman from Togo 35 years old. Does not have legal papers to be in Ghana. Lives with boyfriend and his two friends. Left her children in Lomé with parents while working in Kumasi.
- **Unemployed Youth** Teenage Girl, 17 years old, lives in temporary housing. Is in an intimate relationship with a community elder. No schooling, no education and no ID.
- **Taxi Driver** Ada man, 57 years old, disability that requires walking with a stick/cane, married for 30 years. Three children, all moved out. Wife is an alcoholic.
- **Teacher** An Ashanti man, 32 years old, teaches history at the local high school. Married but having an affair with another woman who is now pregnant with his child. Already has one child with his wife. Wife's parents are influential and have money.
- **Administrative Assistant** An Akwapim woman, 34 years old, works at the US Embassy and married to an American. He wants children and she is unable to get pregnant.
- **Grandmother** Kobo widow, 68 years old. Husband and one son killed in a traffic accident. Other son is angry and uses drugs, steals her money or threatens her for money.
- **Boy** Guan boy aged 10, lives with his grandmother and younger sister. His mother is dead and his father has left the family. Goes to school.

For Day 2: Session 7: Introduction to GBV

<p>Prevalence and patterns</p>	<p>IPV is a significant social problem worldwide, with estimates that 30% of women over the age of 15 have experienced physical or sexual violence by an intimate partner in their lifetime (1). However, the level of violence varies greatly between countries and even within countries.</p>	<p>Sexual violence is a global problem - the global estimate for the proportion of women who have experienced non-partner sexual violence is 7.2% - but levels of violence vary significantly across and within countries (2).</p>	<p>In high-income countries (HICs), the annual prevalence of physical abuse ranges from 4% to 16%. A recent meta-analysis estimates that 18% of women and 7.6% of men worldwide have experienced sexual abuse in childhood (3). In most settings girls typically report rates 2 to 3 times higher than boys in HICs (4), but in some settings boys reports of sexual abuse are higher than girls (2)</p>
<p>Perpetrators</p>	<p>In low and middle-income countries (LMICs), the majority of partner violence is perpetrated by men against women. In higher income countries, a greater proportion of violence appears to be mutual, although the health and social consequences of men's violence remain more severe for women.</p>	<p>The majority of sexual offences are committed by men unknown to the victim, with approximately half being serial offenders. Perpetration of non-partner sexual violence usually starts in adolescence. Data suggests that between 50 - 75% of men who rape do so for the first time as teenagers (5, 4).</p>	<p>The majority of child abuse takes place in the home and in the schools, perpetrated primarily by someone known to the victim. Physical abuse and maltreatment is perpetrated most commonly by parents or caregivers.</p>
<p>Overlap with other forms of violence</p>	<p>Universally, types of violence (sexual, physical, emotional, economic) overlap in relationships, although the patterning of violence varies among countries. In most countries sexual violence usually occurs with physical violence, however in a number of settings in South East Asia sexual violence occurs on its own (5, 6).</p>	<p>There is a strong overlap between the perpetration of non-partner sexual violence and intimate partner sexual violence. There is also a strong overlap between men's perpetration of rape against women and against other men (5).</p>	<p>Types of violence against children and adversity in families frequently overlap. Child abuse also often occurs concurrently with intimate partner violence. This means that researchers must understand family environments that put children at risk rather than studying one type of violence at a time.</p>
<p>Causes and risk factors</p>	<p>No single factor causes partner violence. Violence emerges from the interplay of multiple interacting factors at different levels of the social 'ecology'. Some factors appear consistently potent in their power to elevate risk of partner violence in LMICs - exposure to violence in childhood; presence of community norms that support wife abuse: binge drinking; harmful notions of masculinity and rigid gender roles.</p>	<p>The perpetration of non-partner sexual violence is motivated primarily by sexual entitlement (2). Some factors appear consistently potent in their power to increase risk of non-partner sexual violence in LMICs - adverse childhood experiences, personality disorders, peer influences, delinquency, inequitable ideals of masculinity that emphasise heterosexual performance, and control of women</p>	<p>Different types of violence against children have different constellations of risk and protective factors. However, common risks factors include poverty, approval of corporal punishment, mental health problems, low educational achievement, alcohol and drug misuse, having been maltreated oneself as a child between other family members</p>

ANNEX C

Additional resources

ANNEX C: ADDITIONAL RESOURCES

Gender Centre Combat training manual (Available on Request from the Gender Centre)

Harvard Implicit Association Test <https://implicit.harvard.edu/implicit/education.html>

Judicial Services of Ghana and UNICEF (2017). *Children Before the Courts in Ghana: A move towards child-friendly justice*

UNICEF and Ghana Ministry of Gender, Children and Social Protection (2015) Investing in Children Earns Huge Dividends - July 2015 Report

UNICEF and Ghana Ministry of Gender, Children and Social Protection (2015) Justice for Children Policy



JUDICIAL SERVICE
OF GHANA

TRAINING MANUAL

GENDER-BASED VIOLENCE TRAINING FOR CHILD-FRIENDLY GBV COURTS IN GHANA

MODULE 1: GENDER SENSITIVITY



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