



THE REPUBLIC OF GHANA



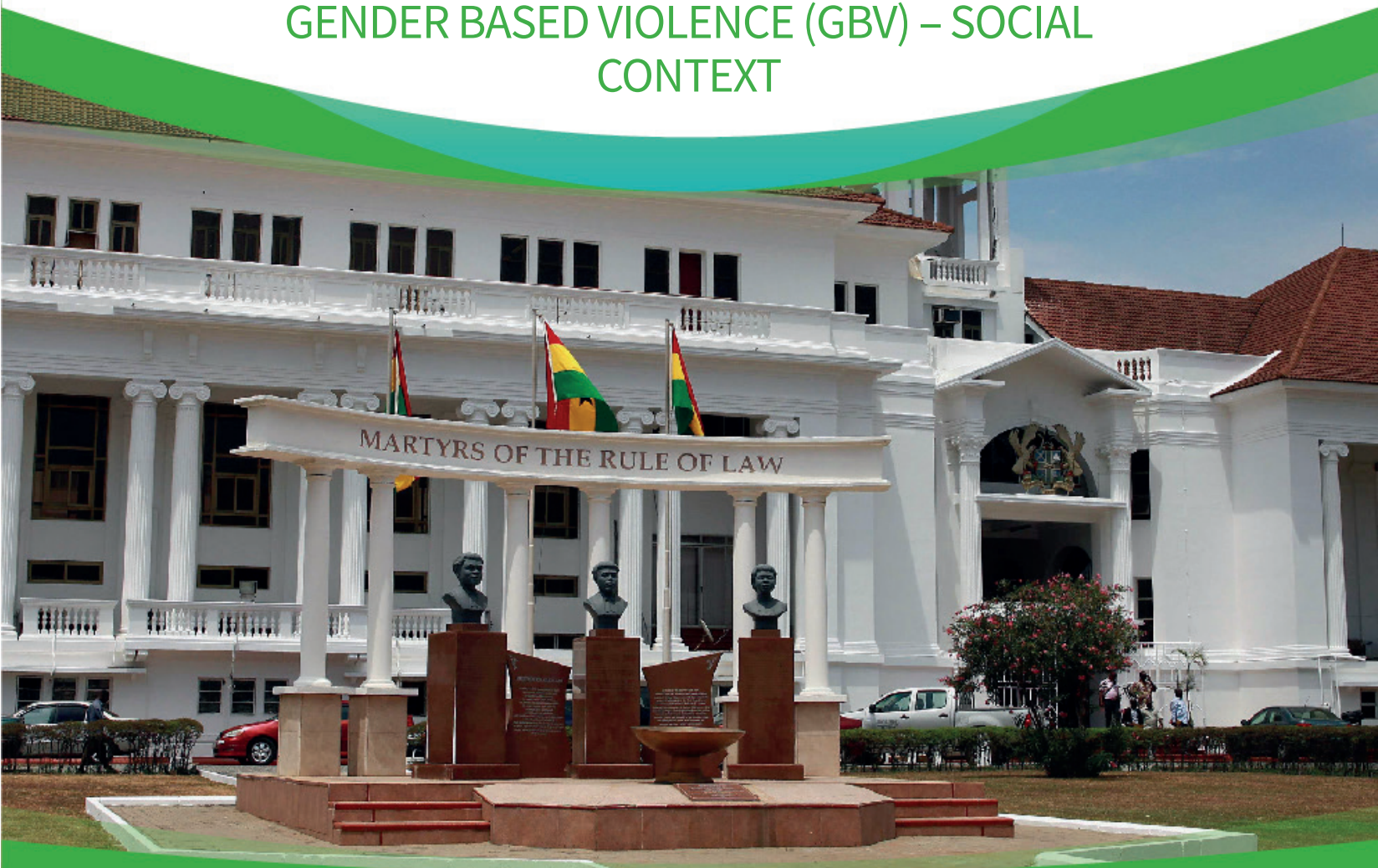
JUDICIAL OF GHANA

GENDER BASED VIOLENCE TRAINING MANUAL

TRAINING MODULE FOR GENDER BASED VIOLENCE COURTS IN GHANA

MODULE 2

GENDER BASED VIOLENCE (GBV) – SOCIAL CONTEXT



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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Danida Fellowship Centre

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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
MGCSP	Ministry of Gender Children and Social Protection
NGO	Non-Governmental Organisation
PPT	PowerPoint Presentation
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

Acknowledgements

Module 2 forms part of a Training Manual made up of four modules developed for the Judicial Training Institute in Ghana and funded by the Danish Embassy of Ghana through the Danida Fellowship Centre. 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 between February – June 2018. This included piloting Modules 1 + 2 with 16 judges and administrative staff in April 2018 and piloting Modules 3 + 4 in June 2018. 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 as trainers for Module 4 Dorcas Amartey (JTI staff), Gifty Preko, Grace Tetteyfiio, Ustarz Hamza and Frederick Baidoo (all from Judicial Service).

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.

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RESOURCES

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

- BBC (2018). Who is Judge Rosemarie Aquilina
- Ghana Statistical Service (GSS), Ghana Health Service (GHS), and ICF Macro. (2009). Ghana Demographic and Health Survey 2008. Accra, Ghana: GSS, GHS, and ICF Macro.
- Ghana Statistical Service, Ghana Health Service and ICF International (2015). Ghana Demographic and Health Survey 2014, Rockville, Maryland, United States of America (DHS Final Reports No. FR307): GSS and GHS, and ICF International (GDHS 2014)

- Institute of Development Studies (IDS), Ghana Statistical Services (GSS) and Associates (2016). Domestic Violence in Ghana: Incidence, Attitudes, Determinants and Consequences, Brighton: IDS.
- MGCSP/UNICEF (2015). Real Economic Costs of Child Abuse in Ghana: Budgeting to Protect Ghana's Children
- Norway's Politiet and Council of Europe (2016). Preventing and Combating Domestic Violence Against Women – A Learning Resource for Training Law Enforcement and Police Officers
- Resource Centre for Women MARTA, Preventing Secondary Victimization in Domestic Violence
- Restless Development Sierra Leone (2013). Gender Based Training Manual
- The Women's Manifesto for Ghana, (2004). The Coalition on the Women's Manifesto for Ghana
- UNICEF, (2014). Hidden in Plain Sight
- WHO (2013). Violence Against Women: Global Picture Health Response

Images

Several of the icons used in the PowerPoint presentations were taken from www.nounproject.com. These include icons by Louis Prado, Chanut is Industries, Deemak Daksina, IGan Koon Lay, Some images were also taken from www.pexels.com

Films

What Works Stopping Violence Before it Starts

Instructions for Using this Manual

Module 2 is a two-day course intended as an introduction to concepts of Gender-Based Violence in the Social Context. Trainers should use this manual as a guide and adapt it to their specific circumstance and the participants that they have attending their training. Each of the sessions has an indication of how long each sub-section should be. 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 2 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 2

Gender Based Violence - Social Context

MODULE 2 – GENDER BASED VIOLENCE - SOCIAL CONTEXT

	SESSION TRAINER	ENTER NAMES OF TRAINERS
✓	LEARNING OBJECTIVES	<p>Participants will gain a basic understanding of GBV, including on global and local prevalence rates, drivers and the most common types of GBV in Ghana.</p> <ul style="list-style-type: none"> • Identify the causes, types, prevalence rates and impact of GBV at a global level and in Ghana, with particularly attention to violence perpetrated against women and girls • Understand the barriers to reporting GBV and the amount of time and money it costs to report it as a survivor • Understand what existing data exists on types of GBV cases taken to court in Ghana • Be able to identify the number of institutions and organisations that offer services for survivors of GBV and the procedure for reporting GBV in Ghana • Understand how to care for oneself whilst supporting GBV survivors • Understand the concept of ‘secondary victimization’ and how to ensure a survivor-centred approach.
	LOCATION & TIME IN PROGRAM	ENTER LOCATION AND TIME
	DURATION	2 Days
	MATERIALS	Flipcharts, markers, PPT and Projector, sticky notes
	PREPARATION	Preparation needed to conduct the session

AGENDA

MODULE 2: GENDER-BASED VIOLENCE (THE SOCIAL CONTEXT)

DAY 1

08.30 - 09.00	REGISTRATION
09.00 - 09.15	INTRODUCTION TO MODULE 2
09.15 - 10.45	SESSION 1: GENDER BASED VIOLENCE AND ITS IMPACT
10.45 - 11.00	MORNING BREAK
11.00 - 13.00	SESSION 2: GBV IN GHANA – PREVALANCE RATES, AVAILABILITY OF DATA, TYPES AND IMPACT
13.00 - 14.00	LUNCH BREAK
14.00 - 15.30	SESSION 3: GBV IN GHANA – REPORTING AND REFERRAL
15.30 - 16.00	SESSION 4: REFLECTION AND SELF-CARE

DAY 2







08.30 - 09.00	REGISTRATION
09.00 - 10.45	SESSION 5: SECONDARY VICTIMISATION OF SURVIVORS
10.45 - 11.00	MORNING BREAK
11.00 - 13.00	SESSION 6: PROTECTING SURVIVORS AND WITNESSES IN COURT
13.00 - 14.00	LUNCH BREAK
14.00-15.15	SESSION 7: SELF-CARE
15.00-16.00	SESSION 8: RECAP OF MODULE 2 AND EVALUATION

SESSION 1

GBV and its Impact

SESSION 1


GBV AND ITS IMPACT


	SESSION TRAINER	ADD TRAINERS' NAMES
	SESSION AIM	As a result of this session, participants will be better able to: <ul style="list-style-type: none">• Identify the causes, types and impact of GBV• Understand the barriers to reporting GBV and the amount of time and money it costs to report it as a survivor
	LOCATION & TIME IN PROGRAM	ENTER LOCATION AND TIME
	DURATION	1 hour 45 minutes
	MATERIALS	List of referral services for location where workshop is being held, Film, Problem Tree Templates
	PREPARATION	List of referral services for location where workshop is being held, Problem Tree Templates, Small prize for quiz e.g. sweets

10' INTRODUCTION TO MODULE 2




1.1 Module 2: Day 1 & 2

 Remind the participants of ethical issues – referral card (Annex 1), stepping outside, speaking to one of us. It is likely that someone in the group that you are training has either experienced GBV either directly or has supported someone close to them that has, so take time to explain the support available to them.

 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.

 Go through Module 2 using the PPT slide. It will not specifically focus on GBV Courts in Ghana as these will be addressed in Module 3, which is a three day training for staff specifically working in GBV courts.

Notes:


- Module 2 covers: Types, causes and effects of GBV. Barriers to reporting; survivor-centred approach; self-care
- The role of the GBV court - covered in Module 3.
- Objectives Module 2
- Understand the causes, types and impact of GBV at a global level
- Understand the specific types of GBV in Ghana perpetrated against women and girls, particularly domestic violence
- Understand the barriers to reporting GBV and the amount of time and money it costs to report it as a survivor



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


- Be able to identify a number of institutions and organisations that offer services for survivors of GBV in the Ghanaian context.
- Understand how to care for oneself whilst supporting GBV survivors
- Understand the concept of ‘secondary victimization’ and how to ensure a survivor-centred approach.

10’ QUIZ: RECAP FROM MODULE 1

 For this session we would like you to get into groups of 3, with people from different occupations – for example, in each group there should be 1 judge, 1 registrar and 1 administrator.

We will first give you a number from 1-5, then all the number 1s should sit together, then the number 2s and then number 3s etc. ADAPT THIS DEPENDING ON THE NUMBER OF PARTICIPANTS IN THE ROOM.

1.2 Recap from Module 1


 This session will begin with a quiz to refresh everyone’s memories on the GBV session in Module 1. Tell participants that you will ask them 8 questions and that they should write their answers down on a piece of paper. Once they have finished the questions, they should pass the answers onto another group to mark. First ask people to volunteer the answers. Then read out the correct answers. The group with the most correct will get a prize!

The questions and answers are below.

QUESTIONS	ANSWERS
<ol style="list-style-type: none"> 1. What is GBV? 2. What is Domestic Violence? 3. What are the main types of domestic violence? 4. What year as Ghana's Domestic Violence Act adopted? 5. Where does the majority of child abuse take place? 6. What % of women aged 15 or older experience lifetime physical and/ or sexual IPV globally? 7. What % of women aged 15 or older experience lifetime physical and/ or sexual IPV in Africa? 8. How many Ghanaian children under 17 have been physically or emotionally abused according to a 2015 report by the Ghanaian Ministry of Gender, Children and Social Protection and UNICEF? 	<ol style="list-style-type: none"> 1. GBV = 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. 2. Domestic Violence - 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 survivor 3. Physical, sexual, emotional/ psychological and economic violence. 4. 2007 5. The majority of child abuse takes places in the home and at school 6. 30% of women aged 15 or older experience lifetime physical and/ or sexual IPV globally. However, the level of violence varies greatly between countries and even within countries. 7. 37% of women in Africa aged 15 or older experience lifetime physical and/ or sexual IPV 8. Approximately 3.4 million Ghanaian children under 17 have been physically or emotionally abused.

15' FILM: STOPPING VIOLENCE BEFORE IT STARTS

1.3 Film: Stopping the violence before it starts

 Show the film that is embedded in PPT slide 1.3 and then ask what people thought were the main messages from the film and how they think it could be used? If the PPT doesn't work you can try using this link.


<http://www.whatworks.co.za/resources/film-and-audio/item/1-stopping-violence-before-it-starts>

Please note that this is a film developed for a global audience and whilst it has an African perspective, it does not focus on Ghana specifically. You are welcome to use another film if you are want. If you don't have internet access then it is not essential to show the film.

15' Presentation: Impact of GBV & child abuse on survivors

15' PRESENTATION: IMPACT OF GBV & CHILD ABUSE ON SURVIVORS


1.4 – 1.13 Impact of GBV & child abuse on survivors


 You will now present some powerpoint slides on the impact of GBV and child abuse on individuals and society. There are some notes accompanying many of the slides that you should review before you make the presentation. The slides cover the following topics:

- 1.4 Global Prevalence rates of IPV
- 1.5 Disability increases IPV
- 1.6 Data on Child Abuse
- 1.7 Impact of GBV
- 1.8 IPV health impact
- 1.9 Impact of IPV on individual
- 1.10 Impact of IPV on society
- 1.11 Impact on children exposed to domestic violence
- 1.12 Impact of Child Abuse and Neglect – NOW
- 1.13 Impact of Child Abuse + Neglect - LATER

 We will now go through some interesting statistics and information about the impact of GBV at a global level.

25' EXERCISE: PROBLEM TREE


 This exercise allows participants to think more deeply about specific GBV scenarios GBV and think through the causes and consequences using a Problem Tree approach.

 You will need to remember to print out the Problem Tree template for each group (See Annex 2 for a handout) as well as the list of scenarios that you will need to cut out and give one to each group.

1.14 Exercise: Problem tree


PPT 1.14 slide explains the exercise so you should show them this.

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

 In the small groups of 3 that you are already working in, we are going to ask you to draw up a problem tree for a specific scenario regarding how a specific person is experiencing abuse.

Has anyone seen a problem tree before and can tell us how it can be used?

1.15 Exercise: Problem tree Example

 I will now give you an example of a completed Problem Tree: Physical, sexual and emotional abuse of a woman by her husband (SHOW SLIDE 1.15)

We will now give each group a specific scenario. This is the ‘problem’ you will then need to work out the causes and the consequences of this ‘problem’, using the problem tree.


’15 You will have 15 minutes to do this. Once you have completed the problem tree we will move onto the next exercise. You will have a chance to tell us about your problem tree after the second exercise. You can do this on a flipchart or put sticky-notes on the problem tree I have given you.

The problem – different scenarios:

1. Emotional abuse of female worker by male boss in factory
2. Online harassment of a teenage girl by a boy on Facebook
3. Physical abuse of a man by his wife
4. Economic abuse of a woman by her boyfriend
5. Sexual abuse of girl by her stepfather

20’ EXERCISE: THE PATHWAY TO JUSTICE

1.16 Exercise: Pathway to justice

 The final exercise in this session is going to look at the decisions that survivors take with regard to reporting violence and will help us to understand the steps that a survivor would typically go through when seeking redress for a violation.

Stay in the same group of 3.

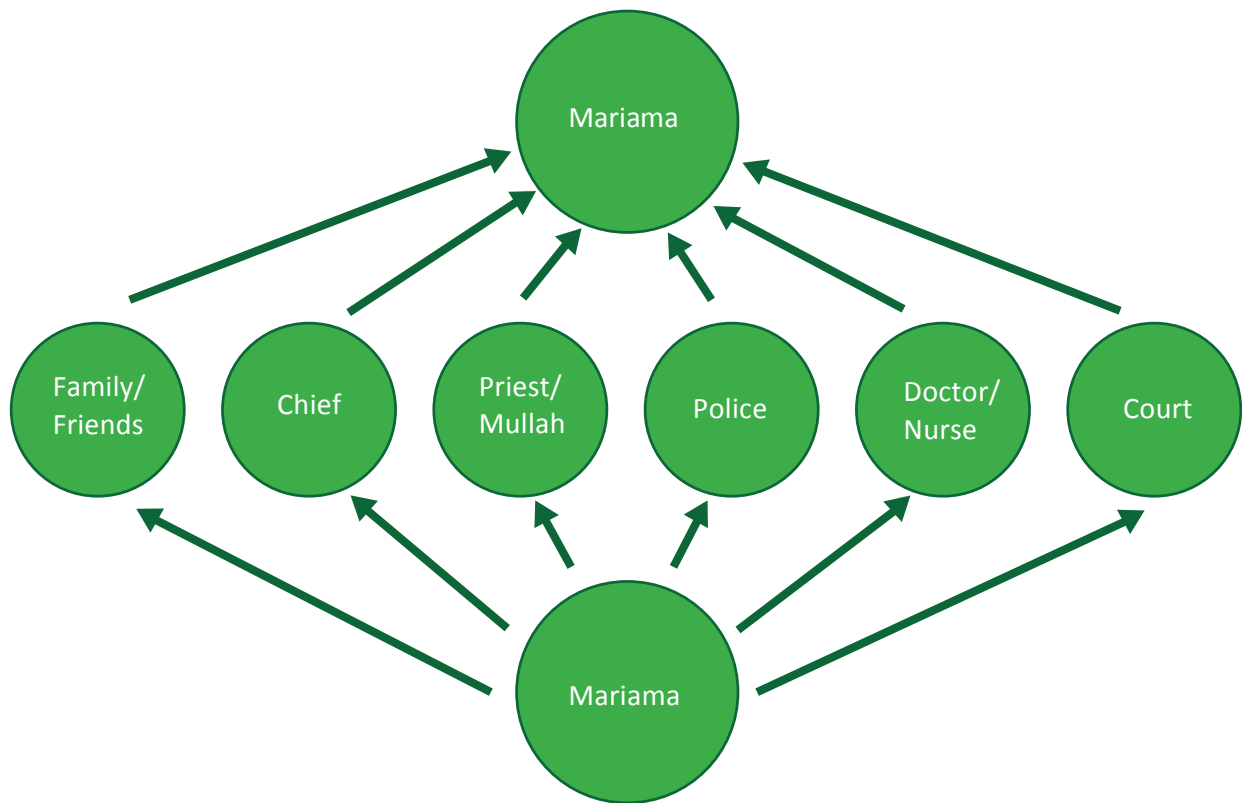
Think about the scenario that you were given in the previous exercise.

Now you are going to think about the pathway to justice.

On a piece of flipchart paper we would like you to draw the path that the survivor in your scenario might take in searching for justice. What friends and family might he/ she speak to? What service providers might they go to? As well as noting the names of the individuals and organisations that they speak to you should also think about how they are likely to respond.


Once you have finished drawing their journey we will ask you to tell us their story.

EXAMPLE



5' SUM UP AND REFLECTION

1.17 Sum up

 Positive Feedback. Ask each group to provide feedback on one of the other groups. E.g. Group 1 provides feedback to Group 2, then Group 2 to Group 3 etc.







The trainer can then sum up the session.

SESSION 2

GBV in Ghana – Prevalence rates,
availability of data etc.

SESSION 2

GBV IN GHANA – PREVALENCE RATES, AVAILABILITY OF DATA ETC.

	SESSION TRAINER	ADD TRAINER NAMES
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> Identify various forms of GBV in Ghana, specifically against women and girls Understand prevalence rates of GBV in Ghana particularly domestic violence Know about existing data on types of GBV cases taken to court Know the cost of GBV to businesses in Ghana
	LOCATION & TIME IN PROGRAM	11.00 – 13.00
	DURATION	2 hours
	MATERIALS	PPT, Handout of Assessing Domestic Violence table, DoWSU Data and MGCSP/UNICEF Report on the Real Economic Costs of Child Abuse in Ghana: Budgeting to Protect Ghana's Children
	PREPARATION	Handout of Assessing Domestic Violence table, Handout of DoWSU Data and MGCSP/UNICEF Report on the Real Economic Costs of Child Abuse in Ghana: Budgeting to Protect Ghana's Children (See Annex 2)

WHEN?		WHAT?	WHO?
11.00 - 11.05	5'	Introduction to session	ADD TRAINER NAMES
11.05 - 11.35	30'	Exercise: To know about specific types of GBV in Ghana perpetrated against women and girls	
11.35 - 12.10	35'	Presentation: To know about prevalence rates of GBV in Ghana particularly domestic violence	
12.10 - 12.30	20'	Exercise and Presentation: To know about existing data on types of GBV cases taken to court	
12.30 - 12.45	15'	Exercise: Life cycle activity on GBV	
12.45 - 12.55	10'	Case Study: The cost of GBV on business in Ghana	
12.55 - 13.00	5'	Sum up	

5' INTRODUCTION

2.1 Introduction

 Introduce the session

- We will be looking at the specific types of GBV that we have in Ghana.
- We will also be looking at available data on the incidence of GBV in Ghana
- We will also be looking at the types of GBV cases handled by the GBV courts
- We will also be looking at the cost of GBV to businesses in Ghana

30' EXERCISE AND PRESENTATION ON SPECIFIC TYPES OF GENDER BASED VIOLENCE IN GHANA

2.2 Assessing domestic violence

 Exercise

Participants should be divided into 3 random groups to consider the following: Why does GBV particularly domestic violence, often goes unrecognized, unreported and denied by some survivors? Discuss it by analysing the different types of violence and their impact and what can be done to address each type. This can be done by filling out the table below that you can provide as handouts. Each group will make a presentation of their findings at plenary.

Assessing domestic violence

Type of violence	Why unrecognised?	Why unreported?	Why denied by survivors?	What can we do about it?
Physical				
Sexual				
Psychological/ Emotional				
Economic				

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



2.3 Types of GBV in Ghana



Presentation On Types Of Gbv In Ghana

1. GBV occurs in the private sphere (at home, within families and in interpersonal relationships) and public spheres (in the workplace, in schools and in the general community) in Ghana.
2. The specific types of GBV that we have in Ghana perpetrated against women and girls are numerous and include the following:
 - Physical – assault, battery, murder including infanticide, child abuse, abduction.
 - Psychological – threats of harm. Verbal abuse, intimidation, false imprisonment, allegations of witchcraft, harassment
 - Sexual – rape, defilement, unnatural carnal knowledge, forced prostitution, indecent assault
 - Economic – deprivation of property, seizure of property, denial of rights to own property, destruction of property, withholding of child support
 - Cultural practices amounting to GBV: includes FGM, Ritual Servitude (Trokosi), harmful widowhood rites, widow inheritance, child marriage, requirements to observe taboos leading to deprivation in several areas by women. The harmful aspect of most of these practices have either been criminalised in the Criminal Offences Act, the Children’s Act or in other laws like the Intestate Succession Act.
 - Social violence - Another type of violence that is not indicated in the Domestic Violence Act currently has been found to be prevalent in a recent study on Domestic Violence in 2016. It includes: intimidation, controlling behaviour, isolation among others.
 - Other examples include human trafficking, coerced sex work etc.



Helpful comments/Things to Remember: We need to recognise what constituted GBV to enable us to advise potential clients at the court.

35’ PRESENTATION: PREVALENCE RATE OF GBV IN GHANA



2.4 Prevalence rate of GBV in Ghana



Take participants thorough the following presentation:

- Data on the prevalence of GBV in Ghana is not easy to come by. Some of the key information available are from the following documents:
- Ghana Statistical Service, Ghana Health Service and ICF Macro (2009), Ghana Demographic and Health Survey 2008 (DHS Final Reports No. FR221), Accra: GSS and GHS, and Calverton, MD: ICF Macro (GDHS 2008) [https://www.dhsprogram.com/pubs/pdf/FR221\[13Aug2012\].pdf](https://www.dhsprogram.com/pubs/pdf/FR221[13Aug2012].pdf)



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

2.5 Prevalence rate of GBV in Ghana

- Ghana Statistical Service, Ghana Health Service and ICF International 2015, Ghana Demographic and Health Survey 2014, Rockville, Maryland, United States of America (DHS Final Reports No. FR307): GSS and GHS, and ICF International (GDHS 2014) <https://www.dhsprogram.com/pubs/pdf/FR307/FR307.pdf>

2.6 Prevalence rate of GBV in Ghana

- Ghana Police Service DoWSU reports on cases reported:
- 2nd Quarter April – June ending 2014 (All Regional Cases Reported)
- 4th Quarter National Report, 2016 on data on cases
- (Available as handout)
- Institute of Development Studies (IDS), Ghana Statistical Services and Associates (2016), Domestic Violence in Ghana: Incidence, Attitudes, Determinants and Consequences, Brighton: IDS (“Ghana Family Life and Health Survey” 2015 (GFLHS) was undertaken by the Ghana Statistical Service and the findings reported as part of the 2016 study on domestic violence) . http://www.statsghana.gov.gh/docfiles/publications/DV_Ghana_Report_FINAL.pdf

2.7 Prevalence rate of GBV in Ghana

- The 2016 study on Domestic Violence adopted a mixed-methods approach. This involved the collection of primary quantitative data through a representative household-level survey of 4,995 individuals, and the collection of qualitative in-depth data on key factors that may explain the incidence of domestic violence in Ghana. Data was collected between April and August 2015. There was high response rates of between 97.6% in the Western region and 99.6% in the Brong Ahafo Region.
- Some of the key findings are as follows:
 - it was indicated that even though the GFLHS 2015 is not comparable to prior surveys of domestic violence in Ghana because it has collected broader data and more in-depth definitions of domestic violence than other surveys, it is however possible to compare the incidence of physical domestic violence experienced by women and men in the two surveys. The results show, when using comparable categories of domestic physical violence among women decreased from 17.2 percent in 2008 to 10.3 percent in 2015. Domestic physical violence among men decreased from 12.7 per cent in 2008 to 11.2 percent in 2015.

2.9 Prevalence rate of GBV in Ghana

- The study found that 27.7 per cent of women and 20 percent of men in Ghana experienced at least one type of domestic violence in the 12 months prior to the survey.
- The most common type of domestic violence reported by women was economic violence (12.8%), followed by social violence (11.6%), psychological violence (9.3%), physical violence (6.0%) and sexual violence (2.5%).
- Using the 2015 GFLHS, the 2016 study on domestic violence revealed some regional differences in Ghana with regard to the trends in the incidence of domestic violence between men and women. Some of the findings were as follows:

2.10 Prevalence rate of GBV in Ghana

Table 48: Regional differences in domestic violence incidence

	SOCIAL VIOLENCE	PHYSICAL VIOLENCE	SEXUAL VIOLENCE	PSYCHOLOGICAL VIOLENCE	ECONOMIC VIOLENCE
Women	Eastern	Eastern Upper East	Central Greater Accra	Central Eastern Ashanti Upper West	Central Greater Accra Volta Ashanti Northern Upper East Upper West
Men	Brong Ahafo Northern Upper East			Eastern Brong Ahafo Upper East	Volta Upper East

Source: Ghana Family Life Survey (GFLS) 2015 and DHS 2008.

Note: Based on results reported in Tables E1 and E2.

2.11 Prevalence rate of GBV in Ghana

- There was no statistically significant difference in the likelihood of domestic violence experienced by women in urban and rural areas.
- The only exception are that women in rural areas were 39% more likely to suffer from economic violence than women in rural areas and men in rural areas were 2.2 times more likely to have experienced physical violence than men living in urban areas.

2.12 Prevalence rate of GBV in Ghana

- Case study from 2014 GHS

On Women's Empowerment and Demographic and Health Outcomes in the 2014 GDHS the summary of the findings are as follows:

- The percentage of currently married employed women who earn cash and make independent decisions about their earnings increased to 6% in 2014 from 58 percent in 2008.
- Seventy-seven percent of women participate in making decisions regarding their own healthcare.
- The percentage of women who agree that a husband is justified in beating his wife for at least one specified reason has dropped – from 37 percent in 2008 to 26 percent in 2014
- Contraceptive use increases with women's empowerment.
- Unmet need for family planning decreases with improvements in women's empowerment.
- Access to antenatal care, delivery assistance from a skilled provider, and postnatal care within the first two days of delivery go up as women's empowerment increases.
- Infant, child and under 5 mortality rates decline with improvements in women's empowerment.
- Only 7 percent of employed women had maternity leave with pay.
- Seventy percent of currently married women in Ghana live in marriages where a price was negotiated and paid for the bride
- On marriage and sexual activity, the summary of finding in the 2014 GDHS are as follows:
 - Marriage age at first marriage increased somewhat between the 2008 and 2014 GDHS surveys, from 19.8 to 20.7 years among women aged 25-49 and from 25.9 years to 26.4 years among men aged 30-59.
 - The proportion of women married by age 15 ranges from 2 percent among women age 15-19 to 11 percent among women age 45-49.

2.13 Prevalence rate of GBV in Ghana

- Ghanaian men marry later than women.
- The proportion of currently married women and men in polygynous unions is on the decline.

Over the last six years, it has decreased from 18 percent to 16 percent among women and from 9 to 7 percent among men age 15-49

- The median age at first sexual intercourse among respondents age 25-49 is lower among women (18.4 years) than men (19.8 years).
- Overall 44 percent of never married men have never had sexual intercourse, as compared with 38 percent of never married women.
- Eleven percent women and 5 percent men age 25-49 had their first sex by age 15, and 44 percent of women and 27 percent of men had their first intercourse by age 18.
- Forty-three percent of women and 40 percent of men age 15-49 were sexually active during the four weeks preceding the survey.

2.14 Prevalence rate of GBV in Ghana

- There are several incidents of rape, defilement, indecent assault and other forms of violence that occurs in most communities in Ghana both urban and rural.
- With regard to violence in the general community or the public sphere women suffer a lot violence nationwide including:

2.15 Prevalence rate of GBV in Ghana

- Sexual harassment takes place in the workplace. Both the one that affects entry into employment and promotions (quid pro quo) and the creation of a hostile environment occurs but for a long time were not reported by survivors. These occurs usually in urban areas where formal employment is predominant.

2.16 Prevalence rate of GBV in Ghana

- Earlier on there was job segregation and women were denied access to some jobs due to their sex. (See the old Labour Decree, 1967 (NLCD 110) that denied women access to work in mines and night work in industrial establishments).
- The law has been changed to remove the discriminatory provisions. (See Labour Act, 2003 (Act 651)

2.17 Prevalence rate of GBV in Ghana


- Female students continue to suffer sexual harassment and defilement from teachers and other staff of schools and other educational institutions.
- Human trafficking with women and children being exploited also exists in Ghana. They are trafficked internally as well as externally.

Discussion:

What are your views on the excerpts from the data on GBV shared from various research undertaken?

20' EXERCISE AND PRESENTATION: DATA ON GBV CASES HANDLED BY THE COURTS

2.18 Exercise: Data on GBV cases

 Group Exercise: Brainstorm session

- What is your knowledge about data on GBV cases handled by the courts?
- Would you like to see data from the GBV Courts analysed separately from GBV cases handled by all Circuit Courts? Or do you think that data from the Circuit Court should be disaggregated by sex generally? State the reasons for your preference.

2.19 Data on GBV cases

 Presentation: Take participants through the following:

- The Judicial Service inaugurated a specialised court at the Circuit Court level called the Gender-Based Violence Courts initially at the Circuit Court in Accra in March 2009 to handle cases relating to GBV. At inception its aim was "...to resolve domestic violence cases in a speedy manner. The Court deals with matrimonial and adoption cases. The Court handles criminal cases including defilement, incest, indecent assault, cases under the Domestic Violence Act and cases involving issues related to children." (Annual Report, 2014/2015). Its jurisdiction is now limited to criminal cases and to other cases if time permits.
- Currently there are four (4) functional GBV courts in Accra, Tema, Kumasi and Takoradi. Six (6) have been designated in the remaining six (6) regions and facilities are being made ready for the GBV court to commence work.
- Cases handled by the GBV courts are mainly criminal in nature and are usually filed under the Criminal Offences Act, 1960 (Act 29), the Domestic Violence Act, 2007 (Act 732), Human Trafficking Act and Children's Act. Some of such cases may also be civil in nature.
- Under the Courts Act, 1993 (Act 459) Circuit Courts have original jurisdiction in criminal matters other than treason, offences triable by indictment and offences punishable by death. The types of cases referred to the GBV court for hearing includes: defilement, domestic violence, child abuse, child marriage, human trafficking, assault and battery.

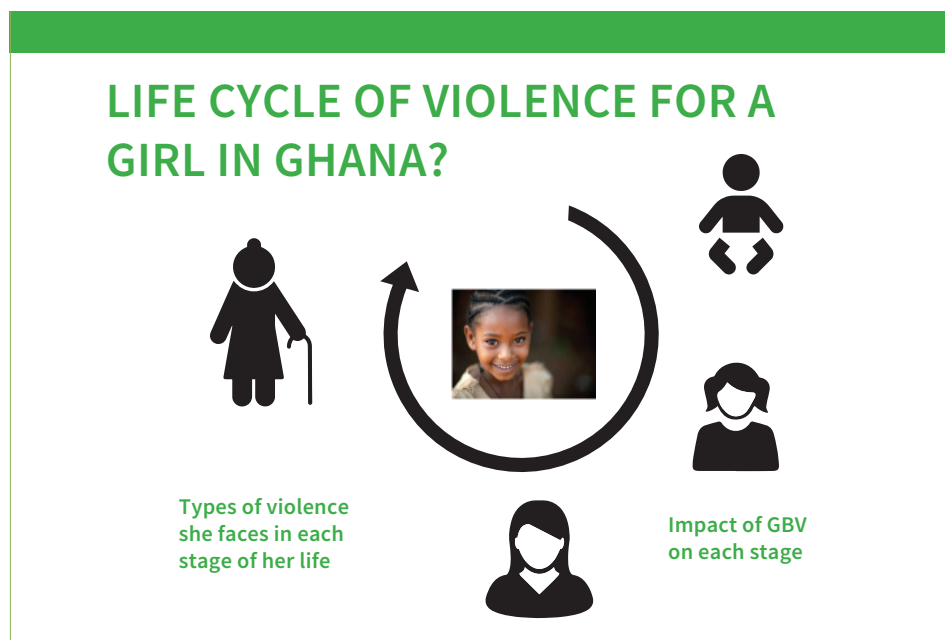
- Under its civil jurisdiction the Circuit Court based GBV Courts have the mandate to hear cases for which claims do not exceed GHS10,000. If the claim being made exceeds this amount then the case has to be referred to the High Court.
- In the Annual Report of the Judicial Service of Ghana published for each legal year there is data on the types of cases that are handled by different courts in Ghana as gathered by the Monitoring and Evaluation Directorate. Caseload Statistics of the Circuit Court in all the regions is included. However it is not disaggregated by sex. The types of cases handled by the GBV Courts has also not been isolated by the Monitoring and Evaluation Division of the Judicial Service. They are now reportedly in the process of getting software to enable them to disaggregate data by sex.

15' EXERCISE: LIFE CYCLE ACTIVITY ON IMPACT OF GBV


2.19 Exercise: Life cycle of violence for a girl in Ghana

* Exercise – Life cycle activity – Split participants into groups (randomly) of 3 or 4. Give each group a large sheet of flip chart paper. Have them draw (they can also use words) the life cycle of violence for a girl and then for a boy in Ghana. State the types of GBV she/he faces when she/he is a child, then an adolescent, then an adult and a very old woman/man. Use one colour for the types and then use another colour to write the impact GBV has on each stage at the following levels – the individual, family, regional, community, government, etc.


2.20 Exercise: Data on GBV cases



2.21 Exercise: Data on GBV cases

 Each group will share its views and comments on the similarities or differences between the experience of a boy and a girl at plenary. Ask participants what they noticed in all the presentations and then you can go into a discussion about the impact.

10' CASE STUDY: THE COST OF GBV TO BUSINESS IN GHANA

 Take participants through the points below

2.22 Case study

- In a study undertaken to ascertain the 'Business Costs of Violence Against Women (VAW): the Case of Ghana' made some interesting findings on the business cost of VAW.
- It acknowledges that despite the recognition of potential costs to businesses, few studies have specifically examined the economic impacts of VAW. However VAW has serious repercussions for the business sector, affecting both male and female employees.

The findings include:

- The prevalence rate of female employees experiencing Intimate Partner Violence (IPV) in the last 12 months was 26%
- 22% of male employees reported being violent towards their partner.
- 3% of employees took time off work to assist a female colleague who experienced violence.
- 19% of employees of employees reported assisting female colleagues experiencing IPV.

2.23 Case study

- The study concluded that VAW is not just a domestic issue within the four walls of the household, it adversely impacts the business sector – key points:
- Results suggest a strong association between domestic violence and productivity impacts for survivors and perpetrators.
- These initial findings suggest that the scale or loss due to VAW arising in the business sector could be significant.
- Investments in mitigating VAW can be beneficial to individual businesses in terms of output and margin through reduction of lost labour hours and through increased productivity of female and male employees.

2.24 Economic cost of child abuse in Ghana

Give out handout of short report on: The Real Economic Costs of Child Abuse in Ghana: Budgeting to Protect Ghana's Children, 2015, a brief by the ministry of Gender Children and Social Protection with support by UNICEF Ghana (see Annex 2 for a copy to print out).

5' SUM UP

2.25 Sum up







 Discussion: What are the key lessons from this session?

SESSION 3

GBV in Ghana – Reporting and referral

SESSION 3

GBV IN GHANA – REPORTING AND REFERRAL

	SESSION TRAINER	ADD TRAINER NAMES
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> Identify a number of institutions and organisations that offer services for survivors of GBV in Ghana Identify the procedure for reporting GBV in Ghana Discuss some of the challenges with reporting
	LOCATION & TIME IN PROGRAM	14.00 - 15.40
	DURATION	1 hour 40 minutes
	MATERIALS	Materials needed
	PREPARATION	Preparation needed to conduct the session

WHEN?		WHAT?	WHO?
14.00 - 14.05	5'	Introduction of session	ADD TRAINER NAMES
14.05 - 14.30	25'	Group Exercise: To identify the referral services available to survivors of GBV	
14.30 - 14.55	25'	Referral services available for survivors	
14.55 - 15.05	10'	Processes for reporting of GBV cases	
15.05 - 15.15	10'	Group Exercise: Knowledge about Domestic Violence Regulations, 2016 (L.I. 2237)	
15.15 - 15.35	20'	Group Exercise: Challenges with reporting GBV cases	
15.35 - 15.40	5'	Sum up	

5' INTRODUCTION


3.1 Introduction

Introduce the session

- We will be looking at a number of referral institutions in Ghana for survivors of GBV
- We will also be looking at the requirements for reporting GBV
- We will discuss some of the challenges with reporting

25' GROUP EXERCISE AND PRESENTATION ON REFERRAL SERVICES FOR GBV SURVIVORS

3.1 Exercise

 10' Exercise – Divide participants into three groups (Judges, Registrars and Administrative staff) to discuss knowledge about referral institutions for GBV survivors. Identify some of the challenges survivors face in the handling of their cases at institutions identified. Each group will report back at plenary.

10' PRESENTATION:

 3.2 – 3.3 National Plan of Action to implement the Domestic Violence Act of 2009 – rural response & Urban response

3.4 Referral institutions

- There are a number of state and non-state referral institutions on GBV in Ghana offering various services to survivors of GBV.

3.5 State institutions

- The state institutions to which GBV cases are referred to include the following: Ghana Police Service & its DoWSU, Department of Social Welfare, medical services, Legal Aid Scheme, Commission on Human Rights and Administrative Justice, Ministry of Gender Children and Social Protection (Domestic Violence Secretariat), National Labour Commission.
- Each of these will be looked at separately identifying challenges with them in assisting survivors.

- Ghana Police Service – Most acts of GBV in the private sphere are crimes and also fall under the Domestic Violence Act. The Police is the first point of call for most survivors. The Domestic Violence Act of 2007 for instance makes provision for police assistance to victims and perpetrators of domestic violence. These include receiving complaints, offering advice about victims’ rights and about services available, helping victims to find a safe refuge if required, and providing assistance with free medical treatment and medical evidence for possible prosecution. Not all of them are however sensitive to the needs of survivors of GBV. The 2016 Domestic Violence study found that they lacked a lot in seeking to meet the needs of victims including private rooms, shelter facilities, counselling services, protection services and advice on prosecution. The report chronicles challenges found in different regions as the time of the GFLHS in 2015.
- Domestic Violence Victim Support Unit (DoVVSU) of the Ghana Police Service – This Unit was established by the Police Service in response to the growing incidence of domestic violence. Formerly known as Women and Juvenile Unit it was renamed WAJU. They have trained officers who see to the needs of survivors. They have offices in all 10 regional capitals and some districts. They however have a lot of challenges with their work. They do not have all the skills and resources needed to meet the needs of survivors, officers who are trained are transferred and replaced with untrained ones. There is therefore the need for continuous training for them. They lack other logistics to enable them to support survivors including temporary shelters and vehicles. In nine out of the ten DoVVSU districts sampled during the GFLHS of 2015, DoVVSU units or available DoVVSU staff did not have appropriate separate offices or offer victims privacy when reporting domestic violence.
- Department of Social Welfare – They have the mandate to assist survivors with rehabilitation and reintegration. They have trained social workers but apart from their ability to provide shelters for abused children they do not have shelters for adult survivors.

3.6 State institutions

- Medical services – Those who have been injured as a result of GBV are sometimes rushed to the hospital for help before complaints are lodged with the Police. They therefore play a key role in addressing the needs of victims. Child Health Units, which are unit piloted by the Ghana Health Service in some medical facilities to assist children who are abused are available in limited places. The unit has rape kits and all that is required to support and treat abused children. However since it is still being piloted it is not available around the country. Under the Domestic Violence Act free medical service is to be provided for survivors who are taken to a medical facility by the Police however this aspiration is yet to be realised. (See section 6 of the Domestic Violence Act)

- Legal Aid Scheme – This is the national legal aid programme that offers legal assistance to indigent persons. Survivors may be referred to them to assist with other civil aspects of GBV cases. They have offices in most regional capitals and in a few districts. The challenge is that they have a limited number of lawyers.
- Commission on Human Rights and Administrative Justice (CHRAJ) – CHRAJ provides legal advice for survivors of GBV and make referrals where necessary. They have offices in many parts of the country and mediate in many matters including claims for child support among others. Decisions taken by CHRAJ have to be enforced in court.

3.7 State institutions

- Ministry of Gender Children and Social Protection – This Ministry is responsible for coordinating all activities relating to GBV. It houses the State institution responsible for the Domestic Violence Management Committee, the Domestic Violence Victims Support Fund and for the setting up of shelters. A number of organisations have handed over shelters for survivors that they put up but they have not been able to operate them. The Ministry however managed to enact the long awaited implementation legislation for the Domestic Violence Act called the Domestic Violence Regulations, 2016 (L.I.). Under the Domestic Violence Regulations, 2016. Under the Domestic Violence Regulations many processes have been outlined to make access to the courts easier, standards have been set up for putting up and monitoring shelters, standards for counsellors have been outlined, means of accessing the Victims of Domestic Violence Support Fund among others. Many people are however not aware of this law.
- National Labour Commission - With regard to GBV in the workplace the NLC hears such cases and make rulings. They have limited number of offices. Enforcement of their rulings is through court action.
- The Judiciary – The courts are available to handle all cases of GBV whether it is a criminal prosecution or in a civil suit. For domestic violence cases the court has the right to grant protection orders and occupation orders to ensure safety for and to give relief to survivors. Such cases can be handled at the GBV Courts at the Circuit Court or at the High Court. The Family Tribunals that are at the District Court level also handle child support cases. A case involving a child can be referred from the Circuit or High Court to the Family Tribunal. The GBV courts that are being equipped to handle GBV cases are however not available everywhere in the country and therefore access to this specialised court is a challenge.


3.8 Non-state institutions

NON-STATE ACTORS – Apart from the state actors who assist victims there are several NGOs that offer services to survivors of GBV. [Refer to Table in Annex 1 for the list from Accra]. Most of them collaborate with government in the provision of services for survivors. They key challenge they have is with funding to support their activities in helping survivors of GBV. Some of these organisations include the following:


- Gender and Human Rights Documentation Centre – It undertakes research and advocacy on GBV. It has piloted a community-based response to GBV called the Nkyinkyim Project which enable communities to respond to GBV and to make appropriate referrals.
- The Ark Foundation – It offers temporary shelter for female survivors of GBV and their children (up to six months) as well as counselling services. Many survivors have benefited from their facilities. They however face challenges with funding and this has affected their work.
- FIDA Ghana Legal Aid Centre – This also a women lawyers NGO that provides legal aid for survivors of GBV. They have volunteer lawyers who handle civil cases in court for survivors including divorce cases, child support and estate matters.
- Other NGOs and Community Based Organisations operating at the community level offer various services at the community. Some like the Legal Resources Centre offers legal services to all in poor people and may handle some GBV cases.
- At the community level some Traditional Authorities including Queen mothers also provide shelter for survivors and mediation services.

3.9 Non-state institutions

- Professional & specialised institutions: There are professionals who some survivors are referred to or go to see to report cases of GBV. It includes Clinical Psychologists and Other Counsellors for counselling services; the Ghana Bar Association's Women and Minor's Rights Committee for legal advice.
- There are a number of clinical psychologists who offer counselling services to survivors of GBV. Some have volunteered to work with the Police to assist them and others offer subsidized or free services to victims.

 Remember! – As a court official you need to know places that you can refer survivors to for various services they may need.

10' GROUP EXERCISE: KNOWLEDGE ABOUT DOMESTIC VIOLENCE REGULATIONS

 Participants will be put into three groups (Judges, Registrars and Administrative staff) to enable them to discuss and report back on the following:

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

1. Whether they are knowledgeable about the Domestic Violence Regulations, 2016 (L.I. 2237)
2. Discuss if the Domestic Violence Regulations, 2016 (L.I. 2237) has had any impact on the work you do on GBV?
3. What can be done to ensure that the Domestic Violence Regulations, 2016 (L.I. 2237) is implemented by the courts.0’

10’ PRESENTATION ON REPORTING OF GENDER BASED VIOLENCE

3.10 Reporting of GBV

- Acts of GBV are expected to be reported to various institutions. However, in reality there are several challenges.
- Under the Domestic Violence Act all acts of domestic violence are to be reported to the Police. The Domestic Violence Regulations, 2016 (L.I. 2237) has developed forms for reporting and for processing by the courts.
- The procedure for reporting is set out in Section 6 of the Domestic Violence Act that indicates as follows:

3.11 Reporting of GBV

- Filing of complaint with police
 - (1) A victim of domestic violence or a person with information about domestic violence may file a complaint about the domestic violence with the police.
 - (2) A child may be assisted by a next friend to file a complaint on domestic violence
 - (3) Despite subsection (1) a social worker, probation officer or health care provider shall file a complaint about domestic violence where the intervention is in the interest of the victim.

3.12 Reporting of GBV

- (4) A member of the victim’s family may file a complaint on behalf of the victim where the victim is for any reason unable to file a complaint personally
- (5) A deceased person’s personal representative or a member of the deceased’s family or another person competent to represent the deceased may file a complaint where a person who could have been a complainant under this Act has died.

3.13 Reporting of GBV

- (6) A complaint about domestic violence shall be filed with the police at the place where
 - (a) the offender resides,
 - (b) the victim resides,
 - (c) the domestic violence occurred or is occurring, or
 - (d) the victim is residing temporarily, where the victim has left his or her usual place of abode

3.14 Reporting of GBV

- This provides a wide means for the reporting of domestic violence cases.
- The protocol for the receipt of cases by the Police are set out in sections 7 and 8 of the Domestic Assistance by the Police

(7) A police officer shall respond to a request by a person for assistance from domestic violence and shall offer the protection that the circumstances of the case or the person who made the report requires, even when the person reporting is not victim of the domestic violence.

3.15 Reporting of GBV

Receipt of complaints by the Police and free medical treatment

8. (1) When a police officer receives a complaint under section 6(6), the officer shall
- (a) interview the parties and witnesses to the domestic violence including children,
 - (b) record the complaint in detail and provide the victim with an extract of the occurrence upon request in a language the victim understands,
 - (c) assist the victim to obtain medical treatment where necessary,

3.16 Reporting of GBV

- (d) assist the victim to a place of safety as the circumstances of the case or as the victim requires where the victim expresses concern about safety,
- (e) protect the victim to enable the victim retrieve personal belongings where applicable,
- (f) assist and advise the victim to preserve evidence; and
- (g) inform the victim of his or her rights and any services which may be available.

3.17 Reporting of GBV

- (2) Police assistance to a victim under subsection (1) (c) consists of issuing a medical form to the victim and where necessary sending the victim to a medical facility.
- (3) A victim of domestic violence who is assisted by the police to obtain medical treatment under subsection (c) is entitled to free medical treatment from the State.
- (4) In case of emergency or a life threatening situation a victim of domestic violence may receive free medical treatment pending a complaint to the police and the issuance of a report.

3.18 Reporting of GBV


- In spite of these provisions due to the lack of resources the Police are not able to perform to the

optimum and there are a lot of challenges.

- Other types of GBV have to be reported to relevant authorities to acts including the following:
 - In schools it has to be reported to the school authorities for action to be taken. It can also be reported directly to the Police.
 - At the workplace it can be reported to those in authority and if they do not act then to the NLA. Depending on the nature of the abuse it can also be reported to the Police.
 - For violence perpetrated by a state official the existing institutions like the Police and CHRAJ can be the point of reference depending on the nature of the violation.

3.19 Other avenues for referral 0' Ex

20' EXERCISE & CHALLENGES WITH REPORTING OF GENDER BASED VIOLENCE CASES

 Group Exercise: Participants will turn to the person sitting closest to them and in pairs discuss and write points on challenges with reporting of GBV cases and what can be done to address them on sticky sheets. They will be called to read their points and recommendations which will be pasted on a flip chart sheet

3.20 Challenges with reporting GBV cases

 Take participants through the information below:


- Most acts of GBV are not reported to formal institutions.
- The 2016 Study on Domestic Violence concluded that just over one in every three women and men who experienced domestic violence approached a person or formal or informal organisation for help or support. The majority of respondents who sought help first approached family members or a friend (66.2 per cent of men and 77.6 percent of women), whereas ONLY 14.6 percent of men and 9.0 per cent of women first contacted the Police for help.
- These findings suggest that individuals who experience domestic violence only resort to external help in extreme circumstances, and that domestic violence may still be considered largely a private matter.

3.21 Challenges with reporting GBV cases

- Reasons for seeking help included not being able to endure the abuse further (53.3 per cent of men and 7.5 per cent of women) and the extent of injuries sustained (8.0 percent of men that individuals considered the violence as normal or not serious (22.7 per cent of men and 17 percent of women), and not knowing who to ask (10.7 per cent of men and 16.4 per cent of women).

- Furthermore distrust of and poor experiences with state authorities and public services contributed to not seeking help. Factors for those low levels of trust included the cost of services, lengthy or ineffective delays in the handling of cases, and corruption. Lack of resources by DOWSU was also mentioned in the study.

3.22 Things to remember

 The way survivors are handled determines whether or not they will use existing state institutions or encourage others to do so. The GBV Courts have to bear this in mind and handle cases and survivors in a sensitive manner.

5' SUM UP

3.23 Challenges with reporting GBV cases







 Discussion – What are the key lessons from this session?

SESSION 4

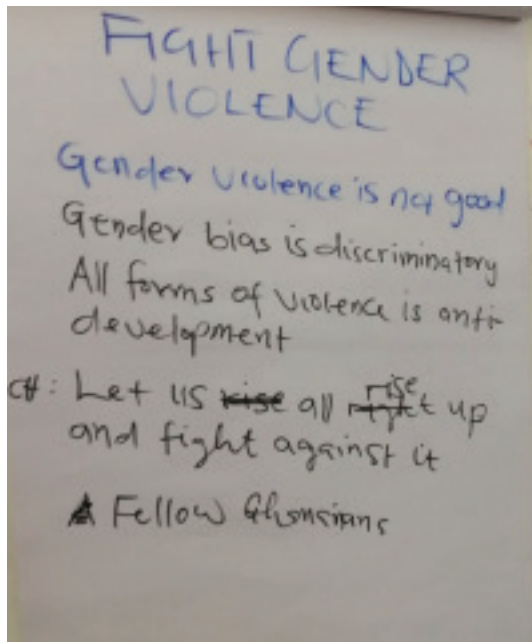
Reflections

SESSION 4

REFLECTIONS

	SESSION TRAINER	ADD TRAINER NAMES
	SESSION AIM	As a result of this session, participants will be better able to: <ul style="list-style-type: none"> • Reflect and understand the main points covered during the day • Clarify any remaining questions
	LOCATION & TIME IN PROGRAM	15.30 – 16.00
	DURATION	30 minutes
	MATERIALS	Materials needed
	PREPARATION	Preparation needed to conduct the session

WHEN?		WHAT?	WHO?
15.30 - 15.40	10'	Group Exercise: Relaxation/ Energizing activity	ADD TRAINER NAMES
15.40 - 15.55	15'	Group Exercise: Reflection on the Day	
15.55 - 16.00	5'	Information on Next Day	



Either do a relaxation or energizing activity depending on the mood of the room.

Relaxation Exercise could be:

- Sit on a space on the floor, listen to calm music and meditate for 10 mins

Energizing Activity could be

- Learn and sing the GBV song (created by Anthony Tumasi) – the words are on the right here and you can watch Anthony sing the song here: https://www.dropbox.com/s/vyusfyo0mpdbz0g/IMG_5694.MOV?dl=0

- Someone chooses a song and starts to dance to it, the others copy. Once everyone has got it they then pick another person to do the same. This goes on for as long as you want.

15' REFLECTION ON THE DAY KEY TAKEAWAYS

I am now going to write 2 different questions on two bits of flip chart paper. [You might want to tape 2 sheets together for each question]. You should then get into two groups that have go to each table for 5 minutes and they can write, draw, or discuss the question. You will then feed back to the room.

Questions could what do you think was missing today? What was your main take away? What did you struggle with or find difficult?

5' INFORMATION ON NEXT DAY







Briefly let people know what the main sessions will cover the next day.

SESSION 5

Secondary victimisation of survivors

SESSION 5


SECONDARY VICTIMISATION OF SURVIVORS

	SESSION TRAINER	ADD TRAINERS NAMES
	SESSION AIM	As a result of this session, participants will be better able to: <ul style="list-style-type: none"> • Understand secondary-victimisation and victim-blaming and how it impacts survivors and why it occurs within the court • Reflect on biases may contribute to secondary-victimization
	LOCATION & TIME IN PROGRAM	9.00 – 10.30
	DURATION	1 hour 30 minutes
	MATERIALS	Scenarios for group work, Flipcharts
	PREPARATION	Scenarios for group work, Flipcharts

WHEN?		WHAT?	WHO?
09.00 - 09.10	10'	Introduction to the day	ADD TRAINER NAMES
09.10 - 09.30	20'	Group Work: Efua's Story	
09.30 - 09.45	15'	Presentation: What is secondary victimization?	
09.45 - 10.15	30'	Role Play in Groups – Who says what?	
10.15 - 10.25	10'	Presentation - What is the impact of secondary victimization on the survivor?	
10.25 - 10.30	5'	Sum Up	

10' INTRODUCTION


5.1 Session objectives

 Introduce everyone to the day's programme. Go through the sessions briefly and say that there will be some time for reflection and feedback and action planning at the end.

Any questions?0'

20' GROUP WORK –EFUA'S STORY

5.2 Efua's story

 Before you present this story think about whether there is anybody in the room with the same names as those in the story. You should then CHANGE THE NAMES so that nobody in the room has the same name as anyone in the story. This will avoid confusion and anybody feeling uncomfortable about with certain roles being associated with their names.

 We are going to start by listening to a story.

A Trip Uptown

5' It's Efua's weekend to take care of her baby, who is currently at her husband Emmanuel's house. They have recently separated. Emmanuel lives on one side of the city, and Efua lives on the other. Efua needs to cross the city to pick up her five year old son who is at his father's house for the weekend. Unfortunately, she doesn't have enough money for the trotro or taxi. So she asks her neighbour, Thomas, to drive her.

Efua happens to be wearing a tight skirt and a low-cut blouse. Thomas looks her up and down and says, "Anything for you, baby." Thomas' behaviour makes Efua feel uncomfortable, so she asks one of her friends, William, what she should do. William does not want to be involved at all in the situation. In the end, she feels her only option is to catch a car ride with Thomas, even though she does not trust him.


Soon after she gets into the car, Thomas tells Efua he can't control himself. He tells her he really wants to have sex with her. Efua is shocked and refuses, but Thomas says, "That's the least you can do if I'm giving you a ride." Efua is afraid and can't see a way out as Thomas presses himself against her. Afterwards, Thomas drops her off at Emmanuel's house. When Efua tells Emmanuel what happened to her, he says "Well with you dressing like that, you were asking for it." He calls her a loose woman and tells her he doesn't want anything to do with her anymore, hands over their son and pushes her out the door. Efua feels hurt and angry, so she goes to another friend, Richard and tells him what happened.

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

5.3 Efua's story

After listening to Efua's awful experience, Richard finds Emmanuel and beats him brutally.


1. Briefly go over the stories (Who are the characters? What happened to Efua?)
2. Divide the participants into 5 groups and assign each group a character.
3. Ask each group to come up with:
 - 1 reason their character is at fault.
 - 1 way that they could have prevented what happened
 - Identify who usually gets the blame for a situation like this?

 While participants are discussing, draw the blank chart on a flipchart. Then when they present their answers one of the trainers should fill in their answers.

Participants should understand how different community members contribute to re-traumatization. Also, sexual and physical violence is complex with multiple layers of trauma. There is no justification for violence, including dress code.

	Efua	Emmanuel	Thomas	William	Richard
Why are they at fault?	Eg. Wore inappropriate clothing	Eg. Did not protect Efua from Thomas	Eg. Took Efua even though he didn't think he could "control himself."	Eg. Did not help Efua when she asked him	Eg. Targeted wrong person (Emmanuel instead of Thomas)
How could they have prevented what happened?					
Who Gets the Blame?					

15' WHAT IS SECONDARY VICTIMISATION?

 Ask whether anyone is familiar with the term secondary victimization or victim blaming? Write down what participants say on a flipchart so that you can refer back to it.

Explain what secondary victimization is. You could write this up on a flipchart or present on a PPT slide if you want.

5.4 Secondary victimisation

Secondary victimization

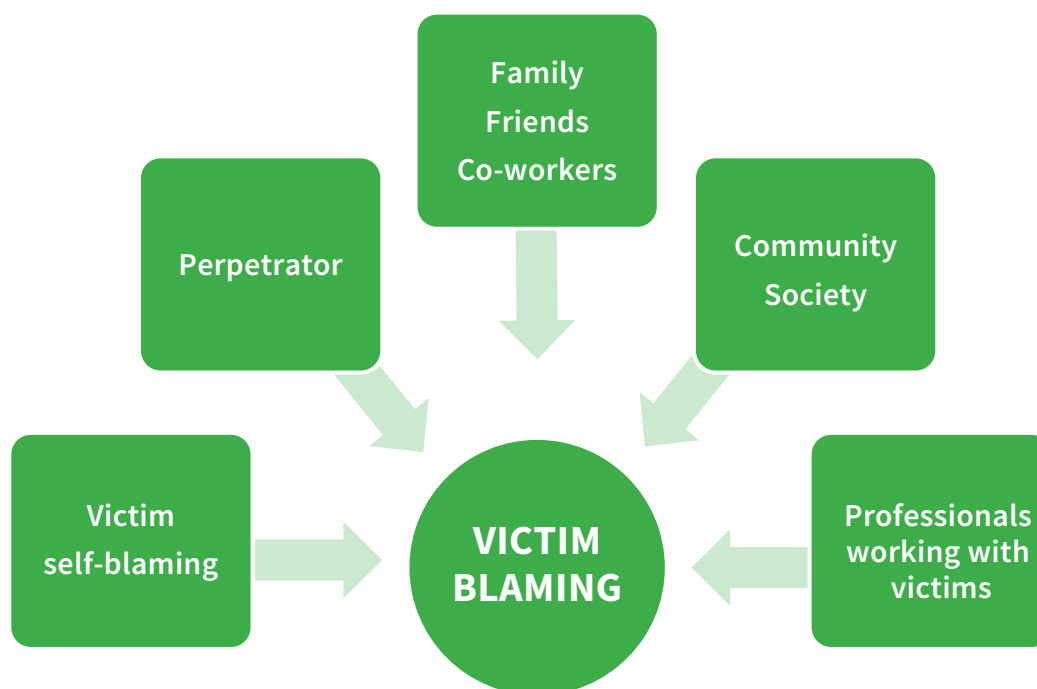
The concept of secondary victimisation was first developed in the 1980s by women's non-governmental organisations working with survivors as a way to describe women's experiences with the justice system, and to explain why women were reluctant to report cases to the police.

Secondary victimization refers to negative behaviors and attitudes of service providers, including the justice system, that are "victim-blaming" and insensitive, and which traumatize victims of violence who are being served by these agencies and further violate the rights or entitlements of the victim/survivor.

In addition to victim blaming, examples of secondary victimisation includes

- disbelief or disinterest,
- passing judgement,
- lack of empathy and sensitivity,
- siding with the perpetrator,
- intrusive behaviour,
- offering conditional help,
- asking inappropriate questions and
- omitting information.

5.5 Victim blaming



5.6 Why do we blame survivors

 Ask the group the question Why Do we blame survivors?


Then present the PPT slide:

She was disrespectful, she was unfaithful, so she deserved it


"She was raped because she walked home in the dark. If I don't act like the victim I will never be raped".

- Myths and misconceptions about victims, perpetrators and the nature of violent acts
- Individuals believe that the world is a safe, just place where good things happen to good people, and bad things to bad people.
- Victimisation is caused through some fault of the victim
- Individuals blame victims in order to feel safe themselves and protect their own feelings of invulnerability. 0' Group work: Who says what?

30' GROUP WORK: WHO SAYS WHAT?

 For this exercise you will need to have the scenarios and characters printed and cut out beforehand (see Annex 2 for a page to print out).

5.7 Group activity: Who says what

 5' Ask everyone to get into groups of 5-6. Tell the group that they should think back to the first session from yesterday when we talked about 'The pathways to justice' (Module 2: Session 1) and identified different individuals/ groups that a survivor might report being abused to.

Depending on the number of people in the room give each group one of the scenarios from yesterday. Also get everyone to pick a character – hand out the characters on folded paper. If you only have 3-4 people in each group, then ask them each to play two characters, although only one person should play the survivor.

Scenarios

1. Emotional abuse of female worker by male boss in factory
2. Physical, sexual and emotional abuse of a woman by her husband
3. Online harassment of a teenage girl by a boy on Facebook
4. Physical abuse of a man by his wife
5. Economic abuse of a woman by her boyfriend

Characters

1. Survivor
2. Their husband/ partner
3. A friend
4. Family member e.g. Mother/ Father/ Brother Sister
5. Priest
6. Nurse/ Doctor
7. Police
8. Registrar/ Judge

They should then take on different roles. One person should be ‘the survivor’ who has been experiencing violence and decides that s/he wants to try to stop it happening by reporting it to others. The other people should play the part of the different people/ organisations that s/he turns to for help. One by one the survivor goes to each of these people for help.


Tell them that they will act out the role play twice.

1. In Group 1 the different individuals/ organisations should exhibit very negative attitudes towards the survivor, for example blaming him/ her for what they have experienced or saying that this just part of life or trying to prevent them from taking the issue further.
2. In Group 2 the different individuals/ organisations should exhibit positive and supportive attitudes towards the survivor.


BE SENSITIVE

Some people might find the first scenario where the survivor does not receive any support upsetting if they have been in a similar situation themselves. Try to be sensitive about this and support anyone who looks upset. Ask them if they are ok and if appropriate and you feel able to, you can support them at all, for example by talking together privately during the break.

5.8 Group activity - Reflection

 After they have acted out both role plays bring the group back together and for 5 minutes discuss the following questions:

1. How did the survivor experience these two scenarios? How does the attitude of the different stakeholders impact on their ability to seek justice?
2. How did the different stakeholders experience the two scenarios? How easy was it to display negative attitudes compared with being supportive?0 Presentation: Impact of secondary victimisation on the survivor

 Does anyone have any ideas of how secondary victimization can impact upon the survivor? Write down their responses on a flipchart and acknowledge before moving onto the PPT presentation.


5.9 Impact on survivor

Effects on the psychological difficulties caused by the primary victimization, secondary victimization by criminal proceedings could negatively influence other psychological variables such as the victim's self-esteem, faith in the future, trust in the legal system, and faith in a just world.

If the victim has a re-traumatising experience from contact with institutions and/or services, it can minimise her/his trust in the system as well as minimise her belief that there is someone who can help them and their children, in addition to increasing the probability that s/he will not seek help in the future.

Additional impacts of secondary victimization:

- Alteration in Regulation of Affect and Impulses:
- Frozen, shut down, “spacy;” Quickly changing mood or expressions; Hard time sitting still or jumpy; Angry, hostile behavior; Weepy or depressed; Reactive to other people's statements; mis-reading / responding strongly; Appearing “surly”, uncooperative, or disinterested (i.e., during meetings, while testifying, etc.)
- Alterations in Self- Perception
- Post-Traumatic Stress Disorder (PTSD)
- Key triggers to re-traumatization include: Feeling a lack of control, experiencing unexpected change, feeling threatened or attacked, feeling vulnerable or frightened, feeling shame

 If you have time you could share and discuss the case study below of how to facilitate a survivor centred approach in court (See Annex 2 for Handout).

CASE STUDY: Allowing Survivors space to tell their stories in court – Judge Rosemarie Aquilina in the case of Larry Nassar, US gymnastics Olympic Doctor

Judges can use their position to allow women and girls the space to speak out about their experiences

of violence within the courtroom and thereby address an existing social injustice to those who are often silenced. This also sends a public message to the perpetrator and holds them to account.

One example of a judge in Michigan, US, who in 2018 allowed over 150 survivors who had been violated by one perpetrator the space to tell their stories was in the case of USA gymnastics team doctor Larry Nassar who chose to confront their abuser face-to-face.

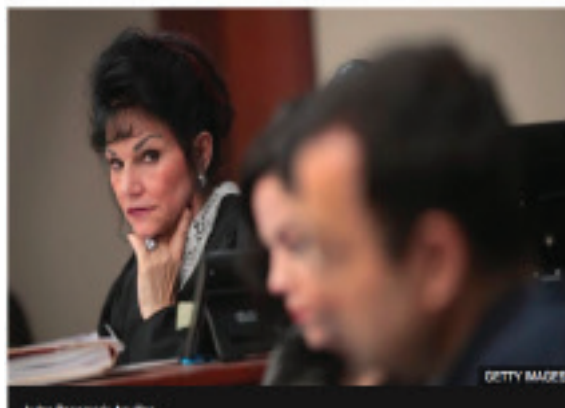
“I just signed your death warrant,” Judge Rosemarie Aquilina said as she told him he would serve up to 175 years.

She listened patiently as survivors shared their stories of abuse during the multi-day-long sentencing.

At times acting as more of a therapist than a judge, the 59-year-old did not hide her empathy for the women. “Leave your pain here,” she said.

‘You are survivors’

What is most unique about the trial is that Ms Aquilina designated the time to listen to not only a few but hundreds of victims’ stories. “You are no longer victims, you are survivors,” Ms Aquilina told the women in court, reminding them that “the whole world” is listening.



The sentencing has been broadcast live and made international headlines as gold-medal winning US Olympians stood up and publicly shared their memories of abuse. For many women, these stories have led to years of anxiety, depression and self-harm.

Ms Aquilina, though admitting she is not a therapist, offered advice and empathetic words to the women as they confronted Nassar directly, who has sat to her left in the courtroom with his head bowed for the majority of the sentencing.

“You are so strong and brave,” Ms Aquilina told the women. Many of the victims and their parents have thanked the judge for providing this platform and space to confront their abuser.

Adapted from: Larry Nassar case: Who is Judge Rosemarie Aquilina? <https://www.bbc.com/news/world-us-canada-4280691>

5' SUM UP

5.10 Group activity: Who says what

 Discussion – What are the key lessons from this session?







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

SESSION 6

The courts and Survivors

SESSION 6

THE COURTS AND SURVIVORS

	SESSION TRAINER	ADD TRAINER NAME
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> • Consider ways in which victims/survivors needs and rights can be protected at different stages of the judicial process. • Reflect on the different roles of court personnel at different stages of the judicial process • Understand the minimal or ideal standards for survivors, witnesses and perpetrators in the court room
	LOCATION & TIME IN PROGRAM	11.00 – 13.00
	DURATION	2 hours
	MATERIALS	Flipcharts and pens
	PREPARATION	Flipcharts and pens

WHEN?		WHAT?	WHO?
11.00 - 11.05	5'	Introduction of session	ADD TRAINER
11.05 - 11.40	35'	Exercise & Presentation: To consider ways in which victims/survivors needs and rights can be protected at different stages of the judicial process.	
11.40 - 12.25	45'	Exercise: To reflect on the different roles of court personnel at different stages of the judicial process	
12.25 - 12.55	30'	To consider the minimal or ideal standards for survivors, witnesses and perpetrators in the court room	
12.55 - 13.00	5'	Sum up	

5' INTRODUCTION



6.1 Introduction

Introduce the session – in this session we will be doing the following:

- Consider ways in which victims/survivors needs and rights can be protected at different stages of the judicial process.
- Reflect on the different roles of court personnel at different stages of the judicial process]
- Consider the minimal or ideal standards for survivors, witnesses and perpetrators in the court room

35' EXERCISE & PRESENTATION ON PROTECTION OF RIGHTS OF SURVIVORS/WITNESSES OF GBV AT DIFFERENT STAGES OF THE COURT PROCESS



6.2 Protection of rights of survivors/witnesses of GBV at different stages of the court process

Exercise – Participants will be divided into three random groups and each group given name tags for different categories of court users (child survivor, adult survivor, child witness, adult witness, parent of a child survivor) to consider the following issues:

- What do you consider as some of the needs of victims/survivors/witnesses that have to be protected for both adults and children based on the tag that you have?
- How do you think the needs can be realised?

Write down your responses for presentation at the plenary session.

Take participants through the following points:

- There is the need for the courts to know the needs of survivors/witnesses of GBV and protect the rights of survivors of GBV.
- When their rights are not protected they feel violated by the system and this sometimes results in most of them not following up with prosecution of cases.
- Judge and Court Staff should know the laws dealing with GBV and apply them to protect survivors/witnesses.



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

6.3 Protection of rights of survivors/witnesses of GBV at different stages of the court process

Some of their needs are as follows [You may raise the issue and in the form of a quiz call participants to describe each point raised]:

- Empathy – Survivors/witnesses need to be treated in a caring and sensitive manner throughout the judicial process. They need empathy from court staff when they handle any aspect of their cases.
- Confidentiality – Survivors/witnesses want to be assured of confidentiality when they are in contact with the court system. Embarrassment about details of their case especially intimate details coming out can lead to stigmatization and deter them from continuing participating in prosecution. All court officials have to avoid leakage of information to the public. The Domestic Violence Act prohibits the media from the hearing of cases unless permitted by the court. Court staff should also not provide them with details in a clandestine manner.
- Confidence in the judicial system – Survivors/witnesses want to have confidence in the judicial system and process. They need knowledge about the judicial process and what to expect.

6.4 Protection of rights of survivors/witnesses of GBV at different stages of the court process

- Speedy justice – survivors want speedy justice.
- Safety – Safety and security from further harm from perpetrators or their relatives.
- Psychological support – Both survivors and witnesses need psychological support.
- Other services – This may include the need for shelter, maintenance, child support and other advisory services.

6.5 Protection of rights of survivors/witnesses of GBV at different stages of the court process

Child survivors in particular need additional support including the following:

- Best interest – The best interest of the child (survivor/witness) needs to be protected at all time throughout the court process. Things should be done in a child friendly manner.
- Prioritization – Cases involving child survivors/witnesses have to be given priority so that they can be heard and completed speedily by trained judges/magistrates. The Justice for Children Policy (2016) of Ghana has proposed colour coding of dockets involving children as survivors/witnesses for easy identification for handling.

6.6 Protection of rights of survivors/witnesses of GBV at different stages of the court process

- Adult support – Child witnesses have to be accompanied by victim/witness supporters or other supportive adults throughout the court process.

- Child friendly environment – Interview or examination of children have to be conducted in a private, child friendly environment designed to put the child at ease and prevent distractions. Special interview protocols will promote techniques that minimise distress for children while maximizing the quality of the statements received from them.
- Shielding them from the survivor during hearing – In the absence of screens to protect them from perpetrators Judges Chambers used for hearing cases should have special seating

6.7 Protection of rights of survivors/witnesses of GBV at different stages of the court process

- Making the evidence giving easier for them - This may include the need to give them dolls to describe places touched during sexual abuse
- Toys – These should be provided to make them relax.
- Special waiting areas – To be created for them to calm them down

45' EXERCISE & PRESENTATION: ROLE OF COURT PERSONNEL AT EACH STAGE OF THE JUDICIAL PROCESS IN HANDLING GBV CASES


6.8 Different roles of court personnel at each stage of the judicial process in handling GBV cases - exercise

* Exercise

Participants will be put into three groups (Judges, Registrars and Court Administrators) to enable them to reflect on and discuss the role of selected court staff whose name tags will be assigned, in the handling of GBV cases at each stage of the judicial process in the handling of GBV cases. They will include the following:

- Group 1: Judges Group (Judges, Court Clerk & Interpreters),
- Group 2: Registrar's Group (Registrars, Filing Clerks and Court Bailiffs) and
- Group 3: Administrators (Administration and court connected ADR).

Identify the role they play, challenges faced and how they can be addressed. Write down responses for reporting back at plenary.

 If there are gaps in the information provided take participants through some of the information provided below:

- When GBV occurs the Domestic Violence Act requires survivors to report to the Police to have the matter investigated and charges preferred against the perpetrator. Once that is completed the matter is filed in court and the criminal process commences.

- Another option for the survivor is to commence civil proceedings at the court.
- We will look at the processes at the Circuit Court level.

6.9 Different roles of court personnel: Criminal proceeding

- Criminal procedure is guided by the Criminal and Other Offences Procedure Act, 1960 (Act 30). We shall look at the processes that take place looking at the role of court personnel at each stage.
- Filing of processes by the Police at the Court Registry
- At this stage the Police have their first contact with the courts through the filing clerk who then refers the matter to the Registrar. The Registrar is responsible for preparing the docket and assigning a court for the matter and fixing a date for the case to be called.
- There is a need to ensure that early dates are fixed for the hearing by Registrars.

6.10 Different roles of court personnel: Criminal proceeding

Initial hearing

- When a case has been filed and a date fixed for hearing the perpetrator and victim are both expected to be in court. The case is called by the Court Clerk and the perpetrator is expected to go into the dock (box for giving evidence). If he/she needs an interpreter the court provides one. The Clerk then reads out the charge and the perpetrator has to plead to the charge (guilty or not guilty). The fact sheet is then read out by the Prosecutor. If the accused applies for bail the Judge may or may not grant it. The survivor (called the complainant) is expected to be in court to observe all that goes on. Under the Domestic Violence Act the complainant or the Police can apply for interim protection orders.

6.11 Different roles of court personnel: Criminal proceeding

initial process

- There should be a process whereby the Police or Registrar or someone designated by them explain the court process to the complaint to calm their anxiety. Domestic violence cases are expected to be heard in Chambers. Judges should ensure that in GBV cases they do not adjourn cases for long periods. Also they should also endeavour to grant interim protection orders when there is the least risk of harm to the survivor/witness or a close contact. There is provision in the DV Act for referral for psychological treatment of survivors and perpetrators and this should be encouraged where possible. If a matter is referred for alternative dispute resolution (ADR) which is allowed by the Domestic Violence Act, they should give a return date so they are given information on the outcome so as to protect survivors.



6.12 Different roles of court personnel: Criminal proceeding

Follow-up hearings

- At follow-up dates fixed for hearing to continue the hearing of the case may take place or the case adjourned for further periods. Sometimes there can be many adjournments and further dates for hearing fixed by the judge due to caseloads fixed by the Registry and this can be disconcerting for complainants. Delays can also be caused by Court Clerks indicating that court dockets are not available. When hearing starts the prosecution will be expected to open its case by calling the complainant, the investigator, medical personnel to put in the medical report if necessary and other witnesses.



6.13 Different roles of court personnel: Criminal proceeding

Follow-up hearings

- Exhibits may be tendered and kept by the Court Clerk. Depending on the number of witnesses to be called the prosecution can ask for further adjournments be made. Each witness goes through their evidence in chief, are subject to cross examination by the Defence and re-examination if deemed necessary. After the prosecution has closed its case the Defence have a right to make a submission of no case. This will require an assessment of the prosecution's case and legal submissions that the prosecution has not established the ingredients required for the crime. The prosecution can respond and the judge has to take a decision. If the submission is upheld the perpetrator is discharged and the case comes to an end. If it's rejected the defence opens its case and calls the perpetrator and other witnesses to give evidence. Afterwards the two parties give their addresses.
- Judges and Registrars should ensure that GBV cases are scheduled to be heard early and long adjournments avoided. Exhibits should be kept confidential by Court Clerks.



6.14 Different roles of court personnel: Criminal proceeding

Judgement and sentencing

- After the prosecution and the defence present their addresses a date is fixed for the judgement and sentencing if the accused is found to be guilty and if not acquittal and discharge takes place. Judges pronounce the judgement and the Registrar and clerks get the final orders ready. Protection orders can be firmed up.
- It is important to ensure that survivors understand the nature of the judgement that is given and its implications for them.





6.15 Different roles of court personnel: Criminal proceeding

Others

- Both Judges and other court officials should familiarize themselves with the Domestic violence Regulations, 2016 (L.I. 2237) that have a lot of forms to be used by the courts.
- Judges should ensure that reliefs available in the Domestic Violence Act are enjoyed by the survivor at any point of the trial.
- Judges should ensure that survivors and witnesses are not intimidated by the Police, court officials and defence lawyers at any point in the course of the trial.



6.16 Different roles of court personnel: Civil proceedings

Commencing the suit

- In civil proceedings arising from GBV cases the survivor would usually get a lawyer to file a civil suit (for example divorce or an action in tort for injuries suffered). Once suits are filed the respondent or defence have to file their processes as well. After pleadings have been completed Registrars fix dates for hearing.
- As much as possible if the case involves GBV early dates should be fixed for hearing.



6.17 Different roles of court personnel: Civil proceedings

Pre-trial processes

- Pretrial processes have to be followed and this will require the judge to give directions including agreeing on issues for trial, witness statements, case management meetings before the trial starts. The judge has the opportunity to give directions on how the case progresses. Interim orders, including protection orders or restraint orders can be given when necessary and requested by a party.
- In cases relating to GBV Judges should avoid long adjournments. Judges should refer survivors for support services if required. Court clerks should keep exhibits well



6.18 Different roles of court personnel: Civil proceedings

Hearing of suit

- The parties and their witnesses will be expected to be examined in chief and cross examined by the other side with re-exam if possible. Cases can be adjourned for long periods. After evidence is presented the parties file their addresses
- Many staff of the court including Registrar, Court Bailiffs who service processes, Judges who manage and hear cases, recorders in court rooms who record proceedings, interpreters if required.



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

6.19 Different roles of court personnel: Civil proceedings

Judgement and execution

- After the close of evidence and submission of addresses by both parties judgment is given by the judge.
- The execution process is followed after the judgement has been rendered.

 Discussion – Participants must be given the opportunity to intervene during presentation

30' EXERCISE: MINIMAL OR IDEAL STANDARDS FOR SURVIVORS, WITNESSES AND PERPETRATORS IN THE COURT ROOM

6.20 Minimal/ideal standards for survivors/witnesses/perpetrators

 Brainstorm session on views on minimal standards for handling

Ask participants: based on our previous discussion on survivors' rights, how do you think we can integrate that into minimal standards to protect them in court?

Discuss and write them down present them at plenary. Only mention the things below that they don't say. Throw out questions that get them to think outside of the box. At this point, they should be better equipped to know what can help a survivor be it an adult or child.

 Notes on issues to consider

6.21 Minimal/ideal standards

There are ideal minimum standards for survivors, witnesses and perpetrators in the court room. For all a speedy trial is required. Some of the minimal standards required are as follows:

- Survivors – Support services required, witness protection, protective orders, may require medical support, counselling services
- Witnesses – Witness support services required, witness protection services

6.22 Minimal ideal standards

Child survivor/witness: Additional measures needed for them are as follows as set out in the Justice for Children Policy:

- Using alternatives to viva voce testimony, such as video testimony, so that the child does not need to attend the trial in person;


- The alternative is to allow children to testify from behind a screen or through close circuit television;
- Appropriate notification system so children only attend court when necessary;
- Ensuring that the child is accompanied by a victims/witness supporter;
- Re-arranging the physical layout of the courtroom;
- Special dolls to be provided for the child in case of sexual abuse to point out places touched;

6.23 Minimal/ideal standards

- Closing the courtroom to the public when the child is testifying;
- Arranging separate waiting area for children and their parents;
- Allowing for frequent recesses, taking into account the child's age and attention span;
- Requiring that children be questioned in language appropriate to their age and level of understanding. Aggressive questioning or techniques designed to confuse witnesses should be prohibited, and the nature of questioning strictly controlled by the judge;

6.24 Minimal/ideal standards

- Perpetrators should not be permitted to cross-examine a child directly. All questions must be asked by defence counsel or directed through the judge;
- They need protection from stigma and retaliation;
- Alternative care to be provided for the child if needed.
- Perpetrators – To be presumed innocent until proven guilty; lawyers to defend them; counselling services; right to bail depending on the nature of the offence.

 Discussion: How do we measure these standards against Ghana's justice system? What can be done to improve the system for survivors/witnesses and perpetrators.

 All court users have a right to be protected by the system.

5' SUM UP

6.25 Sum up

 Discussion: Have we met the objectives of the session







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

SESSION 7

Self-care

SESSION 7

SELF-CARE

	SESSION TRAINER	ADD TRAINERS NAMES
	SESSION AIM	As a result of this session, participants will be better able to: <ul style="list-style-type: none"> • Identify own personal triggers when working with GBV survivors and their cases • Identify and understand self-care strategies when working with challenging GBV cases
	LOCATION & TIME IN PROGRAM	14.00 – 15.00
	DURATION	1 hour
	MATERIALS	Flipchart paper, marker pens
	PREPARATION	Have flipchart and markers available

WHEN?		WHAT?	WHO?
14.00 - 14.02	2'	Introduction to the session	ADD TRAINER NAMES
14.02 - 14.15	13'	Brainstorming on the impact of listening to survivors' stories	
14.15 - 14.45	30'	Managing Stress	
14.45 -15.00	15'	Recap of Module 2	

2' INTRODUCTION


7.1 Introduction

 This session is going to look at:

- Identifying own personal triggers when working with GBV survivors and their cases
- Identifying and understanding self-care strategies when working with challenging GBV cases

Any questions?

13' IMPACT OF LISTENING TO SURVIVORS' STORIES

 We are first going to brainstorm some of the effects of listening to and supporting survivors of GBV. What might be the impact on our bodies and minds of being exposed to survivors' stories on a regular basis?

- One example might be that 'you become overprotective of your children'
- You become depressed etc.

[Unless people volunteer information, then don't ask anyone directly to relate their experience, just keep it as a general brainstorm]

 Draw up people's responses on a flipchart.

7.2 Vicarious trauma

Working with and listening to survivors of GBV can be very difficult. Listening to and supporting survivors and witnesses can trigger our own emotions and sometimes the powerlessness that survivors feel, we can also feel.


Sometimes when a person works with GBV survivors they can experience vicarious trauma as a result of empathic engagement with traumatized clients. They can then start to experience trauma themselves as a judge or court advocate. This is quite common.

- Judges and court staff are susceptible to vicarious or secondary trauma due to the combination of working in a busy court, hearing repeated accounts of harrowing or traumatic events, and worrying about safety issues that may arise around volatile or emotionally charged cases.
- Law-trained individuals have been found to be at high risk for anxiety and depression,


7.3 Impact of listening to survivors' stories

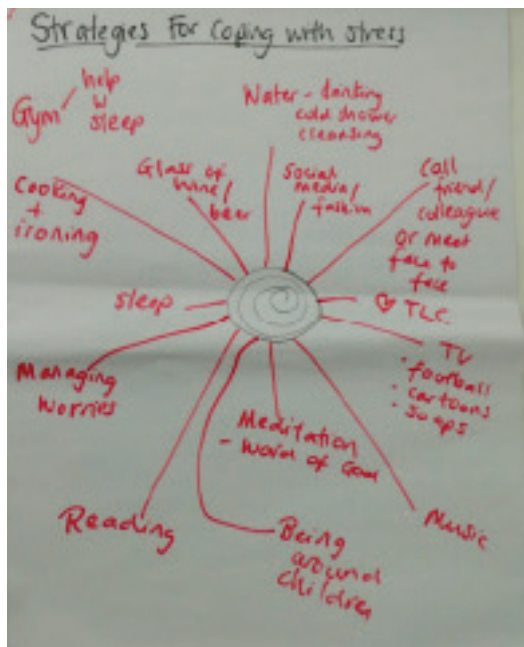
- Vicarious trauma
- Feeling overwhelmed
- Emotional numbing
- Social withdrawal
- Work-related nightmares
- Feelings of despair and hopelessness
- More negative view of the world
- Reduced sense of respect for your clients
- Sense of disconnection from your loved ones
- Increased sense of danger (reduced sense of safety)
- Increased illness or fatigue
- Increased absenteeism
- Difficulties making decisions
- Reduced motivation for your work
- Overprotective of own children
- 30' Managing our emotions

7.4 Activity

 It is important that we recognize what is going on inside to keep ourselves in a place where the work we do with survivors is effective. Most importantly caring for ourselves helps ensure that what we are saying to survivors is in their best interest not our own.

Many of us have learned to cope with difficult situations in different ways and this session is to help you identifying healthy ways in which you can cope with difficult situations. Also, how you can recognize that you are becoming overwhelmed before the situation is so big or intense that it can cause other problems.

 Now I would like you to form two circles, one facing out and one facing in, so that participants are paired with each other.



You should now share with the person opposite you what you do when you are stressed to help manage. Reflect on things that help you to manage during difficult times. You should both share your experiences and agree what you think are the most useful activities.

After 2 minutes, either have the inner circle or the outer circle move one step to the right and repeat the exercise. Repeat the exercise until you reach the original pairing.

At the end have the participants share their preferred way of coping and any new techniques that you thought sounded interesting. Write their feedback on a flipchart (see example from the pilot training for this session on the right)

Reflect on the responses. If possible group them together. How easy would it be to incorporate these into your work? Can you do them on your own or do you need to include other people?


SELF CARE FOR TRAINERS

- You also need to take care of yourself as a trainer. Training participants can be exhausting and you often have to put your own needs on hold.
- If you experience trauma during the course, speak to your co-trainer or a close friend and make sure that you get the support you need

5' SUM UP MODULE 2



7.8 Sum up module 2







 Stand in a ring with a ball. Everyone with one hand in the air. Everyone should give one bit of feedback from Module 2. What have we learned about GBV? Anything that surprised you? Anything that you would like to know more about? When you catch the ball you give the feedback and then put your hand down. We carry on throwing the ball until everyone has given feedback.


SESSION 8


Evaluation

SESSION 8

EVALUATION

	SESSION TRAINER	ADD TRAINERS NAMES
	SESSION AIM	As a result of this session, participants will have: <ul style="list-style-type: none"> • Answered a number of questions about the course in order to evaluate its effectiveness and relevance and to help improve the way in which it is rolled out.
	LOCATION & TIME IN PROGRAM	15.00 – 15.30
	DURATION	30 minutes
	MATERIALS	Evaluation forms and Pens
	PREPARATION	Evaluation forms and Pens

 Go through the evaluation form in Annex 4 and then give participants as long as they need to complete it and hand it in.

 It is important to close the course properly. After everyone has completed the evaluation then stand in a circle and thank participants for their engagement in the course. Also thank anyone who has contributed to it e.g. co-trainers, anyone who provided logistical support. If appropriate you could all say a prayer for those who have long journeys home and/ or sing a final song together to leave everyone feeling upbeat.

ANNEX 1

List of referral services in Accra

ANNEX 1: LIST OF REFERRAL SERVICES IN ACCRA

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 <p>Contact the officer in charge: 0244 507719</p>	<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)	<p>ECOMOG Road, Haatso P. O. Box AT 1230, Achimota Tel./Fax – 021-511610/511382 e-mail: the_arkgh@yahoo.co.uk www.arkfoundationgh.org Attn: Executive Director</p>	<ul style="list-style-type: none"> • Crisis response • Hotline – 0243 777773 • Counselling • Temporary shelter services • Advocacy
FIDA Legal Services	<p>Madina, Accra Tel: 0302-229283 Attn: Executive Director</p>	<ul style="list-style-type: none"> • Legal aid services • Counselling • Mediation • Advocacy
Legal Resources Centre	<p>Dworwulu, Accra Accra Tel.: 0302 766756 Attn.: Executive Director</p>	<ul style="list-style-type: none"> • Crisis response • Counselling • Advocacy

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

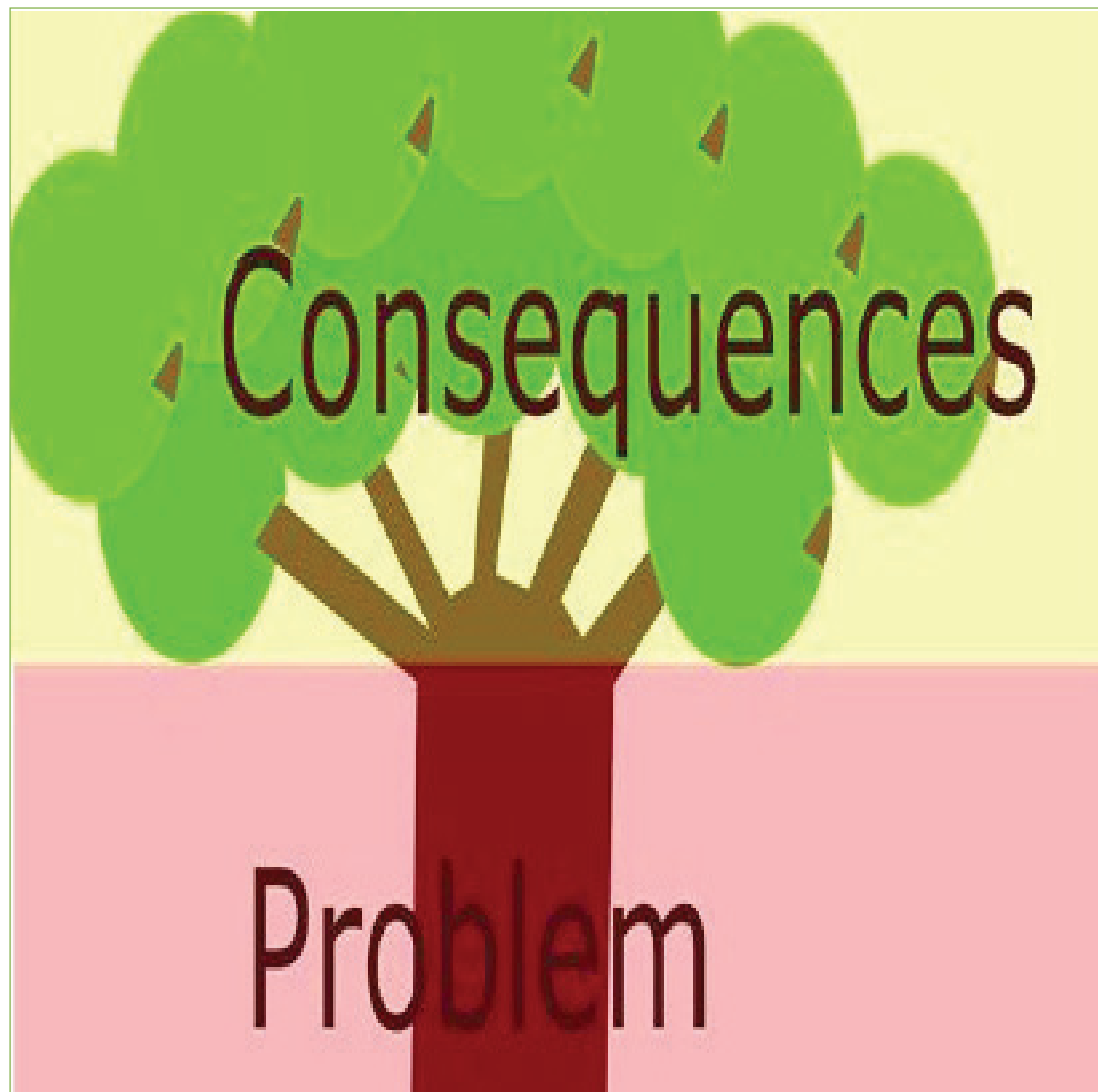
ANNEX 2

Handouts

ANNEX 2: HANDOUTS

FOR SESSION 1: GBV AND ITS IMPACT

Problem Tree Exercise



Scenarios for Problem Tree Exercise

1. Emotional abuse of female worker by male boss in factory
2. Online harassment of a teenage girl by a boy on Facebook
3. Physical abuse of a man by his wife
4. Economic abuse of a woman by her boyfriend
5. Sexual abuse of girl by her stepfather

For Session 5: Secondary Victimization of Survivors

Scenarios

- Emotional abuse of female worker by male boss in factory
- Physical, sexual and emotional abuse of a woman by her husband
- Online harassment of a teenage girl by a boy on Facebook
- Physical abuse of a man by his wife
- Economic abuse of a woman by her boyfriend
- Characters (continued over page)
- Survivor
- Husband/ partner
- A friend
- Family member e.g. Mother/ Father/ Brother Sister
- Priest
- Nurse/ Doctor
- Police
- Registrar/ Judge

For Session 5: Secondary Victimization of Survivors

CASE STUDY: Allowing Survivors space to tell their stories in court – Judge Rosemarie Aquilina in the case of Larry Nassar, US gymnastics Olympic Doctor

Judges can use their position to allow women and girls the space to speak out about their experiences of violence within the courtroom and thereby address an existing social injustice to those who are often silenced. This also sends a public message to the perpetrator and holds them to account.

One example of a judge in Michigan, US, who in 2018 allowed over 150 survivors who had been violated by one perpetrator the space to tell their stories was in the case of USA gymnastics team doctor Larry Nassar who chose to confront their abuser face-to-face.

“I just signed your death warrant,” Judge Rosemarie Aquilina said as she told him he would serve up to 175 years.

She listened patiently as survivors shared their stories of abuse during the multi-day-long sentencing. At times acting as more of a therapist than a judge, the 59-year-old did not hide her empathy for the women. “Leave your pain here,” she said.

YOU ARE SURVIVORS'

What is most unique about the trial is that Ms Aquilina designated the time to listen to not only a few but hundreds of victims' stories. "You are no longer victims, you are survivors," Ms Aquilina told the women in court, reminding them that "the whole world" is listening.

The sentencing has been broadcast live and made international headlines as gold-medal winning US Olympians stood up and publicly shared their memories of abuse. For many women, these stories have led to years of anxiety, depression and self-harm.



Ms Aquilina, though admitting she is not a therapist, offered advice and empathetic words to the women as they confronted Nassar directly, who has sat to her left in the courtroom with his head bowed for the majority of the sentencing.

"You are so strong and brave," Ms Aquilina told the women. Many of the victims and their parents have thanked the judge for providing this platform and space to confront their abuser.

Adapted from: Larry Nassar case: Who is Judge Rosemarie Aquilina? <https://www.bbc.com/news/world-us-canada-42806911>

Assessing domestic violence

Type of violence	Why unrecognised?	Why unreported?	Why denied by survivors?	What can we do about it?
Physical				
Sexual				
Psychological/ Emotional				
Economic				



THE REAL ECONOMIC COSTS OF CHILD ABUSE IN GHANA: BUDGETING TO PROTECT GHANA'S CHILDREN

Summary

Investing in child protection in Ghana is not just the right thing to do; it makes good economic sense to invest in Ghana's children. That is the finding of a budget costing and analysis undertaken by the Department of Children (DOC) of the Ministry of Gender, Children and Social Protection (MoGCSP) and UNICEF Ghana. The study 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.¹

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.

It is recommended that the Government of Ghana increase the resources allocated for child protection, particularly for prevention activities as a relatively small additional allocation of funding could produce very significant savings both immediately and over the long term.

ABOUT THE RESEARCH

Between December 2014 and June 2015 the Information, Research and Advocacy Division (IRAD) at DOC worked with UNICEF Ghana to analyse budgetary allocations for child protection and estimate the financial cost of child protection violations to the Ghanaian economy.

IRAD led the process with support from external experts and inputs from stakeholders, including all relevant government Ministries, Departments and Agencies (MDAs) and International Aid Agencies involved in child protection. In total, 22 Metropolitan, Municipal and District Assemblies (MMDAs) participated in the research.

The research team faced many significant data challenges, with important information often unavailable, incomplete or inconsistent. As a result, they tended to be very conservative when producing the estimates presented here.

¹ These figures for physical and emotional abuse and child marriage are averages drawn from the high and low estimates for these types of child abuse given in the analysis report.

Limited funding for child protection in Ghana

The research explored how much funding the main MDAs involved in child protection budgeted for it between 2012 and 2014. It also looked at a selection of MMDAs. It found that insufficient sums were being allocated, and allocations were not always getting through.

LOW BUDGET ALLOCATIONS TO CHILD PROTECTION SERVICES

Like most MDAs, those working on child protection saw their budgets increase in 2012 and 2013. Very little of this extra money went to frontline services, however, as a new salary structure introduced across government meant it was earmarked for staff salaries. In 2014, budgets across government – including the focus MDAs – dropped as the Government of Ghana made significant cuts to its overall budget in an attempt to reduce its sizeable budget deficit.

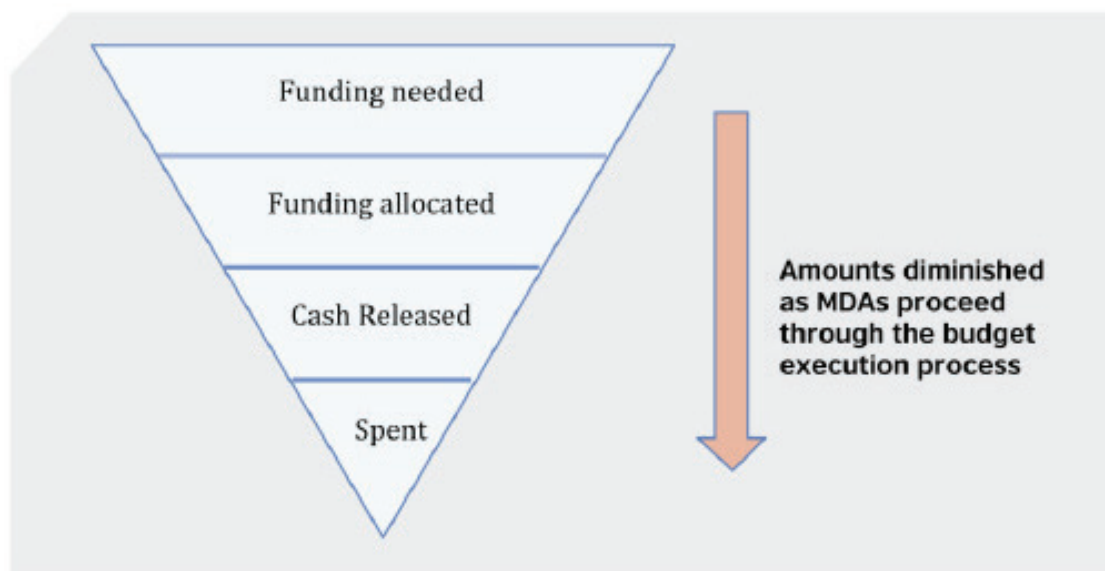
Despite these fluctuations in the overall budgets of the relevant MDAs, the analysis showed a consistent bias towards 'compensation' (staff salaries) over 'goods and services'. The goods and services line in government budgets ensures staff have the necessary resources to carry out their work. The proportion of total funding allocated to goods and services in the main MDAs responsible for child protection was less than 10 per cent, despite research showing the international average of 20–30 per cent is broadly accepted (the Ministries of Health and Education both spend 19 per cent).

ALLOCATIONS NOT ALWAYS GETTING THROUGH

Weaknesses in budget execution, including cash shortages and in-year budget reductions, mean those budgeted funds do not always get through. Throughout the research, staff from relevant MDAs described a situation where the need is underfunded by the budget allocation; budget releases rarely cover the complete budget allocation; and actual spending rarely uses all of the cash released, as the diagram below shows.

The bias towards salaries over goods and services is also seen in how budget allocations are received and spent. A comparison of the MoGCSP and its DOC showed that expenditure on salaries was consistently above the amount planned in the original budget, while it was rare for the money budgeted for goods and services and capital investment to be fully received or spent.

This lack of certainty about how much money will be received – and when – makes it difficult for officials of MDAs to plan services.



DISTRICT LEVEL BUDGETARY CHALLENGES

At district level, the responsibilities of the national Department of Social Welfare and the Department of Community Welfare are merged into one department – the Social Welfare and Community Development Department (SWCD) – that has responsibility for delivering local child protection services. Budgetary constraints impact on the quality of service delivery at this level too, in particular the requirement for MMDAs to raise revenue for operational costs locally:

- The amount of revenue MMDAs raise locally varies considerably. Of the district authorities looked at in the research, for example, local revenue accounted for 1.7–29.6 per cent of their budgets, while one Municipal Authority secured as much as 42.5 per cent of its budget locally
- Within MMDA budgets, allocations for welfare and child protection projects are limited, largely due to the low priority afforded to these services by local authorities
- The bias towards salaries over goods and services is seen, with most of the MMDAs allocating less than 10 per cent of their SWCD budgets to goods and services.

This has resulted in situations where local officials with child protection mandates are bound to office-based operations or are required to personally fund expenses for home visits and investigations.

DECENTRALIZATION AND SERVICE DELIVERY

Decentralization has brought challenges for those involved in delivering frontline services. While MMDAs have responsibility for operational budgets, they have little say over staffing levels and specific appointments as the Local Government Service recruits and pays most MMDA employees. This removes a direct line relationship between district staff and the central government ministries responsible for policy and coordination, weakens the capacity of central government to influence local implementation and erodes local ownership of the child protection agenda.

ADVOCACY BRIEF

3

UNEQUAL DISTRIBUTION OF SOME CHILD PROTECTION SERVICES

Finally, the research found that concerns related to child protection correlate to poverty levels at the regional level.¹ It found that the Livelihood Empowerment Against Poverty (LEAP) programme's regional allocations were guided by poverty levels but that this was not the case for the Ghana School Feeding Programme, MoGCSP and non-government funding.

¹ The Northern region was an important anomaly. Although very poor it does not appear to have the same prevalence of child protection concerns seen in other regions with high levels of poverty.

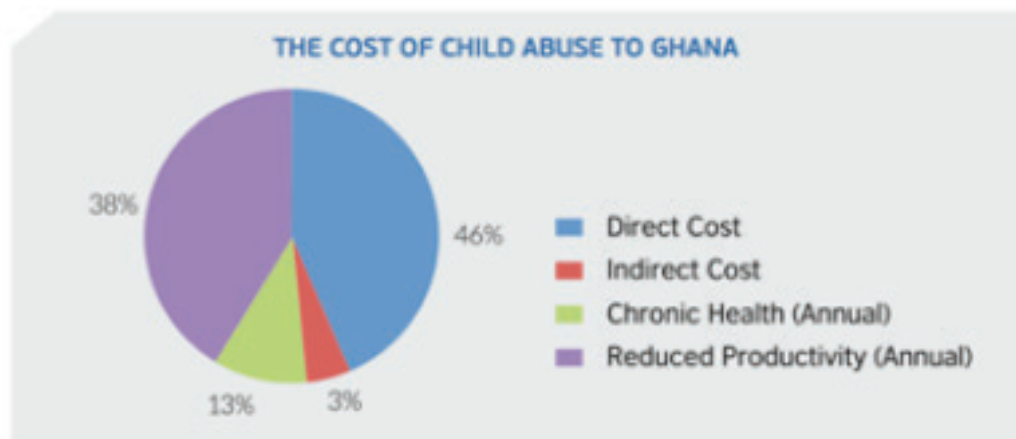
Child abuse in Ghana costs GHc 1 billion each year

To work out the cost of child abuse in Ghana, the research team began by pulling together information about its prevalence.

Table: Estimated prevalence of abuse in children under 17

	% of population		Number of children	
	Low estimate	High estimate	Low estimate	High estimate
Children without parental care	0.4%	0.6%	42,906	71,398
Child labour	16%	16%	1,892,553	1,892,553
Physical and emotional	12%	44%	1,499,498	5,346,828
Child marriage	0.3%	0.7%	36,392	79,207
Sexual abuse	2.4%	6.5%	285,789	782,750
Female genital mutilation	0.1%	0.1%	11,417	11,417

They then calculated the **direct** and **indirect costs** for each category. Taking annual direct and indirect costs, as well as an annual cost for chronic ill health and lower life earnings as a result of prior abuse, the team estimated the cost to Ghana to be between **GHc 926 million and GHc 1,442 million per year**.



- 1. Direct costs:** responding to immediate needs of abused children (health, child welfare, justice) – GHc 429m–718m per year
- 2. Indirect costs:** costs associated with the long-term or secondary effects of child abuse and neglect such as juvenile delinquency, special education and adult criminality – GHc 29m per year
- 3. Chronic ill health:** cost of treatment for chronic health issues related to former abuse – GHc 116m–153m per year
- 4. Reduced productivity:** cost of lower life earnings as a result of abuse – GHc 349m–541m per year

The high costs of child abuse in Ghana have significant consequences for Ghana's growing economy. GHc 1 billion per year equates to 0.8–1.3 per cent of Ghana's Gross Domestic Product (GDP), a figure consistent with research from other countries. With Ghana's GDP growth estimated at 4 per cent in 2015, freeing up these monies lost to child abuse could be highly valuable to Ghana's economy.

The research concluded that a relatively small allocation of **funding for prevention** could potentially produce very significant savings both immediately and over the long term.

Conclusion: Spend more and spend it better

The research found that child abuse costs the Ghanaian economy around GHc 1 billion each year. The Government of Ghana urgently needs to address low budgetary allocations for child protection, weak budget execution and ineffective decentralization to ensure current child protection services are sufficiently resourced to tackle child abuse.

Recommendations:

1. Increase the resources in the Ghanaian national budget for child protection and make it mandatory for MMDAs to include child protection in their budgets
2. Focus on prevention activities such as:
 - Education for parents to develop more positive parenting models
 - Further encouragement and support for the role of traditional authorities, especially Queen Mothers, in shaping community attitudes and developing positive parenting approaches
 - Strengthened focus within the health, justice and corrections systems to collect data on child abuse cases so the issue can be better understood
 - Strengthened controls within the education system designed to eliminate all forms of abuse in schools
 - Strengthened education of teachers and school authorities to identify and support students who may be the victims of child abuse
 - Empowerment of young people so they become agents of their own protection and are able to identify and report abuse
3. Encourage the government's efforts to restructure and reform the national budget, positioning the sector to benefit from increased resources once the restructuring is complete
4. Urge sector stakeholders (e.g. MoGCSP, Ministry of Finance, Parliamentarians, Development Partners, NGOs) to monitor the implementation of decentralization to ensure that service capacity at the district level is enhanced, and not weakened by the reform, particularly focusing on:
 - Revenue performance of district authorities and the extent to which this is used to fund SWCD departments
 - The links between MDAs and district authorities involved in child protection policy and services
5. Encourage the Ghana School Feeding Programme, MoGCSP and NGOs to increase consideration of poverty, inequality and child abuse prevalence in the different regions when allocating funds.

In conclusion, with perhaps as many as 5 million of Ghana's children having been physically or emotionally abused, this important research by DOC and UNICEF Ghana has shown clearly that investing in child protection in Ghana is not just the right thing to do. If the consequences of child abuse cost Ghana approximately GHc 1 billion each year, it makes good economic sense for the Government of Ghana to **spend more** on child protection services and to **spend it better**.

ANNEX 3

Additional resources

ANNEX 3: ADDITIONAL RESOURCES

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

ANNEX 4

Evaluation Form for Module 2

ANNEX 4: EVALUATION FORM FOR MODULE 1 FINAL COURSE EVALUATION – MODULE 2

1. In general the course (mark an X):

Exceeded my expectations	Met my expectations	Partly met my expectations	Didn't meet my expectations

2. The course was (mark an X):

Very relevant for my daily work	Relevant for my daily work	Not relevant for my daily work

3. The overall management and planning of the course was (mark an X):

Very good	Good	OK	Poor	Very poor

4. The trainers ability to ensure a high level of participation by all was (mark an X):

Very good	Good	OK	Poor	Very poor

5. The trainers' ability to take the cultural context into account was (mark an X):

Very good	Good	OK	Poor	Very poor

6. The trainers' ability to use combination of theory and practice was (mark an X):

Very good	Good	OK	Poor	Very poor

7. The trainers' ability to create a stimulating learning environment was (mark an X):

Very good	Good	OK	Poor	Very poor

8. Additional comments regarding trainers:

Comments:

9. Any further comments e.g. were there any areas of content missing or any areas that could have been developed more? Anything that you really enjoyed?

Comments:

10. What are the 3 main things you have learnt from this course?

Comments:
1. 2. 3.

11. Please state your agreement with the following statements (mark an X):

The course made me...	Fully agree	Partly agree	Do not agree
Develop and strengthen basic understanding of gender concepts, including the difference between sex and gender, gender stereotypes, discrimination and bias			
Reflect on my own gender biases and motivate me to change my own personal understandings			
Recognize the differing situations and needs of women and men			
Deepened my understanding of women's rights			
Understand gender equality within the Ghanaian context including national frameworks, legislation and institutions working on gender equality, institutions			
<p>Understand key concepts including GBV, VAWG, domestic violence, IPV, child abuse, non-partner Sexual Violence</p> <p>Distinguish and understand more about the different types of violence, their prevalence rates, perpetrators, drivers and risk factors and how they overlap</p>			

ANNEX 5

Evaluation Form for Module 2

ANNEX 5: EVALUATION FORM FOR MODULE 2

Final Course Evaluation – Module 2

1. In general the course (mark an X):

Exceeded my expectations	Met my expectations	Partly met my expectations	Didn't meet my expectations

2. The course was (mark an X):

Very relevant for my daily work	Relevant for my daily work	Not relevant for my daily work

3. The overall management and planning of the course was (mark an X):

Very good	Good	OK	Poor	Very poor

4. The trainers ability to ensure a high level of participation by all was (mark an X):

Very good	Good	OK	Poor	Very poor

5. The trainers' ability to take the cultural context into account was (mark an X):

Very good	Good	OK	Poor	Very poor

6. The trainers' ability to use combination of theory and practice was (mark an X):

Very good	Good	OK	Poor	Very poor

7. The trainers' ability to create a stimulating learning environment was (mark an X):

Very good	Good	OK	Poor	Very poor

8. Additional comments regarding trainers:

Comments:

9. Any further comments e.g. were there any areas of content missing or any areas that could have been developed more? Anything that you really enjoyed?

Comments:

10. What are the 3 main things you have learnt from this course?

Comments:
1.
2.
3.

11. Please state your agreement with the following statements (mark an X):

The course made me...	Fully agree	Partly agree	Do not agree
Understand and analyse key concepts regarding GBV			
Understand prevalence levels, causes and impact of GBV at the global level			
Understand GBV in the Ghanaian context			
Become aware of the various institutions, legal frameworks and actors within GBV sector			
Know a number of institutions and organisations that offer services for survivors of GBV			
Know the procedure for reporting GBV			
Understand how to care for myself when listening to survivors' stories on a regular basis			



JUDICIAL SERVICE
OF GHANA

TRAINING MANUAL

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

MODULE 2: GENDER BASED VIOLENCE (GBV) – SOCIAL CONTEXT



Danida Fellowship Centre
- sustaining development through research and learning

unicef 
for every child