



THE REPUBLIC OF GHANA



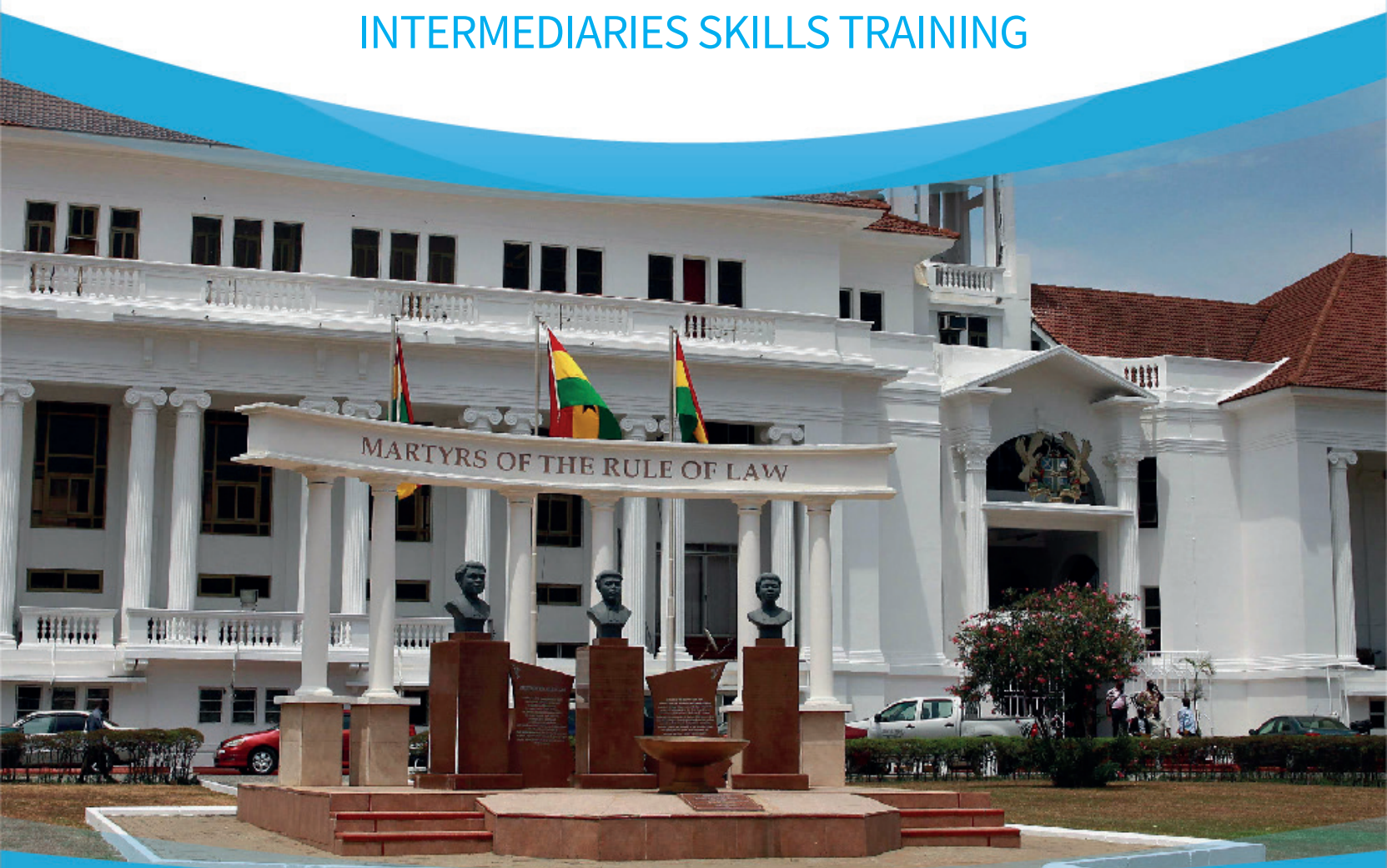
JUDICIAL OF GHANA

GENDER BASED VIOLENCE TRAINING MANUAL

TRAINING MODULE FOR GENDER BASED VIOLENCE COURTS IN GHANA

MODULE 4

INTERMEDIARIES SKILLS TRAINING



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

- sustaining development through research and learning

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Acronyms

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

Acknowledgements

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

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

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

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

Resources

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

- Inter-agency Standing Committee, GBV Guidelines 2015
- International Rescue Committee's GBV Response Network, 2018
- INSPIRE Toolkit, Prevention and Responding to Violence Against Children, WHO, 2017
- UNICEF and Ghana Ministry of Gender, Children and Social Protection (2015) Investing in Children Earns Huge Dividends Summary Brief

- Atlantic Initiative, Rod i pravodude, DCAF (2017), Domestic Violence Benchbook Presenter Curriculum
- UN Approach to Justice for Children, September 2008
- UN Women Interactive Timeline <https://trainingcentre.unwomen.org/timeline/>
- Ghana Web www.ghanaweb.com
- What Works, 2014, A global programme to prevent violence against women and girls: A Summary of the Evidence
- WHO 2013, Violence Against Women: Global Picture Health Response
- Institute of Development Studies (IDS), Ghana Statistical Services (GSS) and Associates (2016), Domestic Violence in Ghana: Incidence, Attitudes, Determinants and Consequences, Brighton: IDS.
- The Women's Manifesto for Ghana, 2004, The Coalition on the Women's Manifesto for Ghana

Images

Several of the icons used in the PowerPoint presentations were taken from www.nounproject.com. These include icons by Erik Vullings, Daria Moskvina, Aneeqe Ahmad, Gan Khoon Lay.

Additional images were taken from www.pexels.com, from UNICEF Ghana's website and from Prime News Ghana.

Films

Films used in this module include:

Gender Bias in the Law: <https://www.youtube.com/watch?v=G3Aweo-74kY>

Upworthy, 2016, [A Class that Turned Around Kids' Assumptions of Gender Roles](#)

Instructions for Using this Manual

Module 4 is a three-day course intended as an introduction to concepts of Gender, GBVC Guidelines, and child-friendly methods in an effort to build the capacity of court staff. Trainers should use this manual as a guide and adapt it to their specific circumstance and the participants that attend their training.

Module 4 consists of twelve sessions, which are all presented with a guiding script including indications of how long each sub-section should be. Each day has the same timing for coffee and lunch breaks. Trainers should be guided by this, as we thought carefully about timings and tested them during the pilot, but also be sensitive to the needs of the group and if they need longer on a specific session and less time on another then this is possible.

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

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

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

Below we present an overview of Module 4 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 4

Intermediaries Skills Training

MODULE 4: INTERMEDIARIES SKILLS TRAINING

😊	SESSION TRAINER	ENTER NAMES OF TRAINERS
✓	LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Distinguish between gender and sex • Understand key concepts including GBV, VAWG, domestic violence, IPV, child abuse, non-partner sexual violence • Identify children’s basic rights under international law and laws in Ghana • Differentiate between needs of adults and children, who have experienced GBV • Familiar with child-friendly methods and will be able to distinguish various techniques to work with children within the judicial system • Identify role of court staff members in working with children • Understand barriers to children’s access to reporting and justice, and how it differs between boys and girls • Equipped to provide child-friendly and culturally sensitive information, materials, and services • Identify child-friendly standards and facilities when handling children’s cases in civil and criminal courts • Become familiar with the GBVC Guidelines and identify role of each court staff member in applying the guidelines and areas to revise GBVC Guidelines to strengthen court provisions • Identify opportunities in applying the GBVC guidelines to their work and specifically working with children and adolescents
📅	LOCATION & TIME IN PROGRAM	ENTER LOCATION AND TIME
⌚	DURATION	3 Days
✂️	MATERIALS	Name badges, Pens and paper, sticky notes, Flipcharts, markers, PPTs, and pipe cleaners, participants’ contact list, printed programme for Module 4, handouts
✍️	PREPARATION	PPTs and write on flipcharts

AGENDA

MODULE 4: INTERMEDIARIES SKILLS TRAINING

DAY 1








09.00 - 10.45	INTRODUCTION TO PROGRAMME
10.45 - 11.00	<i>Morning Break</i>
11.00 - 12.00	SESSION 1: INTRODUCTION TO GENDER
12.00 - 13.00	SESSION 2: GENDER BIAS
13.00 - 14.00	<i>Lunch Break</i>
14.00 - 15.00	SESSION 3: INTRODUCTION TO GBV
15.00 - 16.00	SESSION 4: CHILDREN'S RIGHTS

DAY 2

09.00 - 10.45	SESSION 5: CHILD-FRIENDLY METHODS
10.45 - 11.00	<i>Morning Break</i>
11.00 - 13.00	SESSION 6: CHILD-FRIENDLY ASSESSMENT + APPROACHES
13.00 - 14.00	<i>Lunch Break</i>
14.00 - 15.00	SESSION 7: CHILD-FRIENDLY FACILITIES
15.00 - 16.00	SESSION 8: IMPACT OF CHILD TRAUMA

DAY 3

09.00 - 10.45	SESSION 9: INTRODUCE GBVC GUIDELINES
10.45 - 11.00	<i>Morning Break</i>
11.00 - 12.00	SESSION 10: CHALLENGES AND GAPS WITH THE GBVC GUIDELINES
12.00 - 13.00	SESSION 11: ROLE OF COURT STAFF AND GBVC MINIMUM STANDARDS
13.00 - 14.00	<i>Lunch Break</i>
14.00 - 15.00	SESSION 12: ACTION PLANNING
15.00 - 16.00	Module 4 Evaluation

INTRODUCTION		
	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Get introduced to trainers and participants and the actors involved, if there are new participants • Agree to set of ground rules and expectations to the training • Clarify that this is a pilot training course and thus ‘work in progress’ which will be revised afterwards to meet the needs of participants • Gain an understanding of the program and aim of module 4
	LOCATION & TIME IN PROGRAM	ENTER LOCATION AND TIME
	DURATION	1 hour 45 min
	PRESENTATION	Introduction
	MATERIALS	Index Cards, Name badges, Trainer Manuals, Pens and paper, sticky notes, Markers, Flipcharts and pens, PPT for team introductions, tape, pipe cleaners, Participant handouts
	PREPARATION	PPT and printouts

WHEN?		WHAT?	WHO?
09.00 - 09.05	5'	Welcome	ENTER NAMES OF TRAINERS
09.05 - 09.15	10'	Introduction to ToT Trainers	
09.15 - 10.00	45'	Getting to Know Each Other – Participant Introductions + Team Building	
10.00 - 10.10	10'	Establishing Ground Rules	
10.10 - 10.25	15'	Bring and Takeaways Activity (Establish Expectations)	
10.25 - 10.40	15'	Overview of Module 4: Objectives/Purpose/Agenda	
10.40 - 10.45	5'	Questions + Comments	

4.1 Introduction

🗨️ Welcome everybody to the 3-day course where we will be training participants on module 4 of a training program for Gender Based Violence Courts in Ghana! We are very pleased to have a great variety of colleagues in the room from across the Region and representing different levels of Court. We hope that you didn't have too difficult a journey to get here and are really looking forward to working with you all over the next 3 days.

4.1 Introductions Continued

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

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

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



45' Getting to know each other - Participant Introductions

4.2 Getting to Know You Activity

🗨️ Over the next 3 days we are going to be working together every step of the way, so we need to make sure that we are comfortable with one another and aware of who is in the room. We are going to start with an activity called “Know thy Neighbor”

🌟 **Know thy Neighbour Exercise** (Get people moving)

- All participants should stand in a circle.

- Each participant should mention his/her name and meaning of the name.
- Each person should mention the name of Court and Length of year of service
- Each participant after the initial introduction should mention at least three names from among the group.


Getting to Know You Exercise


- Turn to your neighbor and then in pairs introduce yourselves:
- Name, your background, role in working with children in the courts, one thing most people don't know about you
- Then introduce each other to 4 more people

When people present each other make sure that they don't go on too long and stick to the three points otherwise this exercise will run over.

 If there are an odd number of people in the room then some will need to work in threes.

4.3 Activity: Ground rules

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

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

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

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

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

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

♥ Some examples of ground rules include:

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

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

CONFIDENTIALITY AND SELF-CARE


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

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

15' Overview of the course

4.4 Module 4 Objectives

☀ Go through programme and course objectives for Module 4 and make sure it is clear to the participants. It is important to remember that this training programme has been specifically designed for the training of intermediaries to build their capacities to handle all the different categories of children in conflict with the law.

 Remind participants that their input and reflection is key for helping you to make the course as useful as possible to justice sector professionals in Ghana.

DESCRIPTION OF MODULE

Module 4: Intermediaries Skills training

Intermediaries will play a critical role (particularly in working with children in contact with law), and we understand that these will be individuals working with the judicial service (particularly interpreters and court clerks). This module should be seen as an introduction to working with children in the courts from the perspective of the intermediaries, particularly using child-friendly methods and ensure proper facilities at the courts for dealing with children and/or other victims of GBV.

 Now it's time for some Practical Information.


- **Refreshments** – there will be a morning break usually between 10.45-11.00 and then a lunch break between 13.00-14.00. Lunch will be provided XXX (indicate where)?
- **Venue** - Toilets are located XXXX. In the event of fire or other emergency where we are required to evacuate the building, we should XXX
- **Parking Lot Flipcharts** - Set up a flipchart paper and writing parking lot on it. Tell participants that they can write on the flipchart if they would like to further discuss:
 1. **Content:** Have we provided relevant and enough content on each topic given the limited timeframe that we have. If not, then what else should we have included?
 1. **Process:** Were the activities helpful in helping you to understand the content? Was there the right balance between participatory activities and presentations?
- **Course Evaluation** At the end of each day we will have 15 minutes to reflect on the day as well as a quick overview of the next day, so this is your chance to tell us which of the sessions, exercises and presentations worked for you and which didn't. At the end of Module 4 we will also provide you with a short, written evaluation form.

 Any Questions?

15' Bring and Takeaway

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

1.6 Activity: Expectations

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

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

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

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

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

5' Any questions?







Before we stop for a 15-minute break we want to leave room for any questions or comments. What questions or comments do you have?

SESSION 1

What is gender

SESSION 1

WHAT IS GENDER


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

WHEN?		WHAT?	WHO?
11.00 - 11.05	5'	Outline of session	ENTER NAMES OF TRAINERS
11.05 - 11.25	20'	Gender Quiz	
11.25 - 12.05	40'	Group Exercise: Benefits and Difficulties of Being a Man/ Woman	
12.05 - 12.25	20'	Presentation: Basic Gender Concepts	
12.25 - 12.30	5'	Sum up Session	

1.1 Introduction

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


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

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

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

5' Gender quiz

1.2 and 1.3 Quiz Answers

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

QUESTIONS	ANSWERS
1. What is the average number of years of schooling for a) A woman and b) A man in Ghana?	8. A) 5.8 years for a woman and B) 7.9 years for a man
2. What % of seats in the Ghanaian parliament are held by women?	9. 10.9%
3. Does a woman or a man in Ghana have a higher life expectancy from birth?	10. A woman – 62.5 years compared with 60.5 years for a man
4. Ghana has 56 Circuit Court Judges. How many are women?	11. 26 female and 30 male circuit court judges
5. Ghana has 12 Supreme Court Judges. How many are men?	12. 3 female and 9 male supreme court judges
6. Every year the World Economic Forum ranks a number of countries in terms of the extent to which women and girls are able to achieve different health, education, economic and political indicators compared with men and boys. Out of 144 countries where did Ghana rank in 2017?	13. 72 nd out of 144.
7. Back in 2006, did Ghana perform better or worse than in 2017?	14. Better – in 2006 it was ranked at 58 compared with 72 in 2017


So did anyone get 7/7?

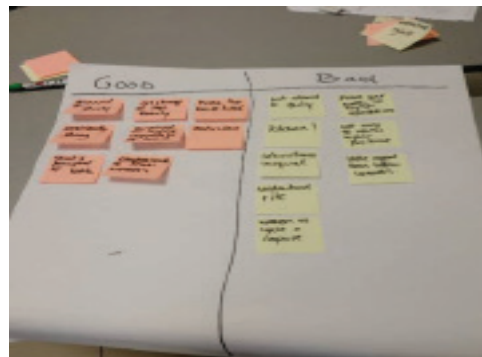
🌟 So what do we learn from this Quiz? Ask the room for input. The point of this quiz is for participants to understand that opportunities for women and men are not equal in Ghana in a number of different areas.

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

30' Group Exercise: The 'GOOD and BAD' of being a Man and a Woman

1.4 Activity: Good and bad of being a man/woman


 5' We would like you to get into 2 groups, one that is men only and one that is women only. [If you have a lot more men than women or vice versa, then you may need to have an additional group of men/women] Once you have done this, then each group should elect a presenter.




15' Each group then has 15 minutes to answer the two questions from a Ghanaian perspective:


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


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

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

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



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

 10' I would now like to ask two volunteers to transfer the bits of paper on another flipchart divided into two sections: one called **Biological Sex** and one called **Social Gender**.

Please hold up each sticky note and ask the room to help you to place it. Once you have done this please present your results and let us have feedback from the room on whether these bits of paper are placed correctly.

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

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

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

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

20' Basic gender concepts

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

🗨️ 1.5 Activity: Good and bad of being a man/woman

Basic Gender Concepts and Understanding - PPT presentation

🗨️ 1.6 Biological Sex

💬 **Sex** refers to biological or physical attributes such as sexual and reproductive organs, specific hormones, and specific chromosomes (i.e. XY/XX) that we use to differentiate male from female. This also includes what are called secondary sex characteristics that are specific to each sex following puberty but are not essential to reproduction. Secondary sex characteristics include the development of facial and body hair, the distribution of muscle mass and fat tissue, and changes in voice pitch. While not common, it is possible to be born with biological or physiological characteristics from both sexes. Also, not common, but possible with medical advances (hormone therapy and surgery), is what may be considered a change of sex; but this is not a naturally occurring process, meaning that a person's sex does not change in the absence of medical intervention.

🗨️ 1.7 GENDER

💬 **Gender** refers to the socio-cultural definition of man and woman, the way in which they are differentiated and assigned socially acceptable roles. These are maintained, sustained by multiple structures like family, community, society, ethnicity and through tools like culture, language, education, media and religion.

Just like society and culture, gender changes over time and varies depending on the socio-cultural context. Thus, the term gender is purposefully used instead of the term sex to emphasize the fact that many of the differences between women, men, girls, and boys are not natural facts, but rather products of a changing socio-cultural context.

In short,

- Gender refers to the social differences between men and women
- Gender is a learned and enforced behavior
- Gender varies with culture
- Gender varies within culture
- Gender changes over time.

Gender differences are shaped and sustained

- a. Through socialization process
- b. Manipulation
- c. Channelization
- d. Use of verbal appellations
- e. Different activity exposure (Participants should be encouraged to give examples in the context of Ghana or their community under this topic)

1.8 Feminine

Ask if they can come up with other terms/adjectives

soft, delicate, gentle, tender, graceful, refined, modest;

1.9 Feminine images

In most societies, low-income women undertake all three roles, while men primarily undertake productive and community politics activities, which usually generate payment, status or power.

1.10 Women's Roles + Responsibilities

The reproductive role of women includes the care and maintenance of the actual and future workforce of the family (childbearing responsibilities and domestic tasks).

The productive role of women relates to work performed by women and men for pay in cash or kind (market production, informal production, home production, subsistence production).

The community managing role of women includes work mostly related to care and unpaid work, and provision of collective resources as water, healthcare, etc.

1.11 Masculine

Ask if they can come up with other terms/adjectives

Virile, macho, muscular, strong, strapping, well built, rugged, robust, powerful, vigorous

1.12 Masculine Images

Ask participants what words come to mind when they see these images.

1.13 Men's Roles + Responsibilities

Ask participants what are some roles that prescribed to men in their society?

1.14 Gender Inequality

Not an equal playing field

- Gender describes the power structure inherent in the man – woman relationship
- Women + girls on the whole, enjoy less rights and power than men + boys throughout the world
- Men are born with more privileges and rights in the private and public spheres

” Tradition” can be seen as (i) a cohesive and positive force and (ii) a manipulative and destructive force

1.15 World Map On Gender Equality

BASED ON 4 KEY AREAS:

- 1) Economic participation and opportunity
- 2) Educational Attainment
- 3) Health and survival
- 4) Political empowerment

1.16 Socio Ecological Model

This model is sometimes used to show the different levels of society and how it is not only at the individual and interpersonal levels that people experience gender inequality, but also at the community, organisational and policy/ government level.

1.17 Intersectionality

- Particular groups of women and girls (as well as men and boys) may be particularly discriminated against, where gender intersects with other identities


1.18 Social Norms

Gender Specific Social Norms:

There are certain norms expected for each gender that have existed for a long time. While these are examples of norms that have changed over time and are still changing, they still persist in many communities. Many of the gender norms are stereotypes and can be considered discriminatory. Some examples of gender-specific norms include the following:

- Girls wear pink; boys wear blue.
- Men should be strong and not show emotion.
- Women should be caring and nurturing.
- Men should do repairs at the house and be the one to work and make money while women are expected to take care of the housework and children.
- A man should pay for the woman's meal when going out to dinner.

1.19 Social Movements + Research

 Different social movements have campaigned for change globally in terms of ensuring equal rights for women, men, children and people with different identities

Feminism – 4 waves

Feminism - political stance and commitment to change the political position of women and promote gender equality, based on the thesis that women are subjugated because of their gendered body, i.e. sex. All feminisms agree that women are in the subordinated position in relation to men. Besides three waves of feminism and post-feminism. Global North – 4 waves of feminism:

1. Right to vote
2. 60's
3. Post-colonial feminism
4. Social Media - began around 2012 and is associated with the use of social media.

Men and Masculinities – Explore the different notions of what it means to be a man, including patterns of conduct linked to men’s place in a given set of gender roles and relations. It involves questioning the masculine values and norms that society places on men’s behaviour, identifying and addressing issues confronting men and boys in the world of work, and promoting the positive roles that men and boys can play in attaining gender equality.

Child Rights including campaigns to end traditional harmful practices e.g. FGM and child/ forced marriage

LGBTQI - in some contexts there are strong movements to support rights of LGBTQ+ people

First 2 slides adapted from Danish Fellowship Center/ Grontmij A/S, 2013, *Gender Equality Mainstreaming Course*

5' Sum up


1.20 Sum Up

Before the sum up, this activity should be done to assess the level of understanding of participants on the concept of gender, sex and intersectionality.

Characteristics under both sex and gender	
1. Breast	7. Aging process
2. Genital Organs	8. Career
3. Hormones	9. Child upbringing
4. Mammary Glands	10. Domestic chores
5. Body Movement	11. Fashion
6. Pregnancy	12. Leadershi
Based on Sex	
1. Breast	5. Body movement
2. Genital organs	6. Pregnancy
3. Hormones	7. Aging process
4. Mammary glands	

Based on gender

1. Career
2. Child upbringing
3. Domestic chores
4. Fashion
5. Leadership







 Ask participants: What have we learnt from this session? Was there anything surprising? How easy was it to agree what was good and bad about being a man/ woman? How easy was it to decide what was innate/biological and what was socially constructed?

SESSION 2

Gender Bias

SESSION 2


GENDER BIAS

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <p>Identify implicit biases that impact daily decisions in and out of the workplace</p> <p>Understand why biases, specifically gender bias, can impact the way laws are designed and implemented</p> <p>Acknowledge the ways in which bias can lead to awareness and impartiality</p>
	LOCATION & TIME IN PROGRAM	12.00 – 13.00
	DURATION	1 hour
	MATERIALS	Materials needed
	PREPARATION	Print out a list of the characters for the gender bias exercise beforehand

WHEN?		WHAT?	WHO?
12.00 - 12.05	5'	Introduction to session	ENTER NAMES OF TRAINERS
12.05 - 12.20	15'	Exercise + Discussion: Testing bias	
12.20 - 12.30	10'	Presentation: Gender bias	
12.30 - 12.40	10'	Film – Children’s Bias	
12.40 - 12.55	15'	Presentation on Gender Bias and the Law	
12.55 - 13.00	5'	Sum up	

2.1 Session objectives

 Introduce the objectives and then the session.


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

The objectives of this session are to:

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

15' Individual exercise + discussion

2.2 Activity

 Note for the facilitator: you will need to have printed out a list of the characters beforehand. If you don't have a printer in hand, you can write these out.

Characters

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

☀️ Tell participants You will now each receive a sheet of paper, please keep it faced down until I ask you all to turn it over. Please note that this is just a fun exercise and not a test and you will not be expected to share your answers with everyone in the room only the person next to you. There are no right answers in this exercise, the point of it is to test people's implicit bias.

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

Adjectives

1. Caring
2. Abusive
3. Strong
4. Smart
5. Hardworking
6. Powerful
7. Corrupt
8. Lazy
9. Enterprising
10. Resourceful


Assign a Sex

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


- **Partner Work:** Now turn to your neighbor and in pairs discuss your answers and see whether they are similar or different and reasons for your decisions.
- **Discussion:** Please finish up now. How many pairs had the same words for each character? How many different ones?

☀️ Then ask the room for thoughts on the following questions:

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

 Ask participants if they know of any **local proverbs or sayings about gender roles for female and male children** respectively. Write them on a flip chart for discussion.

10' Presentation on gender bias

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

2.3 Implicit Bias

- People usually hold implicit biases related to a variety of social groupings, of which gender is just one. Others include race, religion, ethnic origin, or social class.
- These biases are often based on socialisation, on our personal experiences and on representations of different groups in the media.
- Most people have an implicit bias which refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control.
- It is normal, we all do it, both men and women. Our brain makes unconscious judgements about people all the time.

2.4 Gender Bias

- Unfair difference in the way women and men are treated (Cambridge English Dictionary)
- The US National Judicial Education Program identifies three key aspects of gender bias
- Stereotyped thinking about the nature and roles of women and men
Many implicit assumptions about the innate nature of women and men are based on stereotypes and lack any scientific foundation. These assumptions extend to how women and men should behave and the roles they should perform in society.
- Devaluing what is perceived as “woman’s work” Paid work, which is more frequently performed by men, tends to be given a higher value than unpaid caretaking, which is predominantly performed by women and often taken for granted.
- Lack of knowledge of the social and economic realities of women’s and men’s lives Professionals

in decision-making positions often have little to no understanding of the lives led by the women and men most affected by their decisions. For example, a male judge may have no knowledge of what it is like to be a stay-at-home mother. However, even a judge who is a mother may not be able to appreciate the experiences of other mothers or understand why they make different

2.5 Harvard Implicit Association Test

- Screenshot of the IAT homepage + notes:
- Harvard Implicit Association Test

<https://implicit.harvard.edu/implicit/education.html>

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

0' Film Children's Gender Bias

2.6 Film

If you have a strong internet connection, you can show the following Youtube film that shows how young children in a school in the UK already have gender bias.


They are asked to draw a firefighter, a surgeon (doctor) and a fighter pilot (military aeroplane pilot). Most of them assume that these are men until they are invited to meet people with these professions and they are all women.

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

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

 Discuss whether they found the film surprising.

2.7 Gender Bias and the Law

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

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

Do a quick brainstorm with participants.

- The law is inextricably linked to, and informed by, the socio-cultural context in which it exists; and thereby is influenced by the prevailing ways of thinking and understanding within that context.
- The way in which law is implemented can reproduce and reinforce gender stereotypes, thereby limit access and opportunities to men and women; or it can **promote gender equality by consciously trying to overcome gender stereotypes and associations.**
- Legal practitioners, inevitably come to their profession with unique experiences, perspectives, opinions, and implicitly held assumptions. This is not necessarily problematic, what is problematic, is being **unaware.**

2.8 and 2.9 Activity: Way to Address Bias (tools)

- **Become Aware:**
- Take the **Implicit Association Test.** The first step to de-biasing is to identify the stereotypes that affect, often unknowingly, personal perceptions of certain characteristics e.g. sex, colour of their skin, ethnic group, profession.
- Be **alert to situations** in which you might hold an implicit bias toward a person or group.
- Acknowledge that **legal practitioners are not impartial.** Legal practitioners must come to terms with the idea that the **‘notion that judges are invariably impartial is an indispensable myth used to sustain faith in the legal system’.** Impartiality is importantly linked to awareness, so it is vital that there is awareness within the judiciary of gender, gender-based stereotypes and gender-based attitudes, or a lack thereof, in order to mitigate the potential influence of gender on the impartial delivery of justice. Challenging the notion among legal practitioners’ that they are objective, as those who are most convinced in their own objectivity may be more prone to gender-biased thinking and behavior.


2.10 Tools

Take Action:

- **Focus on the Individual:** Gather very specific information about a person’s background, tastes, hobbies and family so that your judgment will consider the particulars of that person, rather than group characteristics.
- **Stereotype replacement:** Modify your own approach and recognize when you are responding to a situation or person in a stereotypical fashion. Consider the reasons and factors leading to this response and actively replace this biased response with an unbiased one.

- **Perspective-taking:** Consider different perspectives and step into the shoes of a stereotyped person. This strategy can be very useful in assessing the emotional damage caused by stereotyping others. Think about how you would feel to have your abilities questioned, or to be viewed as lazy and potentially violent on the basis of your appearance. Perspective-taking can be used either proactively, without any prompting from outside sources, or reactively, after a stereotypic response or portrayal has been detected.
- **Increasing opportunities for contact:** Actively seek out situations where you are likely to have positive interactions with stereotyped groups. This can involve joining particular clubs or participating in events that allow you to meet people who disconfirm stereotypes. In addition to seeking personal contact, you can modify your visual environment by watching movies, TV and news that portray stereotyped groups in non-stereotypical ways.
- **Speak out** when you see cases in which implicit bias has affected judicial analysis and decision making.
- **Consider** whether your professional practices tend to contribute to, or help to overcome, implicit bias.
- **Incorporate** the topics of implicit and explicit bias into legal education and professional training, including discussion of how legal reasoning can be influenced by bias.

2.11 Sum Up







 Ask the group what they have learnt in this session. Is it difficult to talk about bias and admit that you have bias as a legal professional?

SESSION 3

Introduction to GBV

SESSION 3


INTRODUCTION TO GBV

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session participants will be better able to:</p> <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>
	LOCATION & TIME IN PROGRAM	14.00 - 15.00
	DURATION	1 hour
	MATERIALS	Identities on a piece of paper for group exercise, flipcharts with the names of each type of violence, flipcharts, markers, pipe cleaners
	PREPARATION	Identities on pieces of paper for group exercise, flipchart to keep score for the best response game and post-it notes for the best response game. Print interception line identities and IPV Rates in Annex A

WHEN?		WHAT?	WHO?
14.00 - 14.05	5'	Introduction	ENTER NAMES OF TRAINERS
14.05 - 14.30	25'	Best Response Activity: GBV Definitions	
14.30 - 14.40	10'	Presentation: global prevalence rates, reporting, types and causes	
14.40 - 15.00	20'	Group Exercise – Intersection lines	

5' Introduction

3.1 Session Objectives

 Tell the participants that we are now going to have a session focusing on Gender Based Violence (GBV). In order to understand child-friendly methods with a survivor-centered approach, you must be grounded in GBV language and the drivers of GBV.

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.


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

Before we begin, what questions do you have?

25' Best response game

3.2 Best Response Game

Pick 5 questions from the options below for this game.

 Indicate that we expect that participants bring this knowledge and these policies into the room already, and that we can spend the majority of this week focusing on how to apply these ideas to our work. To be sure we are all 'on the same page,' let's do a brief exercise to review the content presented in the module.

1. Tell participants that their table is their team. Invite all teams to choose a team name. (You will want to facilitate this session in a dynamic way; with energy and a bit of humor, although balancing humor with the seriousness of the topic.)
2. Write all of the team names on the flipchart scoreboard.
3. Ask each team to identify one person to send to the front of the room.

4. When all teams have sent their teammates to the front of the room, seat them at the head table and produce the “Peer Review” name plate. Place that in front of the group and allow participant teams a moment to realize that these are now the judges.
5. Provide instructions for the game:
 - I will read out a question or a statement. You will have 2 minutes to discuss it with your team and to choose the BEST response. Write that best response on one of the cards in front of you. Only one card can be used each round.
 - Note that there may be many correct answers, but the judges will be deciding which is the BEST response.
 - After 2 minutes, I will collect all cards and read them to the judges. The judges will have 2 minutes to award one point to the team with the best response.
6. Check for understanding and begin the game by reading the first question. Set the timer for 2 minutes. While participants are engaging in the first round, brief the judges. Tell them that they will read all of the responses and will decide together which is the best response, and which team gets the point. They will decide the best response based on their own understanding of the pre-work and criteria, which they will determine in each round.
7. Call time after 2 minutes. Collect all responses. Read each response and then turn the stack of cards over to the judges for their deliberations.
8. While they meet, present the next question and time the group.
9. After 2 minutes, first let the judges announce the point for the last round, and add it to the scoreboard. (Make a big fuss about it.)
10. Briefly clarify the important points for each question. Do not linger on each question. If additional discussion is warranted, note any questions for discussion after the game and move on to the next round. Keep the game moving quickly.
11. Continue this way until all questions have been finished.

Questions

- What is GBV? Share your best definition.
- Describe the differences between domestic, sexual, physical, and economic violence.
- Why do we emphasize prevention and response? Why is each equally important?

- Why is it important to consider GBV in within the judicial system in Ghana?
- What are some of the drivers of GBV?
- What is the impact of GBV on the girls, women, persons with disabilities, and the LGBTI community who are affected by it?

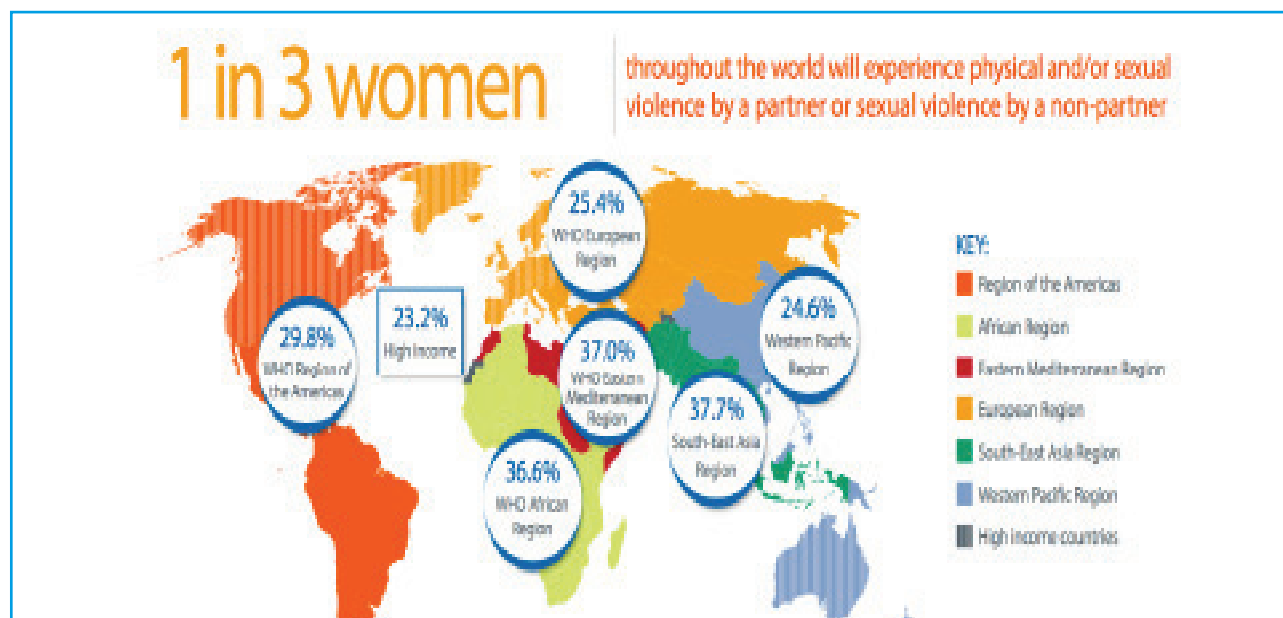
GBV Definitions (bring these up if participants do not touch on it or if you need to add to it)

Gender Based Violence	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
Violence against women and girls	A violation of human rights and a form of discrimination against women. Means all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or in private life.
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 victim
Intimate Partner Violence	A pattern of assaultive and coercive behaviours, including physical, sexual and psychological acts, as well as economic coercion, which adults or adolescents may use against their intimate partners without their consent. Intimate partners refer to former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim. The resulting feelings of shame, fear and helplessness lead to low levels of reporting and, subsequently, relatively few convictions. The largest burden of intimate partner violence is inflicted by men against their women partners.

Physical Abuse	Physical assault or use of physical force against another person including forceable confinement or detention of another person and the deprivation of another person of access to adequate food, water, clothing, shelter, rest, or subjective another person to torture or other cruel, inhuman or degrading treatment or punishment.
Sexual Abuse	The forceful engagement of another person in a sexual contact which includes sexual conduct that abuses, humiliates or degrades the other person or otherwise violates another person's sexual integrity or a sexual contact by a person aware of being infected with human immunodeficiency virus (HIV) or any other sexually transmitted disease with another person without that other person being given prior information of the infection;
Emotional, verbal or psychological abuse	Any conduct that makes another person feel constantly unhappy, miserable, humiliated, ridiculed, afraid, jittery or depressed or to feel inadequate or worthless;
Economic Abuse	The deprivation or threatened deprivation of economic or financial resources which a person is entitled to by law, the disposition or threatened disposition of moveable or immovable property in which another person has a material interest and hiding or hindering the use of property or damaging or destroying property in which another person has a material interest; and
Harassment	Sexual harassment and intimidation by inducing fear in another person; and behaviour or conduct that in any way (i) harms or may harm another person, (ii) endangers the safety, health or well-being of another person, (iii) undermines another person's privacy, integrity or security, or (iv) detracts or is likely to detract from another person's dignity and worth as a human being.

10' Presentation

3.3 Global Prevalence Rates



3.4, 3.5, 3.6 GBV Prevalence Rates

- 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.
- 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.

3.7 Impact of IPV

Explain that Intimate Partner Violence is incredibly common and can be a factor among adolescents and the elderly. Point out some of the consequences of IPV shown here: HIV, death, injury, reproductive health, etc. Remind participants that the Violence against Children Surveys, implemented by the CDC, has shown that children who witness violence, especially boys are more likely to be perpetrators and girls are more likely to be in abusive relationships - ask participants why they think that is?

HEALTH IMPACT: Women exposed to intimate partner violence are →

Mental Health

TWICE
as likely to experience depression

ALMOST TWICE
as likely to have alcohol use disorders

Sexual and Reproductive Health

16%
more likely to have a low birth-weight baby

1.5 TIMES
more likely to acquire HIV and 1.5 times more likely to contract syphilis infection, chlamydia or gonorrhoea

Death and Injury

42%
of women who have experienced physical or sexual violence at the hands of a partner have experienced injuries as a result

38%
of all murders of women globally were reported as being committed by their intimate partners

3.8 Child Abuse


- Prevalence and Patterns: HMICs – 4-16% physical abuse. 18% women and 7.6% men globally experienced sexual abuse as a child. Most settings girls experience 2-3 times more, but some settings boys experience more.
- Perpetrators: Homes and schools + perpetrator known to victim. Physical abuse most commonly perpetrated by parents + caregivers.
- Overlap with forms of violence: Overlaps with IPV
- Cause and risk factors: Poverty, approval of corporal punishment, mental health problems, having experienced child abuse as a child, alcohol and drug misuse.
- – after you read the slide and let participants think about it ask them to name additional causes and risk factors of GBV that have not been mentioned here

Ask participants if there is evidence of these risk factors in Ghana and have them provide specific examples.

20' Group exercise

3.9 Activity

Intersections Line Exercise (Annex A)

 Give one of the following identities to each participant. Depending on the number of participants, there will be individuals with duplicate identities. People should not share their identities with each other

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

Market Women	Male Judge	Female bus driver
Teenage Girl	Female Judge	Grandfather
Teenage Boy	Girl house helper	Single mother

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

13. Read the following statements:

- a. I have access to money and other financial resources if I need it.
- b. I have access to transportation within Ghana
- c. I can choose to not have children if I want
- d. I have family who can help me if I need help
- e. I have enough food every day.
- f. I can call the police if my spouse/partner commits bodily harm against me
- g. I can access healthcare if my spouse/partner abused me
- h. I can go to my colleagues for help if my spouse/partner abuses me
- i. I can leave my spouse/partner if I want
- j. I know my rights in Ghana, including criminal laws on domestic violence, or I can access legal information.
- k. If I leave my spouse/partner and the home we shared together – I will still have access to my children.
- l. I can decide whom to marry and when.
- m. I can walk down any street without fear of harassment.
- n. I can wear the clothes I like without fear of harassment or violence.
- o. I can work at most jobs without fear of harassment or violence.

- p. I don't look over my shoulder all of the time when I am walking down the street.
- q. I usually don't worry when looking for a public bathroom.

Group Discussion

1. When all statements have been processed, invite participants to turn their cards around so that everyone can see their identity. Invite participants to look around at their colleagues and note who has moved forward, who has stayed the same, and who has stepped back.
2. Process the exercise with participants, using some of the following questions:
 - Take a look around the room at the location of your fellow participants. What stands out for you?
 - Who has been able to step the farthest forward? How did it feel to step forward while others fell back?
 - Who continued to step back? Did anyone step back for every statement? How did it feel to step back?
 - What conclusions can you draw from this exercise? What connection can we see to our work?
 - Whose responsibility is it to help those at the back move forward?
 - What can we do to help address this situation? How does this exercise link to our work in GBV?

Additional Questions

1. What is the cause of this type of violence?
2. What are the impacts of this type of violence on the individual (child vs adult), family, and the community?
3. How common is this type of violence in Ghana?
4. How often do cases of this type of violence a) Get reported to police b) Come to court?
5. What are the challenges for supporting survivors of this type of violence in the court?

Pass out handout (In Annex A)







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

SESSION 4

Children's rights

SESSION 4

CHILDREN'S RIGHTS

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> Identify children's basic rights under international law and laws in Ghana Differentiate between needs of girls and boys, who have experienced GBV and the types of risk factors and consequences that are unique to them
	LOCATION & TIME IN PROGRAM	15.00 – 16.00
	DURATION	1 hour
	MATERIALS	Markers, Flip Chart,
	PREPARATION	Print children's rights handout in Annex B, Tape 4 index cards on the wall that say: BOYS/MEN and GIRLS/WOMEN,

WHEN?		WHAT?	WHO?
15.00 - 15.05	5'	Introduction to the Session	ENTER NAMES OF TRAINERS
15.05 - 15.25	20'	Group Activity: Assess how children's basic rights are implemented and maintained in Ghana	
15.25 - 15.40	15'	Presentation: Challenges children face, including risk factors, stigma/discrimination, and lack of knowledge and access to information	
15.40 - 15.55	15'	Identify Risk Factors: Boys/Girls and Children/Adults Discussion and Q&A	
15.55 - 16.00	5'	Questions	

5' Introduction

Children are incredibly vulnerable to violence for a number of reasons that we will discuss. This session will allow us to better understand the rights of children based on international law and how to bring that to the context here in Ghana. We will identify specific challenges children face, including risk factors for GBV, accessing information, reporting GBV, and navigating the court system.

20' Children's rights

4.1 Children's Rights

 Pass out Children's Rights Handouts: (In Annex B)

https://www.unicef.org/crc/files/Rights_overview.pdf

Have each participant individually read through the handout to familiarize themselves with some of the many rights children have.

- After 5 minutes have participants brainstorm in a group using one flip chart paper to write,
 1. What are the perceptions of children in Ghana
 2. Do those perceptions include any of the rights from the handout and if so, to write those down
- Then have participants hang them up and people walk around to reach what others wrote
- Facilitate Discussion: (sample questions)
 - Was there anything that was surprising?
 - What differences or similarities do you see?
 - What concerns do you have?

ON THE HANDOUT: Some children's rights that are included under the Convention on the Rights of Children:

- Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

- Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.
- Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out the when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.
- Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.
- Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.
- Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognized by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

- Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children’s right to a name, a nationality and family ties.

15’ Discussion

4.2 Children’s Rights


 After providing information on Children’s Rights in Ghana, work with participants to identify some general challenges children face

Then ask participants to call out the challenges in maintaining or implementing children’s rights in Ghana.

- List should include: Children can be stigmatized or discriminated against, they may have lack of knowledge or access to information as some of the consequences to the challenges

5’ Identify risk factors and consequences of violence

4.3 Identify risk factors and consequences of violence

 Explain that a risk factor is any attribute, characteristic or exposure of an individual that increases the likelihood of experiencing GBV or violence.

1. Tape 4 index cards on the wall that say:

BOYS/MEN and GIRLS/WOMEN,

2. As a group, ask participants to

- On one colored stickie note write the risk factor and types of violence that are unique to boys
- On another colored stickie note write the risk factors and types of violence that are unique to girls (help them differentiate violence that impacts children vs adults)

3. Ask groups to post them on the wall under the label when they are finished

4. Read some out loud and make comments on one’s that are the same or similar and one’s that stand out

5. Ask participants:

- What type of pattern do you notice for each group?
- What are differences in the risk factors for each group?
- Why is it important to identify the unique risk factors?
- How do you think this impacts their experiences within a court?
- What type of different services should be offered to them? Should it be the same?

Remind participants that you will go into the services deeper in the upcoming sessions, but to keep their rights and the specific challenges they face in mind.

If participants do not bring it up in discussion or there needs to be further clarification on the types of risk factors:

GIRLS/WOMEN	BOYS/MEN
<ul style="list-style-type: none"> • Witnessing or experiencing abuse as a child (associated with experiencing violence for girls) • Substance abuse, including alcohol (associated with increased incidences of violence) • girl's membership in marginalized or excluded groups; • low levels of education (for boys associated with girls, experiencing violence) • limited economic opportunities (as a risk factor for women and girls, including of domestic abuse, child and forced marriage, and sexual exploitation and trafficking) 	<ul style="list-style-type: none"> • Witnessing or experiencing abuse as a child (associated with future perpetration of violence for boys) • low levels of education (for boys associated with perpetrating violence in the future) • lack of safe spaces for women and girls, which can be physical or virtual meeting spaces that allow free expression and communication • a place to develop friendships and social networks, engage with mentors and seek advice from a supportive environment. • normalized use of violence within the family or society to address conflict

GIRLS/WOMEN	BOYS/MEN
<ul style="list-style-type: none"> • lack of safe spaces for women and girls, which can be physical or virtual meeting spaces that allow free expression and communication • a place to develop friendships and social networks, engage with mentors and seek advice from a supportive environment. • normalized use of violence within the family or society to address conflict • a limited legislative and policy framework for preventing and responding to violence • lack of punishment (impunity) for perpetrators of violence • low levels of awareness among service providers, law enforcement and judicial actors. (Bott, et al., 2005;) 	<ul style="list-style-type: none"> • a limited legislative and policy framework for preventing and responding to violence • lack of punishment (impunity) for perpetrators of violence • low levels of awareness among service providers, law enforcement and judicial actors. (Bott, et al., 2005;) <p>ADULT:</p> <ul style="list-style-type: none"> • limited economic opportunities (an aggravating factor for unemployed or underemployed men associated with perpetrating violence) (present in adolescence) • male control over decision-making and assets • attitudes and practices that reinforce female subordination and tolerate male violence (e.g. dowry, bride price, child marriage);

GIRLS/WOMEN	BOYS/MEN
<p>ADULT:</p> <ul style="list-style-type: none"> • the presence of economic, educational and employment disparities between men and women in an intimate relationship (present in adolescence) • conflict and tension within an intimate partner relationship or marriage • women’s insecure access to and control over property and land rights; <p>Additional risk factors related to intimate partner violence that have been identified include: young age; poor mental health levels related to low self-esteem, anger, depression, emotional insecurity or dependence, antisocial or borderline personality traits and social isolation; history of physical discipline as a child; marital instability and separation or divorce; history of perpetrating psychological abuse; unhealthy family relationships; poverty-related issues such as overcrowding or economic stress; and low levels of community intervention or sanctions against domestic violence. (Centers for Disease Control and Prevention, 2008)</p>	

If participants do not bring it up in discussion or there needs to be further clarification on the types of violence:

	FEMALE	MALE
Infancy	Female infanticide, sexual, child abuse, living with domestic violence, neglect including access to food and medical care.	Physical/sexual/psychological child abuse, socialization into violent behavior, living with domestic violence neglect including access to food and medical care
Childhood	Sexual, physical and emotional abuse, prostitution, living with domestic violence, child/forced marriage, FGM, femicide, upbringing that does not allow deviation from traditional gender norms and discrimination in nourishing food distribution, medical care and education.	Sexual, physical and emotional abuse, prostitution, living with domestic violence, male circumcision, forced recruitment of child soldiers, upbringing that does not allow deviation from traditional gender norms.
Adolescence	FGM, prostitution and pornography, trafficking, sexual harassment at school and in the street, forced marriage, forced recruitment of child soldiers, honor crimes, intimate partner violence and rape and sexual assault by relatives, known persons or strangers.	Forced recruitment of child soldiers, honor crimes, gang violence, expectations of violent behavior as the norm, invitation rites into violence.
Adulthood	Sexual harassment at work and in the public space, intimate partner violence, rape and sexual assault, femicide, forced pregnancy, dowry and bride price abuse, honour crimes, sexual exploitation and trafficking, stalking	Gang violence, witnessing or forced to conduct rape, honour crimes, sexual exploitation, violence in the army and in conflict, gun violence.

4.4 Questions







Ask participants if they have any questions?

SESSION 5

Child-friendly methods

SESSION 5

CHILD-FRIENDLY METHODS


	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of child-friendly methods and will be able to distinguish various techniques to work with children within the judicial system • Identify role of each court staff member in working with children • Understand barriers to children's access to reporting and justice, and how it differs between boys and girls
	LOCATION & TIME IN PROGRAM	9.00 - 10.45
	DURATION	2 hours
	MATERIALS	Flip chart, markers, index cards
	PREPARATION	Write key points on child friendly methods on flipchart paper, print child-friendly interview process, child-friendly methods for role play, and guiding principles in Annex C

WHEN?		WHAT?	WHO?
09.00 - 09.05	10'	Introduce Session	ENTER NAMES OF TRAINERS
09.05 - 09.10	10'	Introduce Key Child-Friendly Justice Points	
09.10 - 09.40	30'	Activity: Child-Friendly Guidelines	
09.40 - 10.40	60'	Activity: Role Play with discussion	
10.40 - 10.45	5'	Questions + Comments	
10.45 - 11.00	15'	Morning Break	

10' Introduction

5.1 Objectives


Recap of Day 1 and build off of day 1 objectives to introduce day 2

 Tell participants that children participate in judicial proceedings across Ghana every year, affected by parental divorce, defilement, or as victims or witnesses to a crime or violence. Although their effective participation in such proceedings is vital for improving the operation of justice, the treatment of children in justice systems remains a concern.

In this session, I would like for you to consider to what extent children's rights to be heard, to be informed, to be protected, and to non-discrimination are being fulfilled in practice within the courts, and how can we do better to protect them.

10' Introduce child-friendly justice points

5.2 Child-Friendly Justice

 Explain that the term “child-friendly legal aid” refers to the right of a child under the age of 18 to receive competent, timely, and developmentally appropriate legal assistance in connection with a civil, criminal, or administrative proceeding in which the child's rights or interests are at stake.

A more comprehensive and functional definition is: the provision of legal assistance to children that is accessible, age-appropriate, multidisciplinary, effective, and that is responsive to the range of legal and social needs faced by children and youth.

Child-friendly legal aid is delivered by lawyers and non-lawyers who are trained in children's law and child and adolescent development, and who are able to communicate effectively with children and their caretakers

Key points in

- Accessible;
- Age appropriate;
- Speedy;
- Diligent;
- Adapted to and focused on the needs of the child;

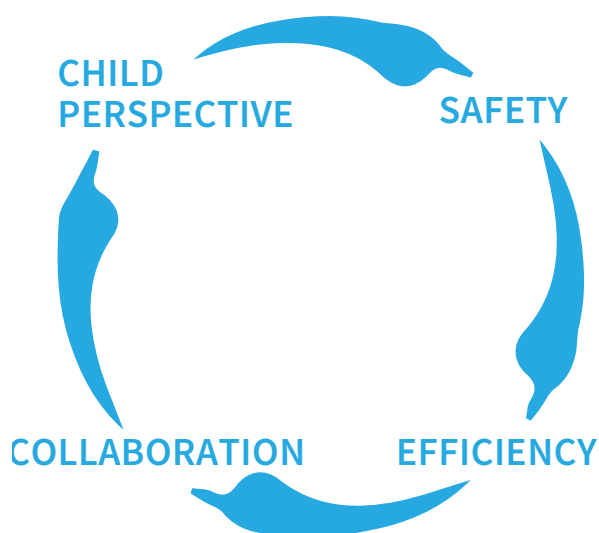
- Respecting the right to due process;
- Respecting the right to participate in and to understand the proceedings;
- Respecting the right to private and family life;
- Respecting the right to integrity and dignity.

🌟 Ask participants to define each one to ensure there is a common understanding among the group. You can ask the group: What do you think it means to be accessible? What do you think it means to be age appropriate? Etc. until you go all the way through the list

30' Activity

🗨️ 5.3 Guiding Principles

💬 Therefore, how do we work with children? Draw this cycle on the board/flip chart:



🌟 Explain that working with child survivors means you should adhere to a common set of principles to guide decision-making and overall quality of care. Guiding principles set out the ethical responsibilities and behaviors of service providers delivering direct services to children and families seeking assistance. They assure service providers that actions taken on behalf of child clients are supported by standards of care that aim to benefit the health and well-being of the child client(s).

Also, point out that guiding principles ensure that all actors are accountable to minimum standards for behavior and action, and because of that, children and families receive the best care possible. These guiding principles draw upon best practice principles outlined in the UNHCR Guidelines on Sexual Violence Response and Prevention and the United Nations Convention for the Rights of the Child.

ACTIVITY: Put a printed copy of these principles on each table. Split participants into 7 groups and then assign each group a principle and ask them to come up with an example of how to implement that guiding principle (give them 5 minutes) then share with the larger group

Guiding Principles for Working with Child Survivors (In Annex C)

1. Promote the Child's Best Interest
2. Ensure the Safety of the Child
3. Comfort the Child
4. Ensure Appropriate Confidentiality
5. Involve the Child in Decision-Making
6. Treat Every Child Fairly and Equally
7. Strengthen Children's Resiliencies

1. Promote the Child's Best Interest: A child's best interest is central to good care. A primary best interest consideration for children is securing their physical and emotional safety—in other words, the child's wellbeing—throughout their care and treatment. Service providers must evaluate the positive and negative consequences of actions with participation from the child and his/her caregivers (as appropriate). The least harmful course of action is always preferred. All actions should ensure that the children's rights to safety and ongoing development are never compromised.

2. Ensure the Safety of the Child: Ensuring the physical and emotional safety of children is critical during care and treatment. All case actions taken on behalf of a child must safeguard a child's physical and emotional well-being in the short and long terms.

3. Comfort the Child: Children who disclose sexual abuse require comfort, encouragement and support from service providers. This means that service providers are trained in how to handle the disclosure of sexual abuse appropriately. Service providers should believe children who disclose sexual abuse and never blame them in any way for the sexual abuse they have experienced. A fundamental responsibility of service providers is to make children feel safe and cared for as they receive services.

4. Ensure Appropriate Confidentiality: Information about a child's experience of abuse should be collected, used, shared and stored in a confidential manner. This means ensuring 1) the confidential collection of information during interviews; 2) that sharing information happens in line with local laws and policies and on a need-to-know basis, and only after obtaining permission from the child and/or caregiver; 3) and that case information is stored securely. In some places where service providers

are required under local law to report child abuse to the local authorities, mandatory reporting procedures should be communicated to the children and their caregivers at the beginning of service delivery. In situations where a child's health or safety is at risk, limits to confidentiality exist in order to protect the child.


5. Involve the Child in Decision-Making: Children have the right to participate in decisions that have implications in their lives. The level of a child's participation in decision-making should be appropriate to the child's level of maturity and age. Listening to children's ideas and opinions should not interfere with caregivers' rights and responsibilities to express their views on matters affecting their children. While service providers may not always be able to follow the child's wishes (based on best interest considerations), they should always empower and support children and deal with them in a transparent manner with maximum respect. In cases where a child's wishes cannot be prioritized, the reasons should be explained to the child.

6. Treat Every Child Fairly and Equally (Principle of Non-Discrimination and Inclusiveness): All children should be offered the same high-quality care and treatment, regardless of their race, religion, gender, family situation or the status of their caregivers, cultural background, financial situation, or unique abilities or disabilities, thereby giving them opportunities to reach their maximum potential. No child should be treated unfairly for any reason.

7. Strengthen Children's Resiliencies: Each child has unique capacities and strengths and possesses the capacity to heal. It is the responsibility of service providers to identify and build upon the child and family's natural strengths as part of the recovery and healing process. Factors which promote children's resilience should be identified and built upon during service provision. Children who have caring relationships and opportunities for meaningful participation in family and community life, and who see themselves as strong will be more likely to recover and heal from abuse.

60' Activity: Role play

5.4 Role Play

 Explain that Child-friendly justice can sound abstract and theoretical, so it can be helpful to review sound laws, policies and practices that flow from accepted principles of child-friendly justice. However, it is first important to note that there may not always be one correct solution to a problem that children face in the legal system. Rather, the aim of child-friendly justice is to provide a range of strategies that can be used to adapt a legal proceeding to the particular circumstances of the child or children involved.

Also, ask participants to please bear in mind, then, that the examples they are given are just some of these solutions in just some of the contexts that children engage with the legal system.

 Separate participants into 4 groups and pass out 4 different child-friendly methods (In Annex C):

Children as victims

Children as witnesses

Children as offenders

Children as complainants

 Give 15 minutes: Ask them to –

- Read their child-friendly method as a small group
- Identify an example that aligns with your method
- Practice role play, and consider who should play what role, build off of the guiding principles previously discussed, and include the method on their paper

 Give 5 minutes to act it out.

Before the group acts out the role-play, assign each of the 4 groups with an identity: Children as victims; Children as witnesses; Children as offenders, or; Children as complainants. Then after each group is finished role playing ask others to comment on what they noticed; Were there any gaps? What was done well? Then ask the group to read their child-friendly method out loud.

Children as victims:

- Social workers, police officers, teachers, doctors, nurses, hospital receptionists and anyone else who might encounter child victims should receive appropriate training and be able to quickly refer them to designated points of contact in the legal system.
- Steps should immediately be taken to protect child victims from further harm and to link them with services they may need to reach a full physical and psychological recovery.
- Free 24-hour helplines should be put in place to offer child victims a chance to discuss their options before bringing matters to the attention of authorities.

Children as witnesses:

- Children should be interviewed by trained professionals in the presence of trusted adults; the number of interviews should be kept to an absolute minimum; and, where multiple interviews are necessary, the same interviewer should conduct each session.
- When a child agrees to testify in court, measures should be taken to keep the child at ease. Children should not be forced to have contact with alleged perpetrators and, where appropriate, audio-visual or closed-circuit television technology should be made available to facilitate prerecorded testimony or live communication from a remote location.


- Children should be asked straightforward questions in language that they understand; techniques designed to test or confuse witnesses, as are frequently employed during cross-examination in adversarial legal systems, should be avoided.
- It should never be presumed that children's testimony or evidence is untrustworthy or inaccurate simply because it is not submitted by an adult.

Children as offenders:

- Any child apprehended by the police and suspected of wrongdoing should be given an immediate opportunity to contact a parent, guardian or trusted person and provided with access to a lawyer free of charge.
- Police officers should explain to children why they have been apprehended in a way that they can understand and should not question children about their potentially offending behaviour until a parent, guardian, trusted person or lawyer has arrived.
- Children should only be detained in exceptional circumstances and, where this is necessary, should never be detained alongside adults.

Children as complainants:

- Children should have access to free legal advice to discuss their rights and the options available for pursuing violations of these rights.
- Children should be able to initiate legal proceedings directly, through a parent or guardian, and through a chosen or appointed legal representative. Young adults should also be able to initiate legal proceedings to address childhood violations of their rights.
- Court fees, parental permission requirements, legal representation mandates, and any other constraints that might prevent children from bringing legal proceedings should be removed

 Say: thank you everyone for participating. I know it's not always easy to put ourselves in the shoes of victims or children, but you all did a great job.

10' Questions + Comments

5.5 Questions + Comments

 This was a heavy session with a lot of information, so make sure to talk through any points that were unclear.

 Ask participants:







- What questions do you have?
- How did the role play make you feel?

SESSION 6

Child-friendly assessments

SESSION 6

CHILD-FRIENDLY ASSESSMENTS


	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <p>Understand how to work with children and adolescents, including, provide child-friendly and culturally sensitive information, materials, and services</p> <p>Conduct child-friendly interviews</p> <p>Conduct child-friendly assessments to measure the unique needs of children</p>
	LOCATION & TIME IN PROGRAM	11.00 – 13.00
	DURATION	1 hour 45 minutes
	MATERIALS	Handouts, markers, pens pencils, flip chart papers
	PREPARATION	Write on 4 sheets of paper (agree, maybe/sometimes, or disagree), print verbal + non-verbal communication with children, the case study, and child-friendly assessments handout in Annex D

WHEN?		WHAT?	WHO?
11.00 - 11.10	10'	Introduce Session	ENTER NAMES OF TRAINERS
11.10 - 11.35	25'	Presentation on how to adapt verbal and body language when providing information and advice to a child that will be understood and age-appropriate	
11.35 - 11.50	15'	Presentation: Approaches to Conducting an Assessment	
11.50 - 12.40	30'	Group Activity: Provide case study and conduct child-friendly assessments to measure the unique needs of children	
12.40 - 12.55	15'	Plenary: Facilitate Discussion	
12.55 - 13.00	5'	Questions + Comments	

5' Introduction




6.1 Session Objectives

 Review session objectives and remind participants that this is a heavy topic and that they can step out or put their head down at any point. They can also talk to the facilitators if they need to at any point. This is a safe space and we want to make sure that everyone feels comfortable and safe.




6.2 Questions for Legal Providers


 Tell participants that providers of Child-friendly legal aid should have a systematic way for identifying child clients, for obtaining relevant information, for determining and assessing their clients' legal needs, and for developing and implementing a strategy for providing the necessary legal assistance. At a minimum, a legal aid provider should be able to answer the following questions: (give participants a minute or 2 to read these questions on the powerpoint)

1. How are the children to be served identified?
2. How are legal services made available to children?
3. What tasks are typically performed by legal aid service providers?
4. How and by whom are those tasks performed?
5. Are the methods utilized in performing those tasks state-of-the art as measured against professional standards?
6. Once contact between a child and a legal aid provider is established, how does the legal aid provider obtain information from the child and how often and under what circumstances is the child consulted and interviewed?
7. Is the child's legal representative familiar with alternative dispute resolution options that may provide a faster and more satisfactory outcome for the child client?
8. If the case is going to be tried in court, what is the extent of preparation for trial, including investigation, review of relevant documents, collaboration with experts in child development, development of a trial strategy including theory of the case, and planning for in-court advocacy?
9. Is the legal aid provider prepared to make a case for a disposition that best serves the interests of the child client, including familiarity with social support services for the child and his or her family?
10. Is there a plan for an appeal of an illegal or unjust result?

20' Best Practices on interacting with children

 This should be printed (handout in Annex A) and given to participants. Do not read everything, touch on important points and summarize, especially verbal and non-verbal.

6.3 Child-Friendly Values

 Tell participants that research shows that children can be positively or negatively affected based on the response of the person helping them. Because service providers play such a key role in promoting (or not promoting) a child's healing and recovery, they must have a solid foundation of positive attitudes about children and child sexual abuse survivors. Service providers are in the position to educate important and influential adults in a child's life. Adults, especially family members, need to understand that dismissing a child's revelation of sexual abuse or blaming a child for such abuse, is harmful. Service providers must challenge such attitudes and practices among adults if they are to facilitate understanding and empathy for the affected child.

 Print out in In Annex D

Court staff must have the ability and commitment to put the following child-friendly values and beliefs into practice, and to ensure child-friendly attitudes are communicated during the provision of care:

- » Children are resilient individuals.
- » Children have rights, including the right to healthy development.
- » Children have the right to care, love and support.
- » Children have the right to be heard and be involved in decisions that affect them.
- » Children have the right to live a life free from violence.
- » Information should be shared with children in a way they understand.

In addition, there are specific beliefs that are absolutely vital for providers to have when working with child sexual abuse survivors. They include the belief that:

- » Children tell the truth about sexual abuse.
- » Children are not at fault for being sexually abused.
- » Children can recover and heal from sexual abuse.
- » Children should not be stigmatized, shamed, or ridiculed for being sexually abused.
- » Adults, including caregivers and service providers, have the responsibility for helping a child heal by believing them and not blaming them for sexual abuse.

6.4 Verbal and Non-Verbal Communication Techniques

Explain to participants the difference between verbal and non-verbal cues and summarize some of these helpful techniques when working with children. Do not read all of them.

VERBAL

Child-Friendly Communication Techniques

Children, ages six years and older, who are able to communicate verbally can benefit from service providers who implement the following strategies:

- Talk with children about their life, school, family and other general topics before asking direct questions about their experience(s) of abuse. This helps the service provider to gauge the child's capacity to be verbal and helps a child feel at ease with the service provider.
- Use as many open-ended questions as possible. Avoid multiple-choice or yes/no questions, which can be confusing and lead the child to give inaccurate responses.
- Avoid using the words "why" or "how come." This will result in answers frustrating for you and the child: "I don't know," for example, or a shrug of the shoulders, or silence. Instead, ask for the child's opinion as to why something is so: "What do you think the reason is...?" In addition, "why" questions can come across as blaming, such as "Why didn't you..." for example.
- Use words that encourage the child to continue talking:
 - "Tell me more about that..."
 - "What do you mean by..."
 - "Give me an example of..." or "Describe for me..."
 - "Go on..."
 - "And then what happened...?"
- Don't put words in the child's mouth. Whether using verbal or non-verbal techniques. For example, do not say, "Did he put his hands on your breasts?" Or if using a doll to help a child communicate what happened, do not point to the breasts on the doll and ask, "Did he touch you here?" Instead, ask the child to show you where he/she was touched. Other examples of useful questions or statements:
 - Has anyone ever touched you in a way that makes you confused or frightened?
 - Share with me how you were touched.
 - Tell me what happened next.
 - Use your own words. It is okay to go slowly.

- Choose the right words. Children, especially those under the age of six, take words literally, so the service provider must be sure to use concrete language. For example, if you ask a young child, “Did he drive you away in his car?” the child may answer negatively—if the actual vehicle was a truck.
- Empower children: After children describe events or occurrences in their lives and talk about their reactions, they must be reassured that they “did the right thing” by telling another person about these events. It may be helpful to allow them the opportunity to explore their ideas and solutions: “What would you tell other kids to do if they were in the same situation?” If they are unable to reply, you can offer them paper and crayons and see if they want to draw their ideas.

NON-VERBAL

1. Nondirective techniques apply when a service provider invites children to draw a picture or tell a story but does not give specific directions about what they might draw or say. The person working with the child can then see what the child may be thinking or feeling, based on what the child chooses to draw, and so on. This is a good way to engage children at the beginning of an interview or meeting, allowing the child to relax and engage in a fun and creative activity without being told what to do.

2. Directive techniques apply when a service provider asks a child to participate in an art or other creative activity. These techniques can be very useful during interviews with children to gather information about specific areas of a child’s life. Examples of directive art and play techniques that can be used to better understand a child include:


- Having a child draw his or her family (anyone living in their house). This can be a very effective way to find out who lives with the child. Once the child draws the picture, service providers can ask additional questions about the family: to whom is the child closest? Who is he or she scared of? With whom does he or she get along? What do family members do during the day? ...and so on.
- Having a child draw his or her daily activities. This can be an effective way to find out what the child’s day is like. Is he or she in school, out of school? Who does he or she spend time with? Does he or she describe certain friends or activities? ...and so on.
- Having a child draw their safety circle. The child draws a circle and puts inside the circle what and who makes him or her feel safe. This can be an excellent way to identify safety concerns the child may have. The service provider can take this activity a step further and have the child draw the things outside of the circle that scare them (the circle being the symbolic boundary of safety). This can provide additional information about the child’s perception of risk (what and whom) and safety (what and whom).

- Having a child use dolls. Using dolls, a child shows where or how he or she was touched. For example, asking a child to show you where on the doll he or she was touched or hurt. The service provider should not lead the child, for example, pointing to a child’s breast, vagina, penis or other body part and asking, “Did he/she touch you here?” This is a leading question and children may want to please the person asking and could answer “yes” when, in fact, the answer is “no.” The use of dolls in interviews with children require specific
- Having a child use dolls to find common language. It can be very useful to have dolls and drawings to define common terminology for body parts. Studies have shown that children use many different names for private parts, and many young children do not know which parts of the body are considered private. Young children tend to use a wider range of words to refer to body parts and sexual acts than do older children. Younger children also use the same word or phrases to refer to more than one body part or sexual act. Thus, the service provider must take the time to clarify the words and phrases used by children to ensure an accurate understanding of children’s statements.

20’ Approaches to conducting an assessment of providers



6.5 and 6.6 Assessment #1

 Tell participants that assessing the quality of legal aid is a far more complex and nuanced undertaking that must consider the nature of the problems presented, the challenges presented by those problems, the goal of the services provided, and the success rate in meeting those goals. Because legal aid providers do not control many of variables that impact success or lack of success, it may be useful to measure quality of services by comparing practices of individuals and agencies to best practices.

ASSESSMENT #1: Providers of Legal Aid (In Annex D)


Below is a list that could be utilized when attempting to assess the performance of providers of child-friendly legal aid.

FOR INDIVIDUAL PROVIDERS OF LEGAL AID:	I HAVE	I HAVE NOT	WORKING TOWARDS
1. Knowledge of laws, regulations, and practices relevant to the provision of child-friendly legal aid.			
2. Knowledge and skills necessary to establish relationships with children, based on knowledge of developmental differences between adults and children, that foster complete and effective communication so that all relevant information is known and considered in decision-making;			
3. Acknowledgment of the role of the child and his or her evolving capacity in making decisions about steps to be taken on his or her behalf and accommodation of the role of the child in decision-making in the exercise of professional judgment by the legal aid provider.			
4. Exercise of effective advocacy on behalf of the child, including determining what model of advocacy will have the most positive short-term and long-term effects upon individual children and groups of vulnerable children.			

FOR INDIVIDUAL PROVIDERS OF LEGAL AID:	I HAVE	I HAVE NOT	WORKING TOWARDS
5. Training and skill in understanding the cultural and community contexts in which legal aid is being provided.			
6. Thoroughness in understanding the problems faced by individual children and vulnerable groups of children and in designing solutions to those problems.			
7. Ability to conduct thorough investigations to discover all facts relevant to the provision of child-friendly legal aid.			
8. Ability to navigate multiple systems effectively utilizing the skills of advocacy, negotiation, mediation, and in-court advocacy to achieve desired results.			
9. Knowledge and ability to link children with other essential service providers to ensure that children's needs are addressed in a comprehensive manner.			

6.7 Assessment #2


ASSESSMENT #2: Age-Assessment

 Tell participants it is important to consider the child's role in decision-making and what type of approach to take based on their age. In addition to safeguarding children's best interests, guiding principles also aim to encourage service providers to listen to children's thoughts, ideas and opinions affecting their care and treatment. Providing children with age-appropriate information about what is happening, and offering them a chance to express their thoughts, helps them feel safe during their care and treatment.

 We must remember that:

1. Children are not small adults. They experience events, think, speak, and behave in a way that reflects their age and evolving maturity.
2. The age gap between children and law enforcement agents can be intimidating to the child.
3. Children must be treated with special care and attention in order to adequately solicit accurate information, while protecting them from further harm and maintaining their pride and dignity.

 Handout the assessment

 Tell participants that this assessment will help them recognize an appropriate approach for providers and talking with child survivors requires service providers to take into consideration several factors, including the child's age and stage of development. The level of a child's development is influenced by many factors besides age. The environment has an important impact, as do education, culture, nutrition, access to health care, social and family interactions, as well as war and violence and their consequences (psychosocial and mental health problems, displacement). Service providers responsible for talking with children about their abuse experience should adapt the length of time according to the child's age. Age-appropriate lengths of time to talk with children about sexual abuse are:

Review each part of the assessment:

AGE GROUP	AGE-ASSESSMENT	DECISION MAKING	APPROACH
Infants and Toddlers (0–5 years old)	Children in this age range should not be interviewed directly about their abuse. They have limited verbal communication skills and are unlikely to make any disclosures about abuse.	The non-offending parents/ caregivers should be the primary sources of information about the child and suspected abuse. Other significant adults in the child’s life, particularly people who have provided care, should be consulted, including the person accompanying the child.	Read child’s rights to the guardian or parent Use toys or drawing methods
Younger Children (6–9 years old)	Children in this age range can be directly interviewed by the service provider, although it is recommended that, if possible, information about the abuse be gathered from trusted sources in the child’s life.	Children 9 years and younger have the right to give their opinion and be heard. They may be able to participate in the decision-making process to a certain degree, but caution is advised to avoid burdening them with decisions beyond their ability to understand.	Read child their rights Use toys or drawing methods
	Children in this age range may have a difficult time answering general questions. This may result in children saying, “I don’t remember” or “I don’t know” often, or they may give vague responses such as, “The man did a bad thing,” but fail to share more.		
	Caregivers/parents or someone the child trusts can be involved in the interview as long as the child requests that the adult be present (and the adult is not a suspected abuser).		
	Children in this age range benefit greatly from a mixture of both verbal and art-based communication techniques.		
	Children in this age range shouldn’t be asked questions that involve abstract ideas like justice or love. They tend to think in concrete (literal) terms.		

AGE GROUP	AGE-ASSESSMENT	DECISION MAKING	APPROACH
Younger and Older Adolescents (10–18 year old)	Children in this age range can be directly interviewed by the service provider. Open-ended questions can produce important information about sexual assault.	Children 10 to 12 years can meaningfully participate in the decision-making process, but maturity must be assessed on an individual basis.	Read child their rights Depending on the level of maturity toys can be used
	Caregivers/parents or someone the child trusts can be involved in the interview as long as the child requests that adult to be present (and that adult is not a suspected abuser).	Children 13 to 14 years are presumed to be mature enough to make a major contribution to decisions affecting their care and treatment.	
	Adolescents have more capacity for analytical thought and reflection, but service providers should remember they are also still developing.	Children 15 years and up are generally mature enough to make their own decisions.	

30' Group Activity: Implement assessment



6.8 Group Activity: Implement Assessment

 Introduce the exercise:

1. Now that you have finished handing out both assessments and explaining each one, split participants into groups of 3.
2. Pass out 1 case study to each group.
3. Have participants read the case study and then make an assessment as to what age they think that child is and what the appropriate approach is.
4. They will write additional approaches in the column on the right. Please remind them to include skills they learned from yesterday and write a step by step approach to the that child's age based off of the case study.
5. Walk around and help participants if they need it.
6. Then ask participants to conduct the service provider assessment on each other. They will check met, unmet, or working toward based off of their knowledge, and then assess whether the participant needs additional training or resources.

15' Group discussion



6.9 Group Discussion

 Ask the following questions for reflection:

- What worked well when using the assessments?
- What challenges did you come across?

5' Exercise: Questions

Final Questions and Comments









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

SESSION 7

Child-friendly Facilities

SESSION 7

CHILD-FRIENDLY FACILITIES

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	As a result of this session, participants will be better able to: Identify the structural and material needs of child survivors Steps in designing and implementing such facilities Identifying best practices in utilising such facilities
	LOCATION & TIME IN PROGRAM	14.00 – 15.00
	DURATION	1 hour
	MATERIALS	Pen, paper, post-it notes
	PREPARATION	Write (1) structural needs, (2) material needs and (3) other resources on flip chart paper

WHEN		WHAT?	WHO?
14.00 - 14.05	5'	Introduction to session	ENTER NAMES OF TRAINERS
14.05 - 14.20	15'	Exercise-brainstorm: structural and material needs of child survivors	
14.20 - 14.40	20'	Group Exercise: Identify best practices for the GBVC	
14.40 - 14.55	15'	Presentation: Design and facilitation of an ideal GBVC	
14.55 - 15.00	5'	Sum up	

5' Introduction



7.1 Introduction

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

- The structural and material needs of child survivors
- Steps in designing and implementing such facilities
- Identifying best practices in utilising such facilities

15' The structural and material needs of child survivors



7.2, 7.3, 7.4 The Structural and Material Needs of Child Survivors

Go through the following points:

- The structural and material needs of child survivors is based on the implementation of child-friendly justice practices.
- The aim of child-friendly justice practices are to provide a range of strategies that can be used to adapt a legal proceeding to the particular circumstances of the child or children involved.
- Child-friendly methods should be taken into consideration in determining the structural and material needs of a child. For instance the need for confidentiality requires hearings to be conducted in a separate and secure room. For instance the need to protect the child from the perpetrator requires the use of close-circuit television for hearing or other means of protecting the child from the perpetrator.
- The Justice for Children Policy for Ghana adopted by the Government of Ghana in November 2015 contains an analysis of child-friendly justice needs for children. (Extract to be provided for participants)



7.5 Identifying the Structural and Material Needs


Exercise: Based on information provided so far with regard to child-friendly methods participants should be asked to consider in three random group for 10' the structural needs, materials and resources required by child survivors in the GBVC and these should be written down by contributors on sticky sheets. They should be called upon to stick what they have written on a flip charts and arranged based on whether it relates to any of the three areas: (1) structural needs, (2) material needs and (3) other resources.




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

20' Speaker - Identify best practices for the GBVC

7.6 – 7.14 Examples from the Phillipines and Accra

 Have participants identify why these are child-friendly facilities and ask participants if they have had the privilege of visiting GBV Courts handling child related cases in other jurisdictions and are willing to share their experiences on facilities in such courts in 10'

 Exercise – In pairs participants will discuss for 5' and write down and present best practices from the experience that can be that could assist the GBVC in handling children's cases which will be written down on flip charts and that will be shared at the plenary session.

 Discussion: Discussions will be held to facilitate the compilation of the best practices for the GBVC.

15' Presentation Design + Implement a GBVC


7.15 - 7.19 Steps in Designing and Implementing a GBVC

 Go through the following points:

- There is the need to design and procure the facilities required to ensure a fully functional GBVC
- The GBVC Guidelines has outlined minimum resources required to ensure a fully functioning GBVC.
- It is important to identify what is required and to take appropriate steps to ensure that they are available. Funds have to be made available and procurement processes have to be followed to acquire the resources. Some of the facilities require the following steps to be taken:
 - Structural facilities – The structure of the court and the facilities required according to the GBVC Guidelines include: the provision of appropriate court rooms, testifying room, waiting rooms and kitchen for the use of survivors and witnesses and parents. Sign boards should be put up on each GBVC to identify it. Appropriate requisition will have to be made to the Administration of the Judicial Service for the structures to be made available.

7.20 Procurement of Items

- Procurement of items – A number of items have to be procured for the GBVC including CCTV, toys for children, and anatomical dolls for use by children. It is important to have a list of the equipment required
- Skills training – skills training is required for all actors working with or associated with the GBVC including Judges, Registrars, Court Clerks and other intermediaries. A training plan has been developed as part of the GBV Guidelines and there is the need to follow it. Participants will refer to the training plan.

 It is important to have a plan (short term, medium and long term) in place to ensure that the items required are realised.

5' Sum up

7.21 Sum Up

 Ask for any questions + comments







Ask the group what they have learnt in this session?

SESSION 8

Impact of Trauma & Violence in Childhood

SESSION 8

IMPACT OF TRAUMA & VIOLENCE IN CHILDHOOD

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> Recognize trauma and its impact on children's behaviour and reactions Identify special needs to address the trauma + violence Identify boundaries when working with children adolescents Understand child development at various stages
	LOCATION & TIME IN PROGRAM	15.00 - 16.00
	DURATION	1 hour
	MATERIALS	Pens, paper, flip chart, index cards
	PREPARATION	Print child development handout in Annex E, write on 4 sheets of paper (agree, maybe/sometimes, or disagree)

WHEN?		WHAT?	WHO?
15.00 - 15.10	10'	Introduction: The impact of trauma and violence on child development	ENTER NAMES OF TRAINERS
15.10 - 15.30	20'	Facilitated Discussion: How you do you recognize trauma and work with child survivors	
15.30 - 15.50	20'	Activity: Keeping Boundaries	
15.50 - 16.00	10'	Questions + Comments & Introduction for next day	


10' Introduction




8.1 Objectives

Review Objectives:

- Recognize trauma and its impact on children's behaviour and reactions
- Identify special needs to address the trauma + violence
- Identify boundaries when working with children adolescents
- Understand child development at various stages

 Explain to participants that early childhood trauma generally refers to the traumatic experiences that occur to children under the age of 10. Because young children's reactions may be different from older children's, and because they may not be able to properly verbalize their reactions to threatening or dangerous events, many people assume that young age protects children from the impact of traumatic experiences. A growing body of research has established that young children may be affected by events that threaten their safety or the safety of their parents/caregivers, and their symptoms have been well documented. These traumas can be the result of intentional violence—such as child physical or sexual abuse, or domestic violence—or the result of natural disaster, accidents, or war. Young children also may experience traumatic stress in response to painful medical procedures or the sudden loss of a parent/caregiver.

 Traumatic events can affect children's moods and their ability to regulate their emotions. Physical or psychological development may be affected by certain kinds of trauma, especially repeated trauma.

Explain how the brain grows during trauma and how children's responses to fight, flight, or freeze change. Ultimately, the body develops a defense mechanism to shield itself from pain.

Explain how stress impacts the body. Use the example of being late. Ask participants if they have ever run late to a meeting or to work, and then ask them how they feel when they are stressed and how their memory works. Did you remember to pack your keys? Did you lock the door, etc.? Show how stressful that small moment can be and to think about how an individual must feel when they are constantly stressed due to trauma, and that impacts the mind and body over time.

 Pass out child development handout and ask participants to read through it with their group.

Ask them if they notice anything surprising or examples they can provide. (5 minutes)

20' Recognizing signs of trauma



8.2 Recognizing Signs of Trauma

Write these on a flipchart. Describe/define a few of the terms. Tell participants that there are many symptoms, and these are some of the most common. Ask participants:

- Have you come across any of these symptoms when working with a child?
- Have them give examples.

Symptoms

- Flight/Flight/Freeze
- Hyper-vigilance
- Sleep disorders
- Panic attacks
- Anxiety
- Depression
- Attention issues
- Sensory issues
- Eating/food related issues
- OCD, ticks, self-harming
- Extreme moods (tantrums, anger or even extreme/unnatural affection for strangers)
- Struggles with self-soothing and regulation
- Learning difficulties
- Behaving younger than their proper age (developmental regression)
- Helplessness

Depending on the type of trauma, they should make a referral to psychosocial services for counseling and case management and can work with you to interview and work with the child.

Share Child Development Handout in Annex E

20' Keeping boundaries



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

8.3 Keeping Boundaries

 Write one word on 4 sheets of paper (agree, maybe/sometimes, or disagree)

Tape the paper in 3 corners of the room

Tell participants: I will read a sentence and you will stand in the quadrant that makes the most sense to you. Try not to think about it too much go with your instinct.


Once you say a phrase and participants move to their area, ask a few to explain why they are standing there (do this after each phrase you call out)

Phrases

- I make time for family and friends
- I become irritable after working on a difficult case involving children
- I tend to go above and beyond when working with children
- I tend to think of those children as my own
- I have hobbies that I do outside of work
- I am harder on my own children because of what I see
- I have put blame on myself for certain child cases
- After a hard case I don't talk to anyone about it


Ask participants to sit down and then ask the group,

- What does it mean to have boundaries?
- Why are boundaries important?
- What are somethings you all can do to keep your boundaries?

 Thank everyone for participating and for being open to discussing their personal boundaries. Let participants know that this something they should reflect more on and try to hold each other accountable.

10' Questions + comment

8.4 Questions + Comments







 Remind participants that it is a difficult topic and that we all have to step away from our work to focus on our mental, emotional, and physical well-being. It is important that we do that to be our best at work. I know we covered a lot today. What questions or comments do you have?

SESSION 9

Introducing the GBVC Guidelines

SESSION 9

INTRODUCING THE GBVC GUIDELINES

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>By the end of this module/session, participants will be able to:</p> <ul style="list-style-type: none"> • Deepen participants' understanding of the GBVC Guidelines and their application • Understand the GBVC Guidelines and establish its purpose, objectives and audience • Identify challenges in applying the GBVC Guidelines to their work • Begin to identify areas of the GBVC Guidelines to correct or revise
	LOCATION & TIME IN PROGRAM	09.00 - 10.45
	DURATION	1 hour 45 minutes
	MATERIALS	GBVC Guidelines.
	PREPARATION	Print GBVC Guidelines for participants.

WHEN?		WHAT?	WHO?
09.00 - 09.05	5'	Introduction	ENTER NAMES OF TRAINERS
09.05 - 10.05	60'	Reading & Presentation: Knowledge about the contents of the GBVC Guidelines looking at its purpose, objectives and audience	
10.05 - 10.30	25'	Presentation: The Judicial system and the GBVC Guidelines	
10.30 - 10.45	15'	Sum up	

5' Introduction

9.1 Introduction

 This session has the following objectives:

- Deepen their understanding of the GBVC Guidelines
- Understand the GBVC Guidelines and establish its purpose, objectives and audience
- Identify challenges in applying the GBVC Guidelines to their work
- Identify areas of the GBVC Guidelines to correct and revise.

5' Presentation: The judicial system and the GBVC Guidelines

9.2, 9.3 Introduce the GBVC Guidelines

 Go through points below (summarize):

- **THE JUDICIARY** - Chapter 11 Articles 125 to 161 of the 1992 Constitution of the Republic of Ghana indicates that the judiciary is responsible for the court system which is made up of the Superior Courts and Lower Courts
 - Superior Courts – High Court, Court of Appeal and Supreme Court
 - Lower courts – Juvenile Courts, District Courts, and Circuit Court
 - Jurisdiction of each is set out in the Courts Act, 1993 (Act 459)
 - Cases touching on GBV can be initiated at any court of first instance (District Court, Circuit Court & High Court) so long as jurisdictional rules are respected
 - District Court – up to GHS10,000 and criminal matters where the fine is not beyond 500 penalty units or 2 years imprisonment.
 - Circuit Court – up to GHS50,000 and criminal matters excluding treason, trial by indictment and offences punishable by death or life imprisonment
 - High Court – Original jurisdiction in all matters, jurisdiction to enforce the fundamental Human rights and Freedoms guaranteed in the Constitution, appeals from Circuit Court and District Court etc.
 - Court of Appeal – Hears cases on appeal from the High Court
 - Supreme Court – cases on appeal from Court of Appeal or constitutional cases based on invocation of Article 2 of the Constitution

9.4 Introduce the GBVC Guidelines

- The court system eventually handle all cases of GBV whether it is a criminal prosecution by the Police for acts amounting to GBV (physical, sexual, psychological, economic, harassment) or in a civil suit (divorce or tort actions).
- 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 by 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 which are forms of economic violence. A case involving a child can be referred from the Circuit or High Court to the Family Tribunal.


9.4, 9.5 Judicial System and the GBVC Guidelines

- **GENDER BASED VIOLENCE COURTS:** The GBVC was inaugurated in March 2009 at the Circuit Court level to handle cases relating to GBV.

9.6 Judicial System and the GBVC Guidelines


- **GBVC GUIDELINES** - The GBVC Guidelines was put together to provide guidelines in the handling of GBV cases at the GBVC. The Guidelines has three main sections or chapters. An outline of the table of contents of the Guidelines is as follows:
 - What is a Gender Based Violence Court (GBVC)?
 - What cases does a GBVC deal with?
 - Minimum standards

9.7 Judicial System and the GBVC Guidelines

 Individual reflection: I hope you have had time to look at the GBVC Guidelines that you received in their package. We shall take a close look at it in the next session so as to know its provisions and how it applies to your work with regard to the GBVC.

60' Reading & presentation – understand the gbvc guidelines and establish its purpose, objectives and audience

9.8, 9.9 Exercise: Understanding the GBVC Guidelines – purpose, obj. & audience

 Exercise – You have 15 mins to go through the GBVC Guidelines

Divide the participants into three random groups for each group to consider one of the following issues with regard to the GBVC Guidelines for 15 mins. - What do you consider as the GBVC Guidelines?

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

- Group 1 - Purpose
- Group 2 - Objective
- Group 3 - Audience
- Write your response on a flip chart to be presented at plenary.

9.10 Presentation: Understanding the GBVC Guidelines

 Go through the following points with participants in a participatory manner -

- The key provisions of the Guideline are as follows:
 - 1. What is a Gender Based Violence Court (GBVC)?** – A GBVC is defined as follows: “A GBVC is simply a Circuit Court that has been designated as a GBVC by the Chief Justice. A GBVC is able to hear any case within the jurisdiction of a Circuit Court, but is expected to prioritize cases involving domestic and/or sexual violence against women, men and children and only deal with other cases when there is time to do so.”
 - 2. What cases does a GBVC deal with?** Based on jurisdictional rules in the Courts Act, 1993 (Act 459) the GBVC deal GBV cases arising from the following laws:
 - Offences in the Criminal Code (other than an offence for which the punishment is a sentence of death) [should be Criminal Offences Act, 1960 (Act 29)]
 - Domestic Violence Act, 2007 (Act 732)
 - Human Trafficking Act, 2005 (Act 694)
 - Children’s Act, 1998 (Act 560)

9.11, 9.12 Presentation: Understanding the GBVC Guidelines

a) Offences in the Criminal Code (other than an offence for which the punishment is a sentence of death). By the Criminal and Other Offences (Procedure) Act, 1960 (Act 30) section 296(2) which states that where a crime is declared by any enactment in the Criminal Code to be a misdemeanour and the punishment for the crime is not specified, a person convicted thereof shall be liable to imprisonment for a term not exceeding three years, bringing them within the minimum jurisdiction of the Circuit Court). The following cases against women, men and children are to be prioritised:

Additional Information you can share with the participants:

Minimum standards

- a) Facilities* – Need to ensure privacy, rights and safety of victims (and state witnesses) are protected and to facilitate actual testimony. The following minimum standards applies in this area:
- (i) the Court – cases must be heard in court (with windows and doors open);

(ii) testifying room – A separate testifying room to be provided measuring 4m x 4m and must be totally private with closed doors and windows and a/c. it must be comfortably furnished. The alternative is to use the judge’s room.

(iii) Children’s waiting room measuring 6mx6m with suitable furniture.

(iv) prioritising cases involving young child victims and witnesses

b) Personnel – Key personnel includes: Judges, Persecutors, Intermediaries, (Department of Social Welfare, Interpreters and sensitized court staff (including Clerks, Orderlies and Interpreters)

c) Training – Training is to be provided by the Judicial Training Institute (JTI) save for training the Police/DoWSU prosecutors (who should organise their own training similar to the one for the Judiciary ‘Social Context’ Module.

d) Equipment – Minimum equipment to be provided to each GBVC include: A one-way CCTV system, Anatomical Dolls.

e) Information and Awareness materials – Judicial Service’ Communication Department to provide the following: posters to raise awareness of the fact that a GBVC exists in a particular place and where to find it, booklet explaining the type of GBVC cases handled, pamphlets specifically for child victims and their families explaining the entire procedure of trial to them.

f) Trauma counselling/debriefing – This must be provided to all GBVC judges and staff. This should be provided by the Government or NGO close to where the GBVC is based.

g) Collaboration with reputable civil society organisations and others – Registers of Service providers: Judges are to keep information on other services available for survivors including – NGOs, CBOs FBOs, hospitals, and clinics and to have details at where they are located. Copies must be provided to all Court Staff to ensure they are able to refer victims and witnesses to the service provider when and as required.

h) Ancillary matters:

22. (i) To ensure cases falling under the jurisdiction of a GBVC are correctly channelled to the GBVC, the Police must liaise with all Police stations falling within the court’s jurisdiction to inform them about the role, functions and location of the courts, as well as which cases it deals with of the court;

23. (ii) Registrars and clerks need to be made aware that all cases falling within DVA and GBVC should be referred to the GBVC. District Court Magistrates must request for the transfer of cases on DVA incorrectly referred to them to the CJ.

(iii) Prosecutors need to meet with victims, especially child victims to prepare them for cases intermediaries should meet with child victims.

(iv) Signage to the GBV must be provided and must be easily seen so that so that victims and witnesses (including those who cannot read) are able to find the court without having to ask any one where it is.

(v) Since all Circuit Courts address GBV cases all Circuit Court Judges and staff need to be trained.

(vi) Privacy – where CCTV is not available fabric cloth screens should be provided (Judicial Service is also currently negotiating with a Ghanaian company in order to purchase the equipment)

(vi) High Court judges should also be trained on GBV.

(vii) Need to formalise legal framework on GBV in the form of specific legislation, regulations under the Criminal and Other Offences Procedure Act or Rules of Court

12. Anatomical Dolls (Specifications) – At least set of four anatomical dolls (an adult male, an adult female, a female child and a male child) which should comply with basic specifications. Judicial Service are currently purchasing these.

13. (i) s. 69A Female Circumcision, a second degree felony with a maximum sentence of 3 years;

(ii) s. 89 & 90 kidnapping a second degree felony;

(iii) s. 91 & 92 abduction of a child under 18 years which is a misdemeanour;

(iv) s. 93, 94 & 95 Child Stealing a second degree felony;

(v) s. 101, Defilement of child under 16 years of age which carries a sentence of 7 – 25 years;

(vi) s. 102 carnal knowledge of (an idiot, imbecile or mental patient without consent) for which sentencing is between 5 -25 years;

(vii) s. 103 Indecent Assault which is a misdemeanour with minimum sentence of 6 months;

(viii) s. 104, Unnatural carnal knowledge (sex with a person over 16 ‘in an unnatural manner’ or with an animal. Punishment varies – with consent a second degree felony with sentence of 5-25 years, with consent it’s a misdemeanour with no maximum set. If it is with an animal it is not a GBVC offence but can be handled under ordinary jurisdiction of GBVC.

(ix) s. 105 incest, with sentence between 3-25 years;

(x) s. 106 Householder permitting defilement of a child on his premises – sentence of 20 or 25 years.

(xi) s. 107 procurement which is a misdemeanour;

(xi) s. 108 Causing or encouraging the seduction of prostitution of a child under 16 is a misdemeanour;

(xii) s. 109 Compulsion of marriage “whoever by duress cause a person to marry against his or her will, shall be guilty of a misdemeanour, by s. 296(4) of CC maximum of 3 years. Compulsion of marriage is also covered by **s. 14 & 15 of the Children’s Act** which makes the sentence of a fine or to a term of imprisonment not exceeding one year or to both;


(xiii) s. 314A Prohibition of Customary Servitude with sentence of minimum of 3 years.


b) Domestic Violence Act, 2007 (Act 732) – It is defined to cover physical violence and abuse, sexual abuse, economic abuse, emotional, verbal or psychological abuse; harassment (including sexual harassment); and any other behaviour or conduct that in any way harms or may harm another person, endangers their safety, health or wellbeing, undermines their privacy, integrity or security or detracts or is likely to detract from their dignity and worth as human beings occurring within domestic relationship. (s. 1). It amounts to an offence and a person is liable on conviction to a fine of not more than 500 penalty units or to a term of imprisonment of not more than two years or to both – unless the crime is aggravated or is one that the Criminal and Other Offences Procedure Code prescribes a higher penalty in which case the court can impose a sentence of more than two years. (s. 53). Where GBV has been established all cases under the DVA are to be dealt with by the GBVC and not only the more serious types.

c) Human Trafficking Act, 2005 (Act 694) – It is an offence to convey, send to or to receive any person for the purposes of trafficking and includes a minimum sentence of 5 years imprisonment without the option of a fine. Other offences related include the supply and conveyance of a trafficked person and failure to provide information on trafficking to the Police. All cases of human trafficking are to be dealt with under this law.

5’ Sum up

9.13 Sum Up

 Remember! – You need to know as much as possible about the GBVC Guidelines, which is why we go through them in this training and also why we reflect on how the Guidelines can be strengthened.







 Discussion: What are the key lessons we have learnt in this session. A ball will be thrown to you to state one lesson?

SESSION 10

Challenges & Gaps with the GBVC Guidelines

SESSION 10

CHALLENGES & GAPS WITH THE GBVC GUIDELINES

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>By the end of this module/session, participants will be able to:</p> <ul style="list-style-type: none"> Identify challenges in applying the current draft of the GBV Guidelines to the work of court staff Highlight gaps in minimum standards and recognise areas for improvement
	LOCATION & TIME IN PROGRAM	11.00 - 12.00
	DURATION	1 hour
	MATERIALS	Materials needed
	PREPARATION	Flip chart paper and pen

WHEN?		WHAT?	WHO?
11.00 - 11.05	5'	Introduction	ENTER NAMES OF TRAINERS
11.05 - 11.35	30'	Exercise: Identify challenges in applying the GBVC Guidelines to the work of court staff and recommendations	
11.35 - 12.00	25'	Exercise: Highlight gaps in minimum standards and recognise areas for improvement	

5' Introduction


10.1 Introduction

 In this session we will:

- Identify challenges in the GBVC Guidelines
- Highlight gaps in minimum standards and begin to slowly recognise areas for improvement
- Provide recommendations to improving the guidelines

30' Exercise: Identification of challenges in applying the current draft of the gbvc guidelines to the work of court staff

10.2 Exercise: Challenges in applying the GBVC Guidelines to the work of court staff

 **Exercise** – Divide participants into three groups based on the roles they play within the court system (Judges, Registrars and Court Administrators) to hold discussions for 15 minutes on the likely challenges in applying the current draft of the GBVC Guidelines to their work (if they have not yet applied them) and actual challenges (if they have already attempted applying them). The responses of each group will be written out in the format of the table below. Have participants draw out the table on flip chart paper. Since the experiences of each region differs you should identify courts in specific regions and refer to their respective experiences.

10.3 Exercise: Challenges in applying Guidelines by Staff


The Administrators should also identify other judicial actors who are not in the room but are critical for the functioning of the Guidelines and analyse their roles.

Each group will present their findings at plenary and other members given the chance to ask questions to the group.

10.4 Exercise: Challenges in applying Guidelines by Staff

AREA OF WORK/ REGION	SPECIFIC PART OF THE GBVCG TO BE APPLIES AND CHALLENGES FACED / LIKELY TO BE FACED IN APPLYING THE GUIDELINES	WHAT IS REQUIRED TO ADDRESS THE CHALLENGE	ADAPTATION MADE WITH CURRENT RESOURCES

10.5 Exercise: Challenges in applying Guidelines by Staff

 Depending on the findings from the groups consider any of the court staff below who were not identified during the group work, go through the following points:


- Some of the key actors in the courts that should be considered in the implementation of the GBVC Guidelines include the following:
 - Judges – responsible for hearing cases and making decisions on cases. They need to know the areas of their jurisdiction
 - Registrars – responsible for the assignment of cases to courts. They have to ensure that they know which cases should be referred to the GBVC.
 - Filing clerks – responsible for filing of cases and should ensure that they receive cases and process them quickly.

10.6 Exercise: Challenges in applying Guidelines by Staff

- Court clerks – responsible for calling cases to be heard in court and in forwarding dockets and orders of the court for processing at the registry. They should identify GBVC cases and ensure that they are dealt with expeditiously.
- Interpreters – responsible for translation from the local language into English and vice versa
- Bailiffs – responsible for serving processes
- Ushers – Ushers in the judge
- Typists – type proceedings and orders

- Court Administrators – ensure that the courts have the personnel, facilities and systems necessary to operate.

10.7 Exercise: Challenges in applying Guidelines by Staff


 It is important that each person with a role to play with regard to implementation of the GBVC Guidelines knows what is expected of them in its implementation. If anyone does not do what is expected to them well it will have an impact on the handling of cases

25' Group exercise: Highlight gaps in the minimum standards and begin to recognise areas for improvement

10.8 Highlight gaps in minimum standards and recognise areas for improvement

 Take participants through the following points:

- From your knowledge of the court system and what you have learnt about the needs of survivors of GBV you need to be able to identify all their needs and to see if they have been addressed in the GBVC Guidelines.
- It is also important to assess the basic facilities at the courts to see if it meets the needs of users of the courts

 **Exercise** – Divide participants into random groups of three (3) to review the GBVC Guidelines to identify if it meets minimum standards with regard to the needs of survivors in the use of the GBVC Courts including the needs of

- (1) female adults,
- (2) male adults
- (3) children of all ages.

Each group will address the issue assigned to them. Make recommendations to better protect their interest whilst using the GBVC which should be reflected in the GBVC Guidelines.

The responses of each group will be written on flip charts and each group will present their findings at plenary and other members given the chance to interrogate the group.

10.9 Sum Up

Wrap it up







Questions + Comment

SESSION 11

Role of court staff and GBVC minimum standards

SESSION 11

ROLE OF COURT STAFF AND GBVC MINIMUM STANDARDS

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<p>As a result of this session, participants will be better able to:</p> <ul style="list-style-type: none"> • Distinguish the role of each court staff in implementing the GBVC Guidelines to strengthen the judicial response to GBV • Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV
	LOCATION & TIME IN PROGRAM	12.00 - 13.00
	DURATION	1 hour
	MATERIALS	Materials needed
	PREPARATION	Preparation needed to conduct the session

WHEN?		WHAT?	WHO?
12.00 - 12.05	5'	Introduction of session	ENTER NAMES OF TRAINERS
12.05 - 12.35	30'	Exercise: Court staff role in integrating the GBV Guidelines into their work	
12.35 - 12.55	20'	Presentation: Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV	
12.55 - 13.00	5'	Sum up	

5' Introduction


11.1 Introduction

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

- Distinguish the role of each court staff in implementing the GBVC Guidelines to strengthen the judicial response to GBV
- Understand the GBVCs minimal or ideal standards and how they are applicable to working with survivors of GBV

30' Exercise: Court staff role in integrating gbvc guidelines into their work

11.2 Court Staff Role in Integrating GBVC Guidelines into their Work

 Participants will be divided into three random groups and given case studies to advise on based on the application of the GBVC Guidelines for 15 minutes.

They are to record their advice and to present their scenario and advice at the plenary.

11.3 Integrating GBVCG by Court Staff

 Go through the notes below:

- When GBV occurs the Domestic Violence Act, 2007 (Act 732) 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.

11.4 Integrating GBVCG by Court Staff

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.

11.5 Integrating GBVCG by Court Staff

- At this stage the Police have their first contact with the courts through the **filing clerk/court clerk** who then refers the matter to the **Registrar**. The Registrar is responsible for assigning a court for the hearing of the matter and fixing a date for the case to be called. In court located in smaller communities the Police will take the case to a specific court.

- There is a need to ensure that early dates are fixed for the hearing by Registrars/court clerks.

11.6 – 11.9 Integrating GBVCG by Court Staff

- 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 Court Clerk then reads out the charge and asks the perpetrator to plead to the charge (guilty or not guilty). The facts are then read out by the Police Prosecutor. The complainant can be sentenced on his/her own plea. If the accused pleads not guilty bail can be applied for and 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.

11.10 Integrating GBVCG by Court Staff

- 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. Provision can also be made for referral of cases for Alternative Dispute Resolution (ADR) under the Domestic Violence Act for certain types of cases. In such a case the Judge should give a return date so they are given information on the outcome so as to protect survivors.

11.11 Integrating GBVCG by Court Staff

- 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 complaints. Delays can also be caused by Court Clerks indicating that court dockets are not available.

11.12 Integrating GBVCG by Court Staff

- 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. 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.

11.13 – 11.14 Integrating GBVCG by Court Staff

- 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.

11.15 Integrating GBVCG by Court Staff

- 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.
- The Police and Bailiffs may be involved in enforcing judgements.

11.16, 11.17 Integrating GBVCG by Court Staff

Others

- Both Judges and other court officials should familiarize themselves with the Domestic violence Regulations, 2016 (L.I. 227) 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.

CIVIL PROCEEDINGS

 Additional Information, if needed

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

Pretrial 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.


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.

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.

20' Exercise & presentation: Minimal or ideal standards for survivors, witnesses and perpetrators in the court room

 Participants will be divided into three random groups to discuss what they consider to be minimum standards for child survivors of GBV, witnesses and perpetrators of GBV in a GBVC for 10'. They are to record their recommendation and to present it at plenary prior to discussions.

11.18 Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV

 Go through the notes below:

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

11.19 Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV

- **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;

11.20 Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV

- 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;
- Closing the courtroom to the public when the child is testifying;
- Arranging separate waiting are for children and their parents;
- Allowing for frequent recesses, taking into account the child's age and attention span;


11.21 Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV

- 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;
- 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.

11.22 Understand the GBVC minimal or ideal standards and how they are applicable to working with survivors of GBV

- Perpetrators – To be presumed innocent until proven guilty; lawyers to defend them; counselling services; right to bail depending on the nature of the offence.

11.23 Sum Up







 Open 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. One of the participants should take notes on a flip chart and sum up.

SESSION 12

Action Planning

SESSION 12

ACTION PLANNING

	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	As a result of this session, participants will be better able to: <ul style="list-style-type: none"> Recall the key issues covered in Day 1+2 Identify key commitments that they will make for the future
	LOCATION & TIME IN PROGRAM	14.00 - 15.00
	DURATION	1 hour
	MATERIALS	Pen and paper, markers, flip chart, different color paper
	PREPARATION	<ul style="list-style-type: none"> Make puzzle pieces that are different color Write words or sentences from day 1+2 (For example: child-friendly methods) Then cut in different shapes

WHEN?		WHAT?	WHO?
14.00 - 14.10	10'	Recap of Day 1 + 2	ENTER NAMES OF TRAINERS
14.10 - 14.45	35'	Action Planning: Individual and Group	
14.45 - 15.00	15'	Share Plans as a Group and Discuss	

10' Recap of day 1+2

Puzzle piece exercise:


- Pass out the puzzle pieces randomly
- Then have participants try to find the other part
- Once they find it they discuss what is on their paper for 2 minutes and then share with the group

35' Action planning

Exercise

1. Have participants individually write key commitments they will make to implementing child-friendly methods (5 minutes)
2. Have participants get into groups of 4 and share their commitments. Then work together to create an action plan with a time frame. How will they design, implement, etc. They can write or draw on big flip chart paper. (40 minutes)
3. Give them time to put their thoughts together and walk around to help facilitate small discussions and work through any challenges
4. Put flipchart papers up around the room when groups are done and allow everyone to silently walk around to see what other groups put together (10 minutes)

15' Share plans

 Thank everyone for their hard work and for thinking through an implementation plan. Have each group go around and present their ideas. Let others comment or ask questions. Control the discussion to make sure it does not go on for too long and leaves time for each group.

Once everyone is done sharing ask:

- How will you all hold each other accountable?
- Were there any challenges in putting an action plan together?
- What did you notice?
- What surprised you?
- What is missing?







Note: Don't need to ask all of these questions if they were discussed/answered during the activity

SESSION 13

Training Evaluation


SESSION 13

TRAINING EVALUATION


	SESSION TRAINER	ENTER NAMES OF TRAINERS
	SESSION AIM	<ul style="list-style-type: none"> • The aim is to engage participants in a reflection of Module 4 and what they have learnt • Get feedback on the Module 4 • Have participants fill out the written evaluation
	LOCATION & TIME IN PROGRAM	15.00 - 16.00
	DURATION	1 hour
	MATERIALS	Markers, flip chart
	PREPARATION	Print written evaluation sheets (Annex F)

WHEN?		WHAT?	WHO?
15.00 - 15.10	10'	Recap of Day 1 + 2	ENTER NAMES OF TRAINERS
15.10 - 15.30	20'	Oral evaluation	
15.30 - 15.45	15'	Share Plans as a Group and Discuss	
15.45 - 16.00	15'	Check out and appreciation	

10' Introduction to training evaluation


 Introduce the session: We will now evaluate the last three days. First we will try to recall what we have learnt and all the sessions/topics that we have covered. For us as trainers it is really important to get feedback from you to learn and find out what we did well, what we could have done better and also assessing how much you have learnt during the past three days. The way we will do this is first by having an open discussion and hear your thoughts, and then we will pass out a written evaluation form that you should fill out.

20' Oral evaluation


 We will now do an oral evaluation of the course. The way we will do it is with the 'Keep' 'Add' 'Drop' Model.

- For the **Keep** we would like to hear from you all the things that you really liked in the course and that you think should be kept.
- For **Add** we would like to hear what you think was good, but that you would have liked more of or things that were not there that you would have liked to see.
- For **Drop** we are looking for things that you didn't particularly think were relevant or enjoy and that we should take out of the training.


Please give us feedback on the topics, sessions, information, training methods etc. All thoughts are welcome.

 Remember to smile, be encouraging and energetic and do not defend or start explaining. Just let them give their points and say thank you. When you are done with this exercise, tell the participants that you appreciate their thoughts and that you will take it all into account.

15' Written evaluation

 We will now fill out the written evaluation. Please be honest and give as many examples as possible. Also do not hesitate to ask if you have any questions to the questions that we posed.

15' Check out

 We will now stand in a circle (make sure to make space with all of them). Each person will share one short sentence of what they are grateful for learning/experiencing. We will go around the circle and start on my left. (trainers also take part in sharing and Graces shares last).

ANNEX A

ANNEX A: SESSION 3 INTERSECTION LINE EXERCISE

Homemaker – A Mamprusi woman, 30 years old married for 7 years and has three children. High school education. No work experience. Family lives on the other side of Ghana

Prosecutor – Ga woman, 40 years old, married for 10 years, one child. Lives close to parents and sister – strong relationship with family.

Hairdresser -- Ntroboman, 22 years old, lives with boyfriend and his family. No education. No contact with her parents. She just learned she is pregnant.

Project Officer – A Brong woman, 29 years old, works at the Gender Centre in Accra. Just moved in with boyfriend after one year together. Mother is alive, but older and has limited resources.

Housekeeper -- Immigrant woman from Togo 35 years old. Does not have legal papers to be in Ghana. Lives with boyfriend and his two friends. Left her children in Lome with parents while working in Kumasi.

Unemployed Youth – Teenager, 17 years old, lives in temporary housing. Is in an intimate relationship with a community elder. No schooling, no education and no ID.

Taxi Driver -- Ada man, 57 years old, disability that requires walking with a stick/cane, married for 30 years. Three children, all moved out. Wife is an alcoholic.

Teacher – An Ashanti man, 32 years old, teaches history at the local high school. Married but having an affair with another woman who is now pregnant with his child. Already has one child with his wife. Wife's parents are influential and have money.

Administrative Assistant – An Akwapim woman, 34 years old, works at the US Embassy and married to an American. He wants children and she is unable to get pregnant.

Grandmother – Krobo widow, 68 years old. Husband and one son killed in a traffic accident. Other son is angry and uses drugs, steals her money or threatens her for money.

Session 3 IPV RATES

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

ANNEX B

ANNEX B: SESSION 4 CHILDREN'S RIGHTS

Children's Rights

Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out the when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments.

It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognised by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children’s right to a name, a nationality and family ties.

Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

ANNEX C

ANNEX C: SESSION 5 CHILD-FRIENDLY INTERVIEW PROCESS

The five stages in interviewing the child should be employed:

RAPPORT/INTRODUCTION

The essence of this stage is to bridge the gap in communication between the child and the adult investigators. The following steps must be followed closely:

- a) Introduce yourselves and your roles,
- b) Introduce the interview room to the child and allow him/her to choose where to sit.
- c) Briefly discuss the child's interests e.g. – cooking, football etc.
- d) Introduce the rules:

“In this room, there are few rules but they are very important for us to follow”. Explain the following rules and get his/her consent in following the rules.

RULE 1 “ACCURACY”

INTERVIEWER: “To understand what happened, I need you to talk about only things that are true and that really happened. Is that ok?”

RULE 2 “EXPLAIN AGAIN”

INTERVIEWER: “In case you don't understand anything we say or you want us to explain a word, you can ask us to explain again, ok? Please remember that I will not get angry or upset with you.”

RULE 3 “I DON'T KNOW”

INTERVIEWER: “You are not forced to provide answers to all our questions. You have the right to say “No”, “Yes”, “I don't know” or anything you wish to say in response to any question, ok? If you are not sure about an answer, please do not guess. Just tell me you are not sure. “

FREE NARRATIVE

Allow the child to freely narrate his/her story uninterrupted.

- Ask the child “DO YOU KNOW WHY YOU ARE HERE TODAY?”
- If the answer is “YES” allow him/her to explain.
- If the answer is “NO” ask him/her “can you remember what you told.....that was worrying you? Or “can you tell me what happened at XXX street on that day?”
- “can you tell me more about.....”
- “what happened then?”
- “when did it happen?”

QUESTIONING

After the free narrative, the interviewer can ask questions to find out more about the subject under investigation.

- Do NOT ask “WHY?” questions. They indicate blame e.g. “Why did you go there?” Instead: “What were you doing there?”, or: “What did you do there?” are better.
- Avoid “CLOSED” questions (Those that need one or two answers) e.g. “Were his/her pants blue?” It should be “What color were his/her pants?”
- Don’t ask “LEADING” question e.g. “Did he rape you?” This implies that the investigator has suggested the answer to the child.

CLOSURE

- Thank the child for his/her cooperation
- Return to a neutral topic e.g. child’s interest that was discussed earlier. Tell him/her to check at your office at any time
- Read the narrative to the child
- Ask him/her whether it is TRUE and CORRECT.
Ask the child “do you wish to change or add anything?”
- If “YES” do the changes
- If “NO” close the interview.

All interviews with victims/witnesses should be conducted in a private room, in the presence of investigators and other person(s) whose presence is allowed/requested by the victim/witness. Further, investigators should remove all personal information (such as name or contact address) on the victim from those documents that will be made public.

SESSION 5 CHILD-FRIENDLY METHODS ROLE PLAY

Children as victims:

- Social workers, police officers, teachers, doctors, nurses, hospital receptionists and anyone else who might encounter child victims should receive appropriate training and be able to quickly refer them to designated points of contact in the legal system.
- Steps should immediately be taken to protect child victims from further harm and to link them with services they may need to reach a full physical and psychological recovery.
- Free 24-hour helplines should be put in place to offer child victims a chance to discuss their options before bringing matters to the attention of authorities.

Children as witnesses:

- Children should be interviewed by trained professionals in the presence of trusted adults; the number of interviews should be kept to an absolute minimum; and, where multiple interviews are necessary, the same interviewer should conduct each session.
- When a child agrees to testify in court, measures should be taken to keep the child at ease. Children should not be forced to have contact with alleged perpetrators and, where appropriate,

audio-visual or closed-circuit television technology should be made available to facilitate prerecorded testimony or live communication from a remote location.

- Children should be asked straightforward questions in language that they understand; techniques designed to test or confuse witnesses, as are frequently employed during cross-examination in adversarial legal systems, should be avoided.
- It should never be presumed that children’s testimony or evidence is untrustworthy or inaccurate simply because it is not submitted by an adult.

Guidelines for Children as offenders:

- Any child apprehended by the police and suspected of wrongdoing should be given an immediate opportunity to contact a parent, guardian or trusted person and provided with access to a lawyer free of charge.
- Police officers should explain to children why they have been apprehended in a way that they can understand, and should not question children about their potentially offending behaviour until a parent, guardian, trusted person or lawyer has arrived.
- Children should only be detained in exceptional circumstances and, where this is necessary, should never be detained alongside adults.

Guidelines for Children as complainants:

- Children should have access to free legal advice to discuss their rights and the options available for pursuing violations of these rights.
- Children should be able to initiate legal proceedings directly, through a parent or guardian, and through a chosen or appointed legal representative. Young adults should also be able to initiate legal proceedings to address childhood violations of their rights.
- Court fees, parental permission requirements, legal representation mandates, and any other constraints that might prevent children from bringing legal proceedings should be removed

SESSION 5 GUIDING PRINCIPLES FOR WORKING WITH CHILDREN

GUIDING PRINCIPLES FOR WORKING WITH CHILDREN

1. Promote the Child’s Best Interest: A child’s best interest is central to good care. A primary best interest consideration for children is securing their physical and emotional safety—in other words, the child’s wellbeing—throughout their care and treatment. Service providers must evaluate the positive and negative consequences of actions with participation from the child and his/her caregivers (as appropriate). The least harmful course of action is always preferred. All actions should ensure that the children’s rights to safety and ongoing development are never compromised.

2. Ensure the Safety of the Child: Ensuring the physical and emotional safety of children is critical during care and treatment. All case actions taken on behalf of a child must safeguard a child’s physical and emotional well-being in the short and long terms.

3. Comfort the Child: Children who disclose sexual abuse require comfort, encouragement and support from service providers. This means that service providers are trained in how to handle the disclosure of sexual abuse appropriately. Service providers should believe children who disclose sexual abuse and never blame them in any way for the sexual abuse they have experienced. A fundamental responsibility of service providers is to make children feel safe and cared for as they receive services.

4. Ensure Appropriate Confidentiality: Information about a child's experience of abuse should be collected, used, shared and stored in a confidential manner. This means ensuring 1) the confidential collection of information during interviews; 2) that sharing information happens in line with local laws and policies and on a need-to-know basis, and only after obtaining permission from the child and/or caregiver; 3) and that case information is stored securely. In some places where service providers are required under local law to report child abuse to the local authorities, mandatory reporting procedures should be communicated to the children and their caregivers at the beginning of service delivery. In situations where a child's health or safety is at risk, limits to confidentiality exist in order to protect the child.

5. Involve the Child in Decision-Making: Children have the right to participate in decisions that have implications in their lives. The level of a child's participation in decision-making should be appropriate to the child's level of maturity and age. Listening to children's ideas and opinions should not interfere with caregivers' rights and responsibilities to express their views on matters affecting their children. While service providers may not always be able to follow the child's wishes (based on best interest considerations), they should always empower and support children and deal with them in a transparent manner with maximum respect. In cases where a child's wishes cannot be prioritized, the reasons should be explained to the child.

6. Treat Every Child Fairly and Equally (Principle of Non-Discrimination and Inclusiveness): All children should be offered the same high-quality care and treatment, regardless of their race, religion, gender, family situation or the status of their caregivers, cultural background, financial situation, or unique abilities or disabilities, thereby giving them opportunities to reach their maximum potential. No child should be treated unfairly for any reason.

7. Strengthen Children's Resiliencies: Each child has unique capacities and strengths and possesses the capacity to heal. It is the responsibility of service providers to identify and build upon the child and family's natural strengths as part of the recovery and healing process. Factors which promote children's resilience should be identified and built upon during service provision. Children who have caring relationships and opportunities for meaningful participation in family and community life, and who see themselves as strong will be more likely to recover and heal from abuse.

ANNEX D

ANNEX D: SESSION 6 VERBAL + NON-VERBAL COMMUNICATION WITH CHILDREN

Court staff must have the ability and commitment to put the following child-friendly values and beliefs into practice, and to ensure child-friendly attitudes are communicated during the provision of care:

- » Children are resilient individuals.
- » Children have rights, including the right to healthy development.
- » Children have the right to care, love and support.
- » Children have the right to be heard and be involved in decisions that affect them.
- » Children have the right to live a life free from violence.
- » Information should be shared with children in a way they understand.

In addition, there are specific beliefs that are absolutely vital for providers to have when working with child sexual abuse survivors. They include the belief that:

- » Children tell the truth about sexual abuse.
- » Children are not at fault for being sexually abused.
- » Children can recover and heal from sexual abuse.
- » Children should not be stigmatized, shamed, or ridiculed for being sexually abused.
- » Adults, including caregivers and service providers, have the responsibility for helping a child heal by believing them and not blaming them for sexual abuse.

VERBAL

Child-Friendly Communication Techniques

Children, ages six years and older, who are able to communicate verbally can benefit from service providers who implement the following strategies:

- Talk with children about their life, school, family and other general topics before asking direct questions about their experience(s) of abuse. This helps the service provider to gauge the child's capacity to be verbal and helps a child feel at ease with the service provider.
- Use as many open-ended questions as possible. Avoid multiple-choice or yes/no questions, which can be confusing and lead the child to give inaccurate responses.
- Avoid using the words "why" or "how come." This will result in answers frustrating for you and the child: "I don't know," for example, or a shrug of the shoulders, or silence. Instead, ask for the child's opinion as to why something is so: "What do you think the reason is...?" In addition, "why" questions can come across as blaming, such as "Why didn't you..." for example.

- Use words that encourage the child to continue talking:
 - “Tell me more about that...”
 - “What do you mean by...”
 - “Give me an example of...” or “Describe for me...”
 - “Go on...”
 - “And then what happened...?”
- Don’t put words in the child’s mouth. Whether using verbal or non-verbal techniques. For example, do not say, “Did he put his hands on your breasts?” Or if using a doll to help a child communicate what happened, do not point to the breasts on the doll and ask, “Did he touch you here?” Instead, ask the child to show you where he/she was touched. Other examples of useful questions or statements:
 - Has anyone ever touched you in a way that makes you confused or frightened?
 - Share with me how you were touched.
 - Tell me what happened next.
 - Use your own words. It is okay to go slowly.
- Choose the right words. Children, especially those under the age of six, take words literally, so the service provider must be sure to use concrete language. For example, if you ask a young child, “Did he drive you away in his car?” the child may answer negatively—if the actual vehicle was a truck.
- Empower children: After children describe events or occurrences in their lives and talk about their reactions, they must be reassured that they “did the right thing” by telling another person about these events. It may be helpful to allow them the opportunity to explore their ideas and solutions: “What would you tell other kids to do if they were in the same situation?” If they are unable to reply, you can offer them paper and crayons and see if they want to draw their ideas.

NON-VERBAL

1. Nondirective techniques apply when a service provider invites children to draw a picture or tell a story but does not give specific directions about what they might draw or say. The person working with the child can then see what the child may be thinking or feeling, based on what the child chooses to draw, and so on. This is a good way to engage children at the beginning of an interview or meeting, allowing the child to relax and engage in a fun and creative activity without being told what to do.

2. Directive techniques apply when a service provider asks a child to participate in an art or other creative activity. These techniques can be very useful during interviews with children to gather information about specific areas of a child’s life. Examples of directive art and play techniques that can be used to better understand a child include:

- Having a child draw his or her family (anyone living in their house). This can be a very effective way to find out who lives with the child. Once the child draws the picture, service providers can ask additional questions about the family: to whom is the child closest? Who is he or she scared of? With whom does he or she get along? What do family members do during the day? ...and so on.
- Having a child draw his or her daily activities. This can be an effective way to find out what the child's day is like. Is he or she in school, out of school? Who does he or she spend time with? Does he or she describe certain friends or activities? ...and so on.
- Having a child draw their safety circle. The child draws a circle and puts inside the circle what and who makes him or her feel safe. This can be an excellent way to identify safety concerns the child may have. The service provider can take this activity a step further and have the child draw the things outside of the circle that scare them (the circle being the symbolic boundary of safety). This can provide additional information about the child's perception of risk (what and whom) and safety (what and whom).
- Having a child use dolls. Using dolls, a child shows where or how he or she was touched. For example, asking a child to show you where on the doll he or she was touched or hurt. The service provider should not lead the child, for example, pointing to a child's breast, vagina, penis or other body part and asking, "Did he/she touch you here?" This is a leading question and children may want to please the person asking and could answer "yes" when, in fact, the answer is "no." The use of dolls in interviews with children require specific
- Having a child use dolls to find common language. It can be very useful to have dolls and drawings to define common terminology for body parts. Studies have shown that children use many different names for private parts, and many young children do not know which parts of the body are considered private. Young children tend to use a wider range of words to refer to body parts and sexual acts than do older children. Younger children also use the same word or phrases to refer to more than one body part or sexual act. Thus, the service provider must take the time to clarify the words and phrases used by children to ensure an accurate understanding of children's statements.

SESSION 6 CASE STUDY

Case Study 1: A 12-year-old boy was sexually abused by his neighbor. He is too embarrassed to talk so he did not tell anyone. He was not feeling well so his parents took him to the doctor. The doctor thinks something is wrong, but the boy will not talk much. The doctor suggested that maybe he go to see a service provider that could help him. The provider laughed at the boy and said boys cannot be sexually abused and said he should be a man about it. The provider asked him many questions and did not get very many answers, so then the provider decided that the boy might be lying, because he kept changing his story.

Case Study 2: A 17-year old girl was trafficked to Accra. She has no idea where she is, so she goes to the police station, and they refer her to FIDA to get her help and enough evidence for a court case. The lawyer tries to talk to the girl, but she is scared, and she cannot remember parts of her story. When the girl answers a question, the lawyer asks why that happened or why didn't you try to run away. The 17-year old does not want to be there and does not want to answer any questions. The lawyer says that they need to hear what happened to help her, so they keep asking her the same questions when she says she cannot remember. When the girl is talking she sees that the lawyer is looking on her phone.

Case Study 3: A 9-year-old girl has been sexually abused. She was brought to the police by her aunt. The police officer is asking a lot of complicated questions that are hard to understand, but she gives answers and says yes to whatever he asks, because she is scared. She does not want to make anyone upset, so she tries to sit there quietly and behave, but no one has told her why she is there. There are a lot of people standing around her and asking different questions. She is not sure how she should be answering those questions or how to explain what happened. She was told that she would be able to see her aunt soon, who was waiting outside.

SESSION 6 CHILD-FRIENDLY ASSESSMENTS

ASSESSMENT #1: Providers of Legal Aid

Below is a list that could be utilized when attempting to assess the performance of providers of child-friendly legal aid.

FOR INDIVIDUAL PROVIDERS OF LEGAL AID:	I HAVE	I HAVE NOT	WORKING TOWARDS
1. Knowledge of laws, regulations, and practices relevant to the provision of child-friendly legal aid.			
2. Knowledge and skills necessary to establish relationships with children, based on knowledge of developmental differences between adults and children, that foster complete and effective communication so that all relevant information is known and considered in decision-making;			
3. Acknowledgment of the role of the child and his or her evolving capacity in making decisions about steps to be taken on his or her behalf and accommodation of the role of the child in decision-making in the exercise of professional judgment by the legal aid provider.			
4. Exercise of effective advocacy on behalf of the child, including determining what model of advocacy will have the most positive short-term and long-term effects upon individual children and groups of vulnerable children.			

FOR INDIVIDUAL PROVIDERS OF LEGAL AID:	I HAVE	I HAVE NOT	WORKING TOWARDS
5. Training and skill in understanding the cultural and community contexts in which legal aid is being provided.			
6. Thoroughness in understanding the problems faced by individual children and vulnerable groups of children and in designing solutions to those problems.			
7. Ability to conduct thorough investigations to discover all facts relevant to the provision of child-friendly legal aid.			
8. Ability to navigate multiple systems effectively utilizing the skills of advocacy, negotiation, mediation, and in-court advocacy to achieve desired results.			
9. Knowledge and ability to link children with other essential service providers to ensure that children's needs are addressed in a comprehensive manner.			

ASSESSMENT #2: Age-Assessment

It is important to consider the child's role in decision-making and what type of approach to take based on their age. In addition to safeguarding children's best interests, guiding principles also aim to encourage service providers to listen to children's thoughts, ideas and opinions affecting their care and treatment. Providing children with age-appropriate information about what is happening, and offering them a chance to express their thoughts, helps them feel safe during their care and treatment.

We must remember that:

1. Children are not small adults. They experience events, think, speak, and behave in a way that reflects their age and evolving maturity.
2. The age gap between children and law enforcement agents can be intimidating to the child.
3. Children must be treated with special care and attention in order to adequately solicit accurate information, while protecting them from further harm and maintaining their pride and dignity.

This assessment will help you recognize an appropriate approach for providers and talking with child survivors requires service providers to take into consideration several factors, including the child's age and stage of development. The level of a child's development is influenced by many factors besides age. The environment has an important impact, as do education, culture, nutrition, access to health care, social and family interactions, as well as war and violence and their consequences (psychosocial and mental health problems, displacement). Service providers responsible for talking

with children about their abuse experience should adapt the length of time according to the child's age. Age-appropriate lengths of time to talk with children about sexual abuse are:

AGE GROUP	AGE-ASSESSMENT	DECISION MAKING	APPROACH
Infants and Toddlers (0–5 years old)	Children in this age range should not be interviewed directly about their abuse. They have limited verbal communication skills and are unlikely to make any disclosures about abuse.	The non-offending parents/ caregivers should be the primary sources of information about the child and suspected abuse. Other significant adults in the child's life, particularly people who have provided care, should be consulted, including the person accompanying the child.	Read child's rights to the guardian or parent Use toys or drawing methods
Younger Children (6–9 years old)	Children in this age range can be directly interviewed by the service provider, although it is recommended that, if possible, information about the abuse be gathered from trusted sources in the child's life.	Children 9 years and younger have the right to give their opinion and be heard. They may be able to participate in the decision-making process to a certain degree, but caution is advised to avoid burdening them with decisions beyond their ability to understand.	Read child their rights Use toys or drawing methods
	Children in this age range may have a difficult time answering general questions. This may result in children saying, "I don't remember" or "I don't know" often, or they may give vague responses such as, "The man did a bad thing," but fail to share more.		
	Caregivers/parents or someone the child trusts can be involved in the interview as long as the child requests that the adult be present (and the adult is not a suspected abuser).		
	Children in this age range benefit greatly from a mixture of both verbal and art-based communication techniques.		
	Children in this age range shouldn't be asked questions that involve abstract ideas like justice or love. They tend to think in concrete (literal) terms.		

AGE GROUP	AGE-ASSESSMENT	DECISION MAKING	APPROACH
Younger and Older Adolescents (10–18 year old)	Children in this age range can be directly interviewed by the service provider. Open-ended questions can produce important information about sexual assault.	Children 10 to 12 years can meaningfully participate in the decision-making process, but maturity must be assessed on an individual basis.	Read child their rights Depending on the level of maturity toys can be used
	Caregivers/parents or someone the child trusts can be involved in the interview as long as the child requests that adult to be present (and that adult is not a suspected abuser).	Children 13 to 14 years are presumed to be mature enough to make a major contribution to decisions affecting their care and treatment.	
	Adolescents have more capacity for analytical thought and reflection, but service providers should remember they are also still developing.	Children 15 years and up are generally mature enough to make their own decisions.	

Newborn to 2 years

Emotionally & Mentally

- Physically helpless and totally dependent on others for their safety and well-being
- Can develop strong bond with caregivers if needs are met
- Start to feel fear and separation anxiety; may show mistrust of strangers
- Generally, cry if they are scared, hungry, sick, unhappy, etc.

As they develop:

- They understand they are separate from their environment and other people
- Start to understand what is being said to them and follow simple requests

Physically

- Learn to move their bodies by themselves – hold up their head, sit up, walk and talk
- Learn to use their hands and eyes together to grab objects and throw things
- Develop sense of vision, hearing, tasting, smelling and feeling

Concerns

- Failure to meet basic needs may lead to child not having trust in others
- Without love and support, the child may experience shame and doubt themselves

Role of the Caregiver

- Be reliable and consistent – this is crucial to developing the child’s trust
- Be friendly and accepting and encouraging the child to achieve tasks

Ages 3-5 Years

Emotionally/Mentally

- Tend to be very self-focused, but start to learn social rules and what is expected of them from the family, school, and community; starts to know right from wrong.
- Start to attend school;
- Asks a lot of questions
- Thinks in the “here and now” and difficult to understand things happening in the future
- May develop new relationships outside the home (e.g., teachers, peers)

Physically

- Develops self-care skills (e.g., dressing, feeding, toileting)
- Tends to have very high degree of energy

Concerns

- Failure to learn self-care skills may lead to one feeling guilty or afraid to try new tasks
- May depend on adults and others too much; may be unable to deal with concerns

Role of a Caregiver

- Allow child to experiment, but at the same time setting limits
- Give honest answers to their questions
- Give praise when the child achieves; do not scold harshly if the child fails at certain tasks
- Encourage creativity, and encourage talking about feelings

Ages 6-11 Years

Emotionally/Mentally

- Continue to work on skills and tasks, including reading, writing and mathematics
- Begins to understand another person’s point of view may be different from their own
- Gain greater understanding of emotions and how people are feeling
- Begins to think logically about concrete things they experience in everyday life
- Increased understanding of social norms and roles; can have increased responsibilities
- Can better solve problems as their memory skills improve

Physically

- Growing in height and weight
- Able to do more with their body and hands since they have more control of them

Concerns

- If the child is not able to accomplish the tasks, he/she may give up hope
- Child may feel inferior to peers, or may feel inadequate

Role of Caregiver

- Praise the child’s efforts
- Encourage child to see him/herself as equal to peers, and being able to achieve
- Teach them how to handle failure and solve problems

Ages 12-18 Years

Emotionally/Mentally

- Think primarily of themselves, but are beginning to think about the future
- Focus most of their attention on social relationships with their peers and are preoccupied with appearances, beliefs, and values
- Begin to establish their own identity but at same time want to belong to a group
- Often do not want to do what they are told to do because they want to be independent
- Experience a stronger gender division in roles and expectations
- Can begin to have serious relationships (romantic, family, and friends)
- Increased understanding of moral issues and right vs. wrong; looking for role models

Physically

- Experience intense physical changes in the body (puberty)

Concerns

- If a child does not successfully achieve this stage, there may be confusion, self- doubt

Role of the Caregiver

- Keep open communication channels
- Encourage child to speak their mind, express opinions, and/or express difficult feelings
- Provide advice and guidance
- Set boundaries

ANNEX F

ANNEX F: EVALUATION FORM MODULE 4

FINAL COURSE EVALUATION – MODULE 4 – INTERMEDIARIES SKILLS TRAINING

This written evaluation has been developed to help us get feedback on your views and experience of attending the 3-day training for intermediaries on working with children in the courts. We welcome your feedback in order for us to learn and make the trainings better in the future. Thank you 😊

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

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

Very good	Good	OK	Poor	Very poor

4. The trainers' ability to create a stimulating learning environment using different methods was (mark an X):

Very good	Good	OK	Poor	Very poor

5. The trainers' ability to disseminate knowledge and concepts was (mark an X):

Very good	Good	OK	Poor	Very poor

6. Please provide additional comments on the trainers' performance:

Comments:

7. Overall the length of the training was adequate (mark an X):

Duration was too long	Duration was adequate	Not long enough

8. Please state your agreement with the following statements about the what you've learn in this course (mark an X):

The training made me...	Fully agree	Partly agree	Do not agree
Understand key concepts of GBV, domestic violence, non-partner sexual violence			
Identify children's basic rights under Ghanaian law			
Differentiate between the needs of adults and children survivors of GBV			
Understand barriers to children's access to reporting and justice			
Become familiar with child-friendly methods and different techniques to working with children			
Identify child-friendly standards and facilities when handling children's cases in the court			
Familiar with the GBVC Guidelines			
Reflect upon my own role in applying the GBVC guidelines in my work with children			

9. What was the one thing that you learnt from the training that impacted you the most?

Comments:

10. What 3 things will you do differently in your work with children as a result of what you have learnt in this training?

Comments:
1.
2.
3.

13. Please make 3 specific suggestions on how to make this training better in the future.

Comments:
1.
2.
3.



JUDICIAL SERVICE
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TRAINING MANUAL

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MODULE 4: INTERMEDIARIES SKILLS TRAINING



Danida Fellowship Centre
- sustaining development through research and learning

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