



GOVERNMENT OF GHANA

# **SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION STRATEGY FOR THE PROTECTION OF CHILDREN IN GHANA**





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With Support from





# Contents

ACKNOWLEDGEMENT	v
GLOSSARY	vi
ACRONYMS	vii
FOREWORD	viii
PREFACE	ix
<b>1. INTRODUCTION AND BACKGROUND</b>	<b>01</b>
1.1 General Outline of the Strategy Document	02
<b>2. THE GLOBAL AND NATIONAL SITUATION OF CHILD PROTECTION</b>	<b>03</b>
2.1 The Global Context	03
2.2 The National Context	03
<b>3. RATIONALE OF THE SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION STRATEGY</b>	<b>06</b>
3.1 Results Framework	08
<b>4. PROCESS FOR DEVELOPING THE STRATEGY</b>	<b>09</b>
1.1 Presentation of baseline findings and selection of the three settings for the strategy	09
1.2 Development of the context (participants and behaviours) analysis for the three settings	10
1.2.1 Audience Segmentation	10
1.1.3 Behaviour Analysis and Prioritization	10
1.1.4 Communication Objectives, Thematic Areas, Tools, Minimum Package of Activities and Messages	11
4.3 Review, fine-tuning and validation of the strategy document	22
<b>5. MANAGEMENT PLAN</b>	<b>23</b>
5.1 Implementation Plan	23
5.2 Government Agencies to be involved in the implementation of the activities	25
5.2.1. Department of Community Development	25
5.2.2 Department of Children	26
5.2.3 Department of Social Development, DSD	26
5.2.4 Guidance and Counseling Unit	27
<b>6. MONITORING AND EVALUATION PLAN</b>	<b>28</b>
<b>ANNEXES</b>	<b>29</b>
01. RESULTS FRAMEWORK	29
02. MONITORING & EVALUATION PLAN, LIST OF INDICATORS	29
03. CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR:	
Family & Community, School, Family-based care	29
<b>ANNEX 01</b>	<b>30</b>
RESULTS FRAMEWORK CHILD PROTECTION SOCIAL DRIVE RESULTS FRAMEWORK	30
<b>ANNEX 02</b>	<b>31</b>
Monitoring & Evaluation Plan, list of indicators	31
<b>ANNEX 03</b>	<b>37</b>
CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR:	37
1. Family / Community	37
2. School	37
3. Family-based care	37



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- Ghana Education Service (GES)
- Department of Children
- Department of Social Development
- Department of Community Development
- Guidance and Counselling Unit, Ghana Education Service (GES)
- Girls' Education Unit, Ghana Education Service (GES)
- School Health Education Programme (SHEP) of Ghana Education Service (GES) Domestic Violence Secretariat of the MoGCSP

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### **Non-Governmental Organizations (NGOS) and Community Based Groups**

- |   |  |
|---|--|
| ▪ World Vision                              | ▪ Plan Ghana                                     |
| ▪ Action Aid Ghana                          | ▪ Global –Children Action Network                |
| ▪ International Needs Ghana                 | ▪ Ghana NGO Coalition on the Rights of the Child |
| ▪ Christian Children's Fund Canadian (CCFC) | ▪ Free the Slaves                                |

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## GLOSSARY

**Behaviour** - the way in which an individual acts or conducts himself/herself, especially towards others based on different factors.

**Brand:** The brand is a name, a symbol, a combination of elements by which products and services are identified. It is a set of values, all of which determines the personality of the brand itself. It's a promise, an idea, a guarantee, represents consumer expectations of a product, service, behaviors.

**Child Protection** - the term is used to describe the philosophies, policies, strategies, standards, guidelines and procedures to protect children from all forms of intentional and un-intentional harm.

**Harmful practices:** Harmful Practices" means all behaviour, attitudes and/or practices which negatively affect the fundamental rights of people and can affect both men and women, although in most societies they disproportionately affect girls and women , such as their right to life, health, dignity, education and physical integrity. These forms of violence include female genital mutilation witchcraft rites, bride kidnapping, ritual servitude, child marriage, forced marriage, dowry-related violence, acid attacks, so-called "honour" crimes, and maltreatment of widows

**Macro-Level Audiences:** These include those who formulate and endorse policies/strategies and allocate resources (financial, human, material), such as national politicians, representatives of national institutions, international donors, traditional rulers and religious leaders.

**Meso-Level Audiences:** Those who provide services including public or private institutions, NGOs, local government, decentralized administration etc. E.g. Education Directorate, Health Directorate, Department of Children, Department of Community Development, Department of Social Welfare, Birth and Death Registry etc.

**Micro-Level Audiences:** The people an individual (a child) has relationships and interactions with in his or her immediate surroundings such as family, school, neighbourhood or childcare environments such as parents, siblings, aunties, uncles, grandparents, co-tenants, teachers, classmates etc.

**Social Marketing:** Social marketing uses the same marketing principles used to sell products to consumers to "sell" ideas, attitudes and behaviours. It is an articulated approach which draws from successful techniques used by commercial marketers. For example rather than dictating the way that information is to be conveyed from the top-down, the social marketing approach is based on learning to listen to the needs and desires of the target audience themselves, and building the program from there. This focus on the "consumer" involves in-depth research and constant re-evaluation of every aspect of the program. In fact, research and evaluation together form the very cornerstone of the social marketing process.

**Social Norms:** A social norm is what people in some group believe to be normal in the group, that is, believed to be a typical action, an appropriate action, or both (Paluk ad Bell 2010). These include expected form of behaviour in a given situation. A social norm is held in place by reciprocal expectations of the people within that group or reference network. Because of that interdependence of expectation, social norms can be stiffly resistant to change.

**Strategy** - A carefully thought of method or plan chosen as a solution to a problem for achieving a particular goal usually over a long period of time to bring about a desired future.

**Target audience/participant group** – the individual or group whose behaviours we need changed.

## ACRONYMS

- CBOs** – Community Based Organizations
- CBCPN** – Community Based Child Protection Network
- C4D** – Communication for Development
- CM** – Child Marriage
- CRC** – Convention on the Rights of the Child
- CSO** – Civil Society Organisation
- DCD** - Department of Community Development
- DOC** – Department of Children
- DOVVSU** – Domestic Violence Victims Support Unit
- DSD** - Department of Social Development
- DSW** - Department of Social Welfare
- FGM/C** – Female Genital Mutilation/Cutting
- GES** – Ghana Education Service
- GNAT** – Ghana National Association of Teachers
- GSGDA** - Ghana Shared Growth and Development Agenda
- KAP** - Knowledge, Attitude and Practices
- LEAP** - Livelihood Empowerment against Poverty Programme
- LGSS** - Local Government Service Secretariat
- MDAs** - Ministries, Departments and Agencies
- MMDAs** –Metropolitan, Municipal and District Assemblies
- M&E** – Monitoring and Evaluation
- MOE** – Ministry of Education
- MOF** – Ministry of Finance
- MoGCSP** – Ministry of Gender, Children and Social Protection
- MICS** - Multiple Indicator Cluster Survey
- MLGRD** - Department of Children and Department of Social Welfare
- MMDAs** - Metropolitan, Municipal and District Assemblies
- NAGRAT** – National Association of Graduate Teachers
- NGOs** - Non-Government Organisations
- OVC** – Orphans and Vulnerable Children
- PDA** – Participatory Development Associates
- PLHIV** – Person Living with HIV
- SBCC** - Social and behaviour Change Communication

## PREFACE

Different Communication approaches have been used for promoting key development issues in Ghana including child protection. Mass campaigns, media advertisements and promotions, television and radio programmes, flyers, posters, drama, puppetry and community meetings are some of the communication methods employed by Government and Non-Governmental Organizations.

Some communication initiatives have succeeded in enhancing public awareness, but have failed in going beyond awareness creation, to stimulate positive behaviour and social changes in attitudes and practices towards creating lasting social change. For communication to impact on sustainable behaviour change among individuals and groups on a large scale, it needs to be strategic, participatory and based on evidence from research, results-oriented and built on traditional knowledge and practices. Participatory monitoring both qualitative and quantitative forms a critical part of behaviour and social change to assess outcomes and impact

To promote behaviour and social change based on the new Child protection framework developed for the Country, a behaviour and social change Strategy has been developed. The objective is to positively influence social norms in support of long-term, sustainable behaviour change at all levels through dialogue, advocacy and community mobilization. Three key areas of focus have been identified for implementation of the communication strategy for child protection; Family and Community, Safe Schools, family based care.

The process for the development of the behaviour and social change strategy was led by the Ministry of Local Government and Rural Development (Department of Community Development) and other Government of Ghana Departments, Department of Children, Department of Social Welfare, National and International Non-Governmental Organizations, World Vision, ActionAid-Ghana, Plan Ghana, International Needs Ghana. UNICEF-Ghana provided technical support and funding to the process.

The SBCC strategy provides a set of key considerations for communication activities in Child Protection. Users will gain an understanding of the key issues in the Child Protection Framework in the Country and the expected desired behaviour and how integrate it into the overall child protection framework. This will assist users to increase demand for and uptake of child protection activities, improve consistent/permanent long-term maintenance of positive behaviours and also to understand key service communication concepts, apply SBCC techniques to create successful communication activities, and learn how to better coordinate efforts at the National, Regional, District and community level.

We are grateful to all Government Organizations and Non-Governmental Organizations and all participants who took part in the development of the behaviour and social change strategy. We also express our sincere appreciation to UNICEF-Ghana for the technical and financial support without which we would not have been able to produce this strategy

**Paul Avorkah**

DIRECTOR: DEPARTMENT  
OF COMMUNITY DEVELOPMENT

## FOREWORD

Every day, thousands of children in Ghana and around the world face unimaginable situations of violence, of abuse, exploitation. Children are beaten for making mistakes, children are deprived their right to be guided by parents who love them and are ready to protect them from harm. Children are forced to leave home, to find employment when they should be in school, study and learn. And many of those children who are fortunate to be in school face hardships and difficulties such as bullying and punishment when not understanding a question. Others, especially girls, face constant unwelcomed sexual advances by other students, by teachers and other adults. Continued abuse, violence and exploitation deprive children of their childhood. It deprives them of their development and future opportunities.

There are many reasons why violence, abuse and exploitation continues to affect children. As a mother, a sister and a daughter, my firm belief is that parents in every part of the world want very good things for their children. We want our children to be happy. We want our children to succeed. Yet, being a parent is arguably the most difficult job in the world. There are constant challenges and social and economic realities, stresses in the family and a daily struggle to make ends meet. Many parents and care-givers may also not have a good understanding and appreciation of the impact that violence and abuse will have on the child. They may not see and know that there are options. Options of positive, non-violent ways of disciplining a child.

Then, there are the social norms. The social norms that perpetuate and tolerate violence, abuse and exploitation of children. Social norms that regulate the attitudes, practices and behavior of both adults and children - "My neighbor beats her child, so why shouldn't I?" "My older brother teases the girls

in his class, so why shouldn't I?"; "My cousin sent her child to an orphanage to have one less mouth to feed, so why shouldn't I?"

This Communication Strategy provides a clear roadmap for how we collectively can start raising the awareness, understanding and challenge the social norms that allow violence and abuse to continue. The Strategy appreciates that for the change to happen, it must be facilitated at different levels and involving different stakeholders – children themselves, parents, community actors, civil society, the Government and the private sector. The Strategy is clear in its intent – to encourage a change movement where more and more individuals will assist, inform and influence each other to stand up and unite in the message that 'it is not ok when a child is abused'. 'It is not ok when a child is forced to grow up without a loving family'. 'It is not ok when a girl is sexually assaulted'. 'Harming children is no longer acceptable and tolerated in our family, in our community and in our society'

Many organizations and stakeholders contributed to the development of this Strategy. We cannot thank you enough for your time and effort. It is my hope that we will all be able to continue to work together, to support the positive change for children that is expected. Implemented well, this Communication Strategy will contribute to a better, safer and more prosperous future for Ghana's children. As the messages about protection of children from harm, love, respect and mutual responsibility will echo across Ghana, I believe it will contribute to a transformation for today's children and for that of future generations.

**Johanna Eriksson-Takyo.**

CHIEF, CHILD PROTECTION



# 1.

## INTRODUCTION AND BACKGROUND

All children regardless of race, location, sex or age have the right to be protected from all forms of violence, abuse and exploitation, anywhere and at any time. Everyone who has direct or indirect contact with children has a moral responsibility to provide a safe and protective environment devoid of any form of both intentional and unintentional harm for children within their care. Children can also contribute towards ensuring a safe protective environment for themselves and other children. They therefore have an active role in creating a protective environment. Children have proved that when they are involved, they can make a difference in the world around them. They have ideas, experience and insights that enrich adult understanding and make a positive contribution to adult actions. Involving, encouraging and enabling children to make their views known on the issues that affect them is a fundamental pillar to strengthen the child protection system. Child Protection is therefore the term used to describe the philosophies, policies, strategies, standards, guidelines and procedures to protect children from all forms of intentional and un-intentional harm. The three main blocks/areas of focus of the Child Protection system in Ghana are putting proper Laws and Policies/legislature in place, strengthening the Child and Family Welfare and Justice Service delivery system as well as ensuring Social and Behaviour Change. Efforts are being made to approach these three key blocks together in an integrated and comprehensive manner in addressing child protection issues. The main focus of this strategy however, is on social and behaviour change which is mainly a preventive measure.



Though the two main approaches/strategies to the process of Child Protection are **Prevention** and **Response**, it is more prudent and more cost effective to prevent children from being abused than trying to respond when they have already been abused since the effects are often very detrimental to their self-esteem, overall potential, health and development. **Prevention** is important to ensure families, community and society in general minimize every form of violence, abuse, neglect and exploitation against children. **Responding** is ensuring that action is taken to support and protect children in respect of possible abuse. Reporting is also sometimes needed and hence community members need to be clear on what steps to take where concerns arise regarding the safety of children.

Functional child protection systems therefore should include social and behaviour change to prevent violence and abuse against children because, some forms of violence are rooted in discriminatory and unequal societal gender dynamics and harmful traditional practices usually deeply anchored within societies, making the involvement of all stakeholders in society crucial to bringing about the needed change. Strengthening the protective roles of families, schools and communities by providing culturally appropriate and gender sensitive parenting, teaching and care-giving options is therefore very important to support families and teachers in providing protective homes and schools.

## 1.1 General Outline of the Strategy Document

The strategy document starts with the 'Introduction and Background' section that briefly define a child protection system, and sets the line by highlighting the difference between prevent and respond to child protection issues. An overall description of the global and national situation of child protection is provided in section two, 'The Global and National Situation of Child Protection'.

The third section highlights the ultimate strategy's objective, supporting the reduction of violence against children and adolescents, including harmful practices, by reducing the acceptance of social practices which have negative consequences or damaging their lives. Main expected outcomes and methodology adopted are also clarified in this section, together with the strategy ultimate aims to engaging a critical mass of people capable to promote the adoption of standards favourable to the development of children and adolescents' lives.

The process for developing the strategy is detailed in section four. Starting from the identification of the three main strategy's strand, **family & community**, **school** and **institutional care** the section goes through the three contexts analysis. A detailed audience segmentation, behavioural analysis and expected results are briefly described in this section together with a summary of communication tools, minimum packages of activities and messages' style. The communication objectives are stated by setting as guidelines for the minimum package of activities proposed. The fine-tuning and the strategy's validation process is also briefly described.

Section five is dedicated to the strategy's management plan including a brief description of the management structure, named secretariat, responsible for ensuring the implementation plan consistency and coherence at community, institutional and political levels. The government agencies involved in the implementation of the strategy are listed and a brief description of composition and functions is provided. For easy reference a visualisation of the overall implementation structure is also provided.

The research questions at impact, outcomes, outputs and inputs level are identified in section six where a brief description of the overall monitoring and evaluation plan is drafted. A detailed logical framework is provided in annex 01 together with a list of indicators drafted in annex 02.

In addition the annexes section provide the detailed context and communication objectives analysis by sector (family & community, school and care institutions) as documentation of the analysis process developed by the working group and as means of verification of appropriateness and effectiveness of the activities implemented.

# 2.

## THE GLOBAL AND NATIONAL SITUATION OF CHILD PROTECTION

### 2.1 The Global Context

Between 500 million and 1.5 billion of the world's children are estimated to experience violence annually<sup>1</sup>. Around 150 million children aged 5–14 are engaged in child labour, and around 100 million children of primary school age are not enrolled in primary school<sup>2</sup>. Child participation is still in its infancy and has yet to receive widespread adoption in developing countries. Evidence shows that some children are at greater risk of missing out on essential services and protection than others. This is particular for children from marginalized, remote and impoverished communities, those who are disabled, from minority or indigenous populations, or those living in families with low levels of mother's education<sup>3</sup>. Girls remain at higher risk of being married before age 18 and of experiencing physical and sexual violence, although boys are also affected by these protection threats. Africa and Asia present the largest global challenges for child rights and protection, with the regions of sub-Saharan Africa and South Asia well behind other regions on most indicators<sup>4</sup>. Millions of children are put to work in ways that interfere with their education, drain their childhood of joy and crush their right to normal physical and mental development. Many parents and caregivers still use physical punishment or psychological aggression as a way to correct children's misbehaviour and such practices violate children's rights<sup>5</sup>.

### 2.2 The National Context

Studies in Ghana indicate that most children experience some form of physical or verbal violence from parents, adults, or peers. While the degree of violence, its frequency, and impact vary, most studies reveal that child abuse (physical, emotional, sexual) and exploitation are widespread problems, often exacerbated by gender-based violence and traditional practices. Child Marriage (CM) and other traditional and harmful practices are still common within certain areas of Ghana.<sup>6</sup> While most parents and care-givers are naturally inclined to protect children, the awareness of children's development and protection is generally limited and the impact of violence and abuse on children is not often recognized.

Ghana has numerous statutes/legislation in place to protect human rights in general and children's rights in particular including the Children's Act of 1998. Prior to the adoption of the 1989 UN Convention on the Rights of the Child (CRC), Ghana established the Ghana National Commission on Children in 1979, to see to the general welfare and development of children and co-ordinate all essential services for children in the country. Apart from the CRC, Ghana is a signatory to numerous other International Instruments that protect the rights of children and, within the sub-saharan African context, has been in the forefront of enacted legislation against such violations as Child Marriage and Female Genital Mutilation/Cutting (FGM/C). In addition to various governmental agencies and departments promoting the rights of children, Ghana established a Ministry of Women and

1 The State of the World's Children Special Edition, on CRC, UNICEF, 2010.

2 Ibid.

3 Ibid

4 Ibid

5 The State of the World's Children in Numbers, Every Child Counts, UNICEF 2014

6 The highest prevalence of child marriage is usually found among some ethnic groups in the three Northern regions. An increasing trend has been also reported in Western Region, Central Region and Brong Ahafo Region. Female genital cutting is still inflicted on between 2% and 4%. According to MICS 2011 there are much higher prevalence rates in the Upper West and Upper East Regions specifically 41% and 28% of women respectively.

Children's Affairs in 2001, exclusively dedicated to the interests of this sub-sector and renamed the Ministry of Gender, Children and Social Protection in 2013.<sup>7</sup> In 2015 the same MGCSP adopted the Child and Family Welfare and Justice for Children Policies, the first of their kind.

Despite the legislation and state machinery dedicated to the protection of children, statistics from a variety of studies indicate that there are serious violence and abuses happening to children all over the country. Child protection challenges listed in the Ghana Shared Growth and Development Agenda (GSGDA), Ghana's current medium-term development plan, include: 30% of children are out of school, 27% of children<sup>8</sup> not staying with parents child marriage<sup>9</sup>, child-headed families; weak enforcement of children's rights; child abuse/violence against children; child trafficking; child labour; extremely poor households with orphans and vulnerable children (OVC); child prostitution/ pornography; streetism; children in conflict with the law; child slavery, voicelessness; lack of counselling facilities for children and young persons.<sup>10</sup> Among the numerous causes identified by the GSGDA for Ghana's child protection challenges are "ineffective policy, legal and institutional environment; inadequate focus on children's issues; weak institutional framework for coordination and implementation of child policies; and underfunding of children's programmes."<sup>11</sup>

The Government of Ghana and UNICEF Ghana as part of the country Child Protection Programme commissioned a baseline study to gather evidence to determine the extent of child protection violations in the country. The study was also to assist the measurement of progress made by the programme in addition to help shape this communication for social change strategy that would guide new and existing initiatives around behavioural and social development/change on child protection issues. The study therefore was to document evidence on the 'drivers' and 'barriers' of change in child protection issues. Some of the Child Protection issues identified and documented in the baseline survey included<sup>12</sup>

- physical harm at school;
- emotional violence, abuse and neglect;
- sexual abuse and exploitation;
- child marriage;
- female genital mutilation/cutting
- children engaged in domestic, commercial and industrial activities;
- disruption of education;
- child domestic servitude;
- street hawking and petty trading;
- exposure to occupational hazards due to harsh and abusive work conditions;
- child trafficking and child migration for labour;

7 Draft Report on National Child Protection Study, March 2014, UNICEF/PDA

8 See Child Protection Baseline Research Summary Report 2014

9 According to DHS 2014 21% girls between ages 20-24 were married or in union by age 18'

10 Medium-Term National Development Policy Framework: Ghana Shared Growth and Development Agenda (GSGDA), 2010-2013. Volume1: policy framework: 7.8.1 Child Survival, Development and Protection: p.113.

11 Ibid.

12 Draft Report on National Child Protection Study, March 2014, UNICEF/PDA

- child abandonment and neglect;
- inadequate supervision of children;
- exposure to inappropriate entertainment, game centres, night activities, gambling and abusive substance use;
- premature financial independence;
- stealing and other forms of juvenile delinquency.

The study found out that child-work in Ghana is not only prevalent, it is acceptable and considered integral to the socialisation of a child, particularly to equip them with life-long skills. Thus it was found out that child-work occurs in the home, school and other places besides the school/home sites. Early marriage of girls, though illegal under Ghanaian law, was also mentioned by numerous respondents, mainly males, as a mode of child protection. The respondents especially from the Muslim communities indicated that girls given out in early marriage are considered to be in 'safe hands'.

# 3.

## RATIONALE OF THE SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION STRATEGY

**In 2010**, a child protection systems mapping and analysis<sup>13</sup> and review of the legal and policy framework in Ghana found that, in general, the approach to child and family welfare services is reactive after a violation has occurred and largely legalistic, with a focus on the rescue and removal of children. The focus has been on shelter-based rather than family-based solutions, despite efforts under the Care Reform Initiative to promote family-based alternative care. Prevention services, whether initiated by government agencies or by non-government organisations (NGOs), are mostly limited to advocacy and awareness-creation, often promoted through community-based and school-based awareness programmes. There is no explicit support to families and individuals in difficult situations to help prevent situations from worsening. In addition, the prevention services that are in place tend to act independently, with no overarching strategy, often resulting in duplication and a tendency to focus on some topical issues to the neglect of others.

Based on the analysis conducted in 2010, the Government of Ghana, with technical and financial support from UNICEF Ghana, embarked upon a process of strengthening the Child Protection system in June 2012. The process seeks to ensure that the system would be appropriate, effective, sustainable and able to prevent and respond appropriately to all forms of violence, abuse and exploitation against children in the different settings of society. Societal and behavioural change is one of the three key components of the child protection system. Though there are various initiatives by Government, UNICEF and other partners to communicate behaviour and social change, the existing communication strategies have not been comprehensive to address Child Protection systems. It is in recognition of this gap that, the UNICEF Ghana Office Child Protection Programme and the Communication for Development Unit, in collaboration with the Government of Ghana led by the Department of Community Development developed this comprehensive “Social and behaviour Change Communication (SBCC) Strategy for Child Protection”.

This strategy is based on the evidence from the child protection baseline research undertaken in support of the Child Protection system strengthening process, available studies, reports and other anecdotal evidence in relation to child protection issues in Ghana. The SBCC Strategy is closely linked to the new Child and Family Welfare policy and Child Justice Policy. The strategy is expected to represent a fundamental pillar of the Child and Family Welfare Policy’s implementation on a long term basis.

**The objective of the strategy is to support the reduction of violence against children and adolescents (physical, emotional or sexual harm), including harmful practices (child marriage, FGM/C and trokosi), by reducing the acceptance of social practices which have negative consequences or damaging their lives and engaging a critical mass capable to promote the adoption of standards favourable to the development of children and adolescents’ lives.**

**Increase intergenerational dialogue in families and schools, family and community support to children in need, and the ‘talkability’ of sensitive protection issues are expected to be the outcomes of a long term strategy which aims for a durable social change potentially resulting in a reduction of violence against children and adolescents including harmful practices (impact).**

<sup>13</sup> Child Frontiers, 2011, op. cit.

The methodology adopted by the strategy is to support the trend of positive change by engaging a coalition of people promoting the wellbeing of children, preventing abuse and protecting children from harm. This critical mass is represented by the **Child Protection Social Drive in Ghana**, a coalition of people supporting the well-being of children and adolescents, and identified by a brand. The brand will be instrumental to perceive child friendly behaviours as the best option, reducing the acceptance of social practices which have negative consequences for children and adolescents' lives. Furthermore the brand will contribute to strengthen the community ownership, to increase child protection issues 'talkability', to strengthen coherence between different activities implemented, make the change visible and positioning child protection as fundamental for community development.

The approach is based on few basic principles: a) make the change visible, b) promote communication processes that raise the voices of ordinary people affected by the practices and encourage new types of conversations, c) use and promote terminologies that reflect the positive benefits of adopting an alternative behaviour, d) focus on the strengths of the culture to achieving positive change, e) promote group decision-making.

Based on a context and communication objectives analysis, three main domains of the Child Protection Social Drive have been identified: family & community, school and family-based care. The identified setting will work in parallel under the **Child Protection Social Drive** umbrella/brand reinforcing each other towards the ultimate impact to reduce violence against children and adolescents (physical, emotional or sexual harm) including harmful practices (child marriage, FGM/C and trokosi<sup>14</sup>).

Using the community dialogue as spine of the social change process, the **Child Protection Social Drive in Ghana** addresses the different stage of behavioural change (pre-contemplation, contemplation, preparation, action, maintenance, termination) using mainly interpersonal group and community-based strategies supported by social marketing<sup>15</sup> techniques that use the same marketing principles to "sell/promote" ideas, attitudes and behaviours. This approach includes also the use of traditional, social and mass media, including key local language channels such as adult education programme on GTV.

The proposed approach priorities are

- a. approaching the community engagement from an appreciative perspective in order to build on the existing knowledge system to activate the social change,
- b. carefully balancing the emphasis between delivery of messages, dialogue and linkages with services delivery and local (traditional and modern) institutions

Furthermore, crucial for the effectiveness of the strategy, is the coordination between

- a) the macro (enabling environment at policy level – national, state and local laws), meso (organizations and social institutions level) and micro (individual and interpersonal level) levels of implementation,
- b) the various stakeholders/implementing partners and service providers, and
- c) traditional and modern socio/cultural systems.

Overall, the **Child Protection Social Drive in Ghana** facilitates the process to move from individual to group decision by set out ways to encourage and support group reflection, discussion and decision making. In addition it helps to make the change visible and to sparking new conversation based on three main shifts:

- a) from negative to positive narrative,

<sup>14</sup> The age-old practice of "trokosi" consists in sending girls to shrines as slaves to serve priests and protect their family from the gods' anger.

<sup>15</sup> Social marketing uses the same marketing principles used to sell products to consumers to "sell" ideas, attitudes and behaviours. It is an articulated approach, which draws from successful techniques used by commercial marketers. For example rather than dictating the way that information is to be conveyed from the top-down, the social marketing approach is based on learning to listen to the needs and desires of the target audience themselves, and building the program from there. This focus on the "consumer" involves in-depth research and constant re-evaluation of every aspect of the program. In fact, research and evaluation together form the very cornerstone of the social marketing process. See <http://www.social-marketing.com/whatis.html>

- b) from outside expertise to people's personal experiences and existing community strengths,
- c) from communication products to communication processes.

Ultimately the overall strategy will facilitate the process to strengthen an alternative social norm perceived as more appealing or less costly by the target audience.

**One brand and an overall message (prevent / protect / promote)** will be used by each and every one ready to commit to the welfare of children and adolescents to show support for the Child Protection Social Drive's mission. The result will be a whisper that penetrates civil society and institutions to become a wave that crosses the country to support all those who are ready to adopt behaviors favorable to the protection and development of children.

### 3.1 Results Framework

Based on the developed rationale, a results framework has been developed to state what is to be achieved through the programme. The results framework's aim is to enabling stakeholders to discuss and establish strategic development objectives and to link interventions to intermediate outcomes and results that directly relate to those objectives.

The proposed framework specifies longer-term objectives, impact and outcomes, and intermediate results that proceed, and lead to those desired longer-term objectives, outcomes and inputs.

The matrix proposed in annex 01 is an explicit articulation (graphic display, matrix, or summary) of the different levels or results expected from this particular intervention.

# 4.

## PROCESS FOR DEVELOPING THE STRATEGY

The development of the communication for social and behaviour change strategy was based on evidence generated through the baseline survey and is closely linked to the new Child and Family Welfare Policy. Using the evidence generated through the baseline study and in line with the Policy, several consultations have been organized including two national workshops organized by the Department of Community Development. Two key elements to highlight are the level of collaboration among the diverse groups of organizations and agencies that were involved as well as their commitment to the process. This implies their acknowledgement of the real need to have an approved national standard communication for social and behaviour change strategy for reference and direction in the implementation of the child protection programme and its related activities. Thus the workshops brought together approximately fifty representatives from key Government agencies (such as Departments of Gender, Children, Social Welfare, Ghana Education Service, Girl Child Education Unit/Division etc.) and civil society organizations involved in Child protection areas, including traditional and religious leaders. This process ensured that it was participatory and fostered ownership of the strategy by the key stakeholders whose organisations would be implementing the strategy for the required social outcome.

### 1.1 Presentation of baseline findings and selection of the three settings for the strategy

The key findings of the baseline was also presented at this forum and it was agreed that considering the myriad of issues emanating from the baseline survey and in order to develop a strategy that adequately tackles all the issues in a coordinated approach, the strategy should consider the settings in which children face violence, abuse and exploitation. The team at the workshop agreed that the strategy should therefore be focused on providing an environment free of violence, abuse and exploitation within which the child would grow feeling safe and protected. The team upon further discussions and group exercises agreed that the three main or possible settings/environments within which a child develops/grows are

- a. the **family and community**,
- b. the **school**, and
- c. the care institutions (for those who are not raised in their homes), named in the strategy with the proposed alternative, **family-based care**.

The family/community setting was chosen because it was agreed that almost every child (except those in care institutions) is brought up in the home surrounded by the family within a community. The school setting was also chosen because every child is expected to be enrolled in school and hence a great proportion of the child's time is daily spent in school. The institutional care setting (including orphanages) were also chosen because children who are not brought up in their homes with their families are mostly sent to care institutions to be looked after. The group also agreed that because the social dynamics that exist within the family and community environment/setting are different from those for the school setting or care institutions, it was important to develop separate implementation strategies for these three selected/agreed upon settings/environments/strands. It is important to note however that the strategy for the care institutions looks more at preventing children from entering care institutions by promoting family based care.

## 1.2 Development of the context (participants and behaviours) analysis for the three settings

Based on the understanding and knowledge acquired from the group work and exercises on communication for social and behaviour change and based on the findings from the baseline the group together discussed and drafted the framework of the national social and behaviour change communication strategy for child protection for the three different strands based on a context (participants and behaviours) analysis.<sup>16</sup>

### 1.2.1 Audience Segmentation

Analysis of the people whose behaviour you want changed as a result of the communication strategy is one of the most important parts of developing this comprehensive strategy. Considering the fact that both human and financial resources are limited, the need to prioritise and target specific audience groups becomes even more critical. In addition, different audiences can be effectively reached through different sets of channels and receive different sets of messages hence, there was the need to segment the potential audiences.

With the main focus of providing a safe and protective environment for children within the three selected and agreed upon strands, the workshop participants were divided into groups to try and identify who the primary, secondary and tertiary target audiences would be for the micro level.<sup>17</sup> An overall audience analysis for the meso and macro levels was also conducted.

### 1.1.3 Behaviour Analysis and Prioritization

Behaviour is the way in which an individual acts or conducts himself/herself, especially towards others based on different factors. Culture, attitudes, core faith, social norms, emotions, values, ethics, authority, persuasion, coercion as well as genetics influence human behaviours. Behaviour analysis was performed for each of the identified target groups to summarize the characteristics of the audiences with regards to their knowledge about child protection issues, their attitudes towards the recommended behaviour and what they are already practicing. Understanding where the majority of the participant/target groups are in the change process, their knowledge level, attitudes and practices is very crucial in designing the social and behaviour change interventions needed for them to provide a safe and protective environment in the three settings for every child.

Thus the purpose for identifying the priority behaviours is to assist in developing a focused/targeted behaviour change communication strategy that can contribute to achieving the overall goal of protecting children from all forms of abuse, harm, violence and exploitation in Ghana. In order to select the desirable behaviours to be promoted, the team of experts conducted an analysis of the current knowledge, attitude and practices (KAP) of all the identified participant groups/target audiences for the different settings at the micro, meso and macro levels. This was to assist the team to assess the present stage at which each of the participants groups were in the change process in order to develop targeted and evidence based communication strategies that would result in them moving steps up the change process for a sustainable change in behaviours.

After analysing the current situation, the group also looked at the barriers' causes to the recommended behaviours such as available policies, economy, social dynamics, technology, access to services, supplies and communication channels, and institutional setting. Accordingly, communication's objectives to address the causes were identified together with expected results and favourable factors potentially supporting the desired change.

<sup>16</sup> See annexes

<sup>17</sup> Primary Audiences are those whose behaviours we want changed so they can directly provide a protective and safe environment for children. The Secondary Audiences are those who have direct influence on the primary audiences/participants identified. It is believed that the secondary audiences have the ability to influence the primary audiences' knowledge and attitude about issues of concern of which a change in behaviour is mostly required. The Tertiary level audiences are those who have some influence on both the primary and secondary audiences.

### 1.1.4 Communication Objectives, Thematic Areas, Tools, Minimum Package of Activities and Messages

Based on the expected outcomes, communication objectives, messages and a minimum package of activities were identified for each of the three strands. These common elements, as well as shared brand, values and tools, define to the Child Protection Social Drive's identity and are the guidelines for all the implementing partners acting under the common brand.

The expected strategy's **outcomes** include a) Increase the intergenerational dialogue in families and schools; b) Increase/strengthen capacities of schools, health facilities and communities to provide a protective environment; c) Increase the 'talkability' of sensitive protection issues.

Based on the identified outcomes, **communication's roles and potential contribution** have been listed. Among those, a) strengthen the active role of children and adolescents within the family and school setting including making children's voices heard at family, community and national level; b) reduce the overall acceptance of harmful practices; c) advocating to prioritize the best interest of the child across policies, law's enforcement and services provision; d) increase awareness on rules and regulations on child protection issues including code of conducts.

While brand, overall objective and message will remain the same at macro, meso and micro level, specific messages and activities will be identified for each level. All the implemented activities are expected to manifest and substantiate the brand's identity fulfilling its intrinsic promise and beneficiary/consumers' expectations. Within this framework, specific issues such as Female Genital Cutting, Child Marriage, Birth Registration and other child protection issues can find a coherent space in line with the overall framework and narrative.

Best practices and ongoing activities have been taken in consideration to identify a **minimum package of activity** which responds to the Child Protection Social Drive's structural elements of a) make the change visible, b) promote communication processes that raise the voices of people affected by the practices and encourage new types of conversations, c) use and promote terminologies that reflect the positive benefits of adopting an alternative behaviour, d) focus on the strengths of the culture to achieving positive change, e) promote group decision-making.

The minimum package is expected to standardize the approach and to facilitate the strategy's implementation and monitoring processes. Different stakeholders are expected to shape their implementation plans based on the minimum package of activities. The Child Protection Social Drive's secretariat is in charge of coordinate the implementation plan of different stakeholders in line with the minimum package and brand's guidelines.

The typology of activities include a) community dialogue and participation in problem detection and solutions, b) capacity building, c) social marketing and advocacy for each of the three setting.

In line with the Child and Family Welfare Policy, the **Child Protection Social Drive** and all its components builds on four main **values**: a) family and community cohesion and harmony, b) sense of belonging to family and community, c) common responsibility of family and communities, d) reciprocity.

In order to reshape the narrative and potentially reducing the acceptance of violent behaviours against children, the **Social Drive's message style** focuses on engaging people in reflection and new ways of thinking to reach new understandings of their own experience and avoids telling people what to do. For each of the three strands message suggestions have been provided both at behavioural change and awareness level.

The **tools**<sup>18</sup> identified to represent and promote the brand are context appropriate solutions informed by user needs and based on sustainability criteria such as utilizing and invest in local communities and

<sup>18</sup> The list of tools will be identified by a creative process and added at a later time.

developers by default, assess and mitigate dependencies that might limit ability to scale, using and/or modifying existing tools, platforms and frameworks, work across sectors to create coordinated and more holistic approaches.

For easy reference, the here below matrixes provide a summary of thematic areas, communication's objectives, expected results, minimum package of activities and messages thematic areas for each of the three strands (family and community, school and family-based care).

FAMILY & COMMUNITY		
	THEMATIC AREAS <sup>1</sup>	DEFINITION
1.	Violence against children including verbal and sexual abuse and corporal punishment	“All forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” (Article 19 of the Convention on the Rights of the Child)
2.	Harmful traditional practices (child marriage, FGM/C, trokosi)	Harmful Practices” means all behaviour, attitudes and/or practices which negatively affect the fundamental rights of people and can affect both men and women, although in most societies they disproportionately affect girls and women, such as their right to life, health, dignity, education and physical integrity. These forms of violence include female genital mutilation witchcraft rites, bride kidnapping, ritual servitude, child marriage, forced marriage, dowry-related violence, acid attacks, so-called “honour” crimes, and maltreatment of widows
3.	Trafficking/child migration and child labour	Human trafficking means the recruitment, transportation, transfer, harboring, trading or receipt of persons within and across national borders by <b>(a) The</b> use of threats, force or other forms of coercion, abduction, fraud, deception, the abuse of power or exploitation of vulnerability, or <b>(b) Giving</b> or receiving payments and benefits to achieve consent. Where children are trafficked, the consent of the child, parents or guardian of the child cannot be used as a defense in prosecution under the law, regardless of whether or not there is evidence of abuse of power, fraud or deception on the part of the trafficker or whether the vulnerability of the child was taken advantage of.  The term “child labor” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that: is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by: a) depriving them of the opportunity to attend school; b) obliging them to leave school prematurely; or c) requiring them to attempt to combine school attendance with excessively long and heavy work.

<b>COMMUNICATION CONTRIBUTION</b>		
1	Strengthen the active role of children and adolescents within family's dynamics	
2	Make adolescents and children's voices heard	
3	Reduce the acceptance of practices harmful to children and adolescents and support adoption of positive alternatives. Thus, contribute to empowerment of adolescents girls and boys, building their knowledge and skills to better protect themselves and make more informed decisions about their sexuality and their development	
4	Create a supportive environment for those ready to discontinue violence and harmful practices against children	
5	Enhance knowledge on the potentials of reduced child violence, exploitation and abuse	
6	Prioritize the best interest of the child across policies	

<b>EXPECTED OUTPUTS<sup>2</sup></b>		
1	Increased intergenerational dialogue	
2	Increased knowledge and enhanced life skills and empowerment capacity among children and adolescents	
3	Increased parental responsibility	
4	Increased resources and commitment in national programmes and policies	

MINIMUM PACKAGE <sup>3</sup>		
LEVEL	n.	ACTIVITIES
MICRO	<b>1</b>	Community dialogue activities involving parents, children and adolescents and community forums like the 'community clubs', religious and community leaders building on positive traditional practices ("Naming Ceremony" to facilitate birth registration, "Storytelling" to strengthen child and youth participation, "Expected family fosterage" to facilitate family-based care rather than institutional care, etc.) and leading towards public declaration of commitment to Promote the wellbeing of children, Prevent abuse and Protect children from harm.
	<b>2</b>	Community radio and mobile theatre
	<b>3</b>	Regional and District Child Protection Networks (awareness, monitoring and coordination)
MESO	<b>4</b>	Advocacy for Bye-laws to protect children
	<b>5</b>	Traditional/Mass/Social media support
MACRO	<b>6</b>	Advocate for implementation of the Child and Family Welfare Policy and other available legal and policy instruments including the Justice for children and gender policies
MESSAGES <sup>4</sup>		
LEVEL	CALL TO ACTION FOR BEHAVIOURAL CHANGE MESSAGES (to activate the process of change)	SUPPORT ARGUMENTS (to provide information supported by evidences)
MICRO	<p>Look, talk and listen a child</p> <p><b>Topic: evidences on physical and psychological consequences</b></p> <p>Example: Punishment breaks the child, but positive discipline builds the child. Use positive discipline.</p> <p>Topic: added value of girls' education</p> <p>Example: Education for girls equals to healthier and safer families. For example, a child born to a mother who can read is 50 % more likely to survive past the age of 5 than a child born to women without formal education. Alternatively, keeping girls in school and delaying marriage increases incomes for individuals and advances economic development for nations. A single year of primary school increases women's wages later in life from 10% to 20% while the boost from female secondary education is 15% to 25%.</p>	<p>Topic: evidences on the impact of sexual abuse</p> <p>Example: Sexual harassment has a serious negative effect on the victim. Help break the silence on sexual harassment and make your school a safe place for all students.</p>

<p><b>MESO</b></p>	<p>It takes a community to raise a child</p> <p>Topic: reporting abuses</p> <p>Example: When you report a case of abuse against children to the local authorities you are protecting your entire community. The number of child abuse reported cases in your community increased by XXX during the past year.</p> <p><b>Topic: right to play for children's development</b></p> <p>Example: When children are playing they're actually developing crucial life skills. For example, the kids who had more than 15 minutes a day of breaks behaved better during academic time.</p> <p>Topic: girls are particularly vulnerable to some forms of physical, sexual and emotional violence.</p> <p>Example: <b>girls are victim of</b> physical, sexual and emotional violence X times more than boys</p>	<p>Topic: collective responsibility to protect children</p> <p>Example: When you see a child in danger or need, discuss with someone you trust in the family or community on what you can do together to help or call the number XXX</p>
<p><b>MACRO</b></p>	<p>The best interest of a child is the best interest of all of us</p> <p>Topic: Education versus child labour</p> <p>Example: Increasing access to education will help reduce the worst forms of child labour by XXX %</p> <p>Topic: Girls education versus family/ community wellbeing</p> <p>Example: "Child marriage is not a source of added revenue for the parents through bride price. Educated children are assured of a higher income to support family income"</p>	<p>Topic: relationship between adults and children</p> <p>Example: When a child is victim of abuses, the possibility to become a perpetrator increases by XXX %</p>

SCHOOL		
	THEMATIC AREAS <sup>5</sup>	DEFINITION
1	Bulling	<p><b>Bullying is the repeated and deliberate use of aggression and power to cause physical pain or emotional distress.</b></p> <p>It is intended to upset or cause pain and is often repetitive.</p> <p>It can be <b>verbal</b>, such as calling people derogatory names, humiliating them or excluding them from a social grouping; or it can be <b>physical</b> such as assaulting, pushing, punching, or kicking.</p> <p><b>Teachers and pupils can be both victims of bullying and perpetrators too.</b></p> <p>Bullying is about power and control—the bully bullies because they feel insecure themselves so they find someone weaker and smaller, or different in some way, to treat badly, to show their own (the bully’s) power. Teachers also sometimes bully other teachers or pupils.</p> <p>Bullying always involves the person being bullied (the victim), the bully (the perpetrator) and those watching (the observers). Observers do not play a passive role; mostly, they play a negative role. Sometimes, they encourage the bully by cheering and clapping; sometimes they help the bully by joining in with what the bully is doing. Some just watch, providing an audience.</p> <p>Some observers, however, play a positive role by defending the victim and speaking up for them, or getting help from a teacher or another adult.</p>
2	Sexual abuse	<p>Child sexual abuse includes but is not limited to rape, sexual intercourse with a child, incest; it also consists of non-physical contact such as involving children in watching and participating in sexual activities and exposing them to inappropriate sexual material.</p>
3	Verbal abuse	<p>Verbal abuse is an abuse without physical contact, but simply by using words and insults. It is described as a negative defining statement told to the victim or about the victim.</p>

4	Corporal punishments	Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children with the hand or with an implement—whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices). In addition, there are other non-physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention <b>of the Rights of the Child</b> . These include, for example, punishment which belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.
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<b>COMMUNICATION CONTRIBUTION</b>	
1	Increase dialogue opportunities between children, adolescents and teachers and other school <b>personnel</b> .
2	Increase children and adolescent’s active participation for example by expressing opinions (to support the ability to influence decisions) And building their knowledge and life skills to better protect themselves and make more informed choices about their sexuality and their development
3	Increase awareness and knowledge sharing to strengthen rules and regulation’s enforcement
4	Advocate for support in Government commitment to child protection in schools’ using evidences-based arguments

<b>EXPECTED OUTPUTS</b>	
1	Safer environment <sup>6</sup> in school
2	Promote trust and cordial relationships
3	Stimulate a conducive atmosphere for learning
4	Child protection in schools as institutional priority

MINIMUM PACKAGE <sup>7</sup>		
LEVEL	n.	ACTIVITIES
MICRO	1	Class group discussions, including school clubs, on child protection through face to face communication, peer to peer engagement including schools clubs, rewarding mechanisms and public commitments to support child protection, prevention and promotion including enhance visibility of positive models
	2	Speak out boxes for children and adolescents
	3	Dissemination and capacity building of the Handbook on Guidance and Counselling for Basic School Teachers including Positive Discipline Toolkit and Guidelines
MESO	3	Safer school celebration/awarding ceremony
	4	Advocate for child protection/promotion/prevention bye-laws
	5	Traditional/Mass/Social media support;
MACRO	6	Advocate for safer schools through code of conduct and regulations enforcement including accountability mechanisms for perpetrators of violence in schools

MESSAGES <sup>8</sup>		
LEVEL	CALL TO ACTION FOR BEHAVIOURAL CHANGE MESSAGES (to activate the process of change)	SUPPORTIVE ARGUMENTS (to provide information supported by evidences)
MICRO	<p>Make your school a safer place</p> <p>Topic: definition of bullying/social abuse and therefore acknowledge the phenomenon as a collective problem</p> <p>Example: <b>Bullying can result in children dropping out of school and this negatively affects the school environment. Help make your school a safe place for all students</b></p> <p>Topic: definition of sexual harassment and therefore acknowledge the phenomenon as a collective problem</p> <p>Example: <b>Sexual harassment has a serious negative effect on the victim. Help break the silence on sexual harassment and make your school a safe place for all students</b></p>	<p>Topic: definition of physical abuse and therefore acknowledge the phenomenon as a collective problem</p> <p>Example: <b>Never use punishment to correct a child's behavior. Let's break the cycle of violence..</b></p>

<p><b>MESO</b></p>	<p>Children learn by making mistakes</p> <p>Topic: potential consequences of sexual abuse</p> <p>Example: <b>Victims of sexual harassment often become withdrawn and have difficulty participating in class. This can lead to depression, low self-esteem and drop out of school.</b></p> <p>Topic: acknowledge rules and regulation for sexual intercourses</p> <p>Example: <b>Sex with any person below the age of 16 years with or without their consent is defilement and punishable by law.</b></p>	<p>Topic: reporting abuses cases</p> <p>Example: <b>Sexual harassment can be verbal or physical, or audiovisual. Speak to someone if you feel you are being sexually harassed.</b></p>
<p><b>MACRO</b></p>	<p>Protect children in school to protect the future of our nation</p> <p>Topic: acknowledge existing regulations on violence in schools</p> <p>Example: <b>To practice Positive Discipline you should show respect, listen, reward good behavior, and guide a child to behave well.or</b></p> <p><b>Promoting teachers understanding of existing laws and regulations and conduct will reduce violence against children by XX%</b></p> <p>Topic: importance of synergies between family and school</p> <p>Example: <b>Strengthening the creation of an adult/child friendly and safe environment for children within schools will increase school outcomes by XX%</b></p> <p>Topic: importance/positive outcomes of keeping girls in schools</p> <p>Example: <b>The more education a woman has, the more likely it is she can earn a higher income, which will go to benefit her family.</b></p>	<p>Topic: evidences on corporal punishment</p> <p>Example: <b>Studies have shown that violence such as corporal punishment and bullying may lead to poor mental health and depression which blocks social skills development.</b></p>

<b>FAMILY BASED CARE</b>		
	<b>THEMATIC AREAS<sup>9</sup></b>	<b>DEFINITION</b>
<b>1</b>	Family-based care or alternative care	Alternative care is defined as care for children who are not under the custody of their biological parents. It includes adoption, foster families, guardianship, kinship care, residential care and other community-based arrangements to care for children in need of special protection, particularly children without primary caregivers.
<b>2</b>	Deinstitutionalization	The process of removing children from care institutions and placing them with families

<b>COMMUNICATION CONTRIBUTION</b>	
<b>1</b>	Increase the popularity of family-based care as the best possible option for children in need
<b>2</b>	Increase awareness regarding existing rules and regulations
<b>3</b>	Increase awareness on parental and community responsibilities for the protection of children from harm
<b>4</b>	Increase awareness regarding family-based care social advantages and social welfare incentives for families

<b>EXPECTED OUTPUTS<sup>10</sup></b>	
<b>1</b>	Reduced the popularity of institutional care as the best option for children
<b>2</b>	Deinstitutionalization of children
<b>3</b>	Increased enforcement of gatekeeping mechanisms to prevent more children entering into institutional care'
<b>4</b>	Shift Government and privately generated resources allocation from institutional care to family-based care programmes

<b>MINIMUM PACKAGE<sup>11</sup></b>		
<b>LEVEL</b>	<b>n.</b>	<b>DEFINITION</b>
<b>MICRO</b>	<b>1</b>	Community dialogue activities (equal food, cloths, shelter, healthcare and education for foster child)
	<b>2</b>	Awareness raising on parental and community responsibilities for the protection of children from harm
<b>MESO</b>	<b>3</b>	Service providers' knowledge sharing for better protection of children
	<b>4</b>	Knowledge sharing and engagement of volunteering recruiting agencies, faith based and volunteer organisations to support activities with children in family and communities and not institutions
	<b>5</b>	Knowledge sharing and capacity building for media, religious and traditional leaders
<b>MACRO</b>	<b>6</b>	Traditional/Mass/Social media support
	<b>7</b>	Advocacy for the standards for residential homes for orphans and vulnerable children to be enforced
<b>MACRO</b>	<b>8</b>	Advocacy to support foster care and family based care for children instead of institutions

<b>MESSAGES<sup>12</sup></b>		<b>DEFINITION</b>
<b>LEVEL</b>	<b>CALL TO ACTION FOR BEHAVIOURAL CHANGE MESSAGES (to activate the process of change)</b>	<b>SUPPORTIVE ARGUMENTS (to provide information supported by evidences)</b>
<b>MICRO</b>	<p>Family is the best place for a child</p> <p>Topic: advantages of family-based care</p> <p>Example: <b>Families have better potential to enable children to establish the attachments and other opportunities for individual development and social connectedness than does any form of group residential care.</b></p> <p>Topic: awareness on available options for family-based care</p> <p>Example: <b>If you need support to keep your child within the family, talk to someone in the family in the community and together, find the right solution or ask XXX for support</b></p>	<p>Topic: consequences on children separate by parents</p> <p>Example: <b>The safety of a child separated by parents decrease by XXX%</b></p>

<p><b>MESO</b></p>	<p>Support families care for their children</p> <p>Topic: advantages of family-base care</p> <p>Example: <b>When a child grows within a family it increases the chances to develop to his/her full potential by XXX%</b></p> <p>Topic: existence of institutional support for family-based care</p> <p>Example: Government services are available to support you taking care of children within the family. Ask Social Welfare for more information.</p> <p>Topic: existence of standards for institutional care</p> <p>Example: XX out of XX institutions complies with child-care guidelines.</p>	<p>Topic: misconceptions on institutional care</p> <p>Example: <b>XXX% of children in “orphanages” are not orphaned</b></p>
	<p>The best interest of a child is to stay within a family</p> <p>Topic: child protection risks for institutionalised children</p> <p>Example: <b>XXX% of children and adolescents institutionalized are victims of one or multiple types of violence.</b></p> <p>Topic: acknowledge consequences of institution on children wellbeing</p> <p>Example. <b>Institutions affect the physical, cognitive and psychosocial development of the child by XXX%.</b></p>	<p>Topic: economic advantage of family-based care</p> <p>Example: Institutional care is ten times more expensive than family-based care.</p>

### 4.3 Review, fine-tuning and validation of the strategy document

With the strategy for the three settings developed at the end of the first national workshop, a selected group of experts from the members were then assigned the responsibility to fine tune the strategies and develop the implementation plans for the three settings. These groups were made up of a mix of expertise in social and behaviour change communication as well as child protection programmes within the three selected settings. The group had several meetings to finalize the matrix of the strategy after which it was forwarded to the wider group for review and approval.

A second national stakeholders’ workshop was then organized by the Department of Community Development in collaboration with the other relevant government agencies to finalize the strategy framework with the inputs provided by various persons, finalize the implementation and M&E plans for the three strands. A C4D Consultant for Child Protection who had been contracted by UNICEF to support the process then pulled all these together.

The strategy was then finally validated in a national validation workshop that involved all key stakeholders and partners including those who could not participate in the earlier workshops to draft the strategy.

# 5.

## MANAGEMENT PLAN

The brand's management and the coordination between national, regional and community level as well as between the three different strands/settings are fundamental elements for a successful implementation of the strategy.

A **secretariat**, mainly composed by technical expertise, reporting to the advisory body and/or technical committee manages functions such as brand management, ensuring consistency and coherence in the use of the brand between the different strands of the strategy (school, family, family-based care), networking and managing partnerships and resources mobilization, ensuring understanding among the network on why, when and how to use the brand, monitoring the dissemination and impact of the brand and managing media relations and engagement. The secretariat is also responsible of capacity building, setting the guidelines for the minimum package of activities, quality control and monitoring of the strategy's implementation as well as organizing regular network exchanges.

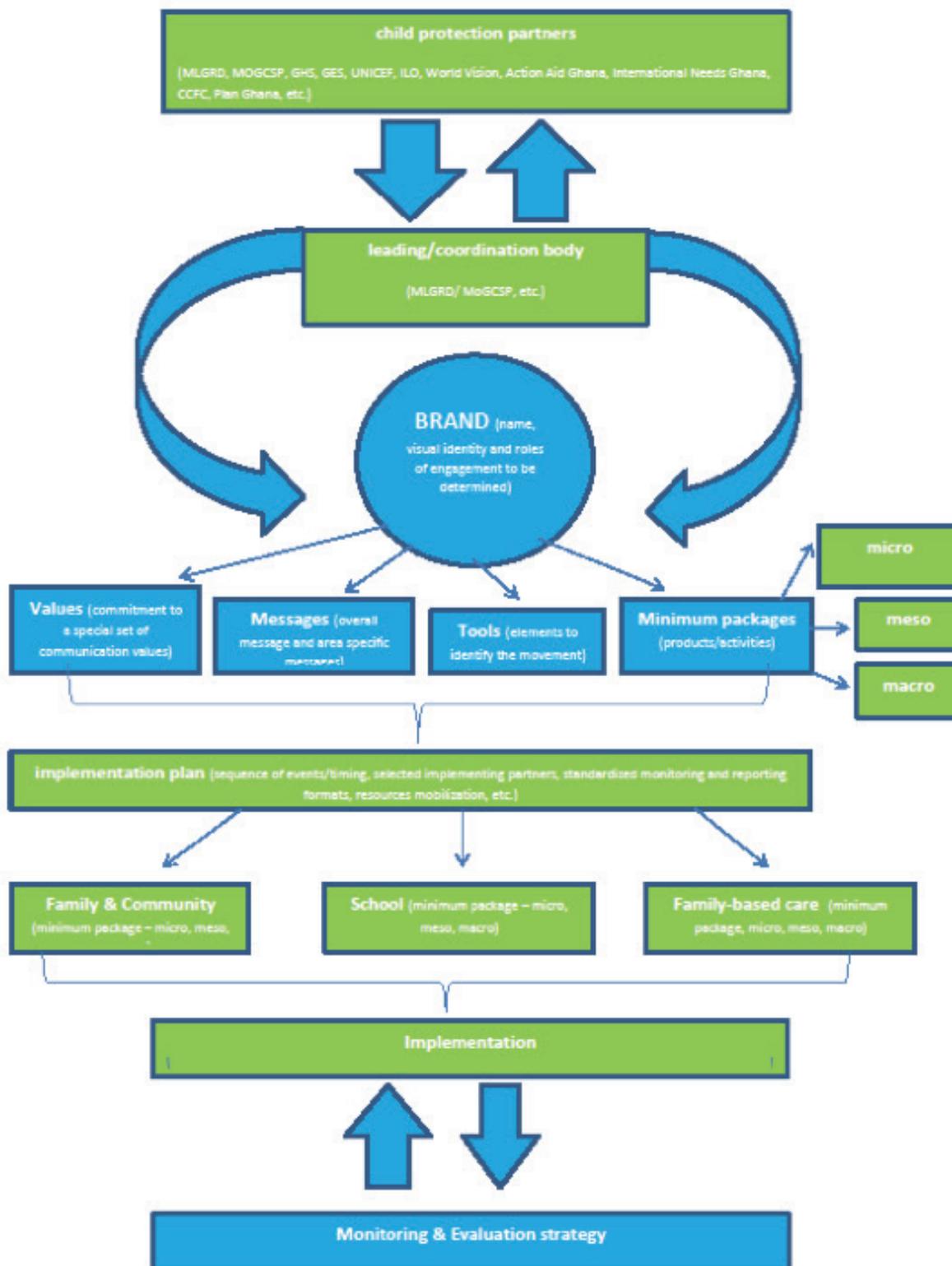
### 5.1 Implementation Plan

The implementation plan of this strategy is based on developing a common approach, tools and to strengthen the coordination role of the leading organization. This means, the social drive will be shaped by the contribution of each member/supporter. Starting from guidelines, tools and coordination mechanisms led by the secretariat, each member/supporter will find their own way to implement the call to action (protect, prevent and promote).

In order to increase flexibility and to facilitate the engagement and participation of as many partners as possible, **in** thematic areas of child marriage, corporal punishment, bully, trafficking, child labour among others, a minimum package of activities and messages for each setting have been identified. Implementing partners and **Child Protection Social Drive's** supporters are expected to align their activities to minimum package and messages. Guidelines and a knowledge-sharing plan will be coordinated by the Secretariat in order to strengthen coherence and harmonization. The coordination and planning meeting schedule will be communicated annually by the Secretariat.

CSO, CBOs, FBOs, NGOs and private sector ready to engage with the **Child Protection Social Drive** will be given the opportunity to understand the overall approach and guidelines and to initiate their own implementation plan in coordination with the Secretariat.

The here below visualization shows the dynamics between the different implementation components. The child protection partners are constantly in dialogue with the institutions represented by the secretariat in charge of managing the brand identity composed by different elements: values, tools, messages and minimum packages of activities to be implemented at community, institutional and political level (micro, meso, macro). The implementation plan, also coordinated by the secretariat, is articulated in three strands interacting equally with the monitoring and evaluation plan.



## 5.2 Government Agencies to be involved in the implementation of the activities

Considering the settings that have been chosen for this communication strategy (family/community, school and family-based care) the government agencies which would be, in coordination with the Secretariat, leading the implementation of the various activities to bring about the provision of safe and protective environment for children are the Department of Community Development (DCD) of the MLGRD, Department of Children and Department of Social Welfare of the MoGCSP as well as the Guidance and Counselling Unit of the Ghana Education Service. The next paragraph provides a mapping of each institution profile.

Given the open nature of the Child Protection Social Drive, other institutions will be also closely engaged in the implementation of the strategy at different levels and times. Some of the other institutional department and division which will be affiliated with the Child Protection Social Drive are, among others, DV Secretariat, the Girls Education Unit of the MoE, DOVVSU, Health, Births and Deaths, Ministry of Chieftaincy and Traditional Affairs, Ghana Police Service and Ministry of Justice.

### 5.2.1. Department of Community Development

Department of Community Development (DCD) was established in 1948 by the then Colonial Administration of Gold Coast through an Administrative Act. It was called the Department of Social Welfare and Community Development. In 1980, the Department was separated from Social Welfare by a Presidential directive. The Department has the mandate of promoting the socio-economic wellbeing of people in rural areas with their “ active participation and if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, by the use of techniques for arousing and stimulating it in order to achieve its active and enthusiastic response”.

The vision is to empower communities to be functional and vibrant, working together for their own development. The DCD exists (mission) to promote and ensure improvement in the living standard of people in the rural areas and disadvantaged sections of the urban communities through their own initiatives and their active participation in a decentralized system of administration. The department carries out its activities in partnership with MoGCSP, Local Government Service Secretariat (LGSS) and the Institute of Local Government Service (ILGS). In line with its mandate, the Department of Community Development performs the following functions:

- Provide community education and social mobilization for development
- Support extension services to Government and non-Governmental organizations.
- Provide employable and sustainable skills to the youth.
- Assists communities to undertake self-help initiated development projects.
- Conduct mass education campaigns on critical national challenges
- Train local artisans for community initiative projects.
- Train change agents for rural development.
- Train rural/vulnerable women in Entrepreneurial and Home Management skills.

Thus with regards to this SBCC strategy, the DCD with offices at the regional and district levels would be responsible for social mobilization of the communities to be engaged for the social and behavior change using the child protection community engagement tools such as the Child Protection Toolkit launched in 2015.

## 5.2.2 Department of Children

The Department of Children is one of the three departments (Departments of Gender, Social Development and Children) under the Ministry of Gender, Children and Social Protection (MoGCSP) responsible for the implementation of policies, programmes and projects for the achievement of its broad sector goals and objectives. In order to achieve its mandate the Ministry through its Departments, Council and Secretariats has the following core functions:

- Formulate gender, child development and social protection policy.
- Co-ordinate gender, child and social protection related programmes and activities at all levels of development.
- Develop guidelines and advocacy strategies for use by all Ministries, Departments and Agencies (MDAs) and in collaboration with Development Partners and civil society organizations, (CSOs) to ensure effective gender and social protection mainstreaming.
- Facilitate the integration of gender, children and social protection policy issues into National Development Agenda.
- Ensure compliance with international protocols, conventions and treaties in relation to children, gender and social protection.
- Conduct research into gender, children and social protection issues.
- Monitor and evaluate programmes and projects on gender, children, the vulnerable, excluded and persons with disabilities
- Ensure the availability of appropriate administrative and financial management systems and support services for the effective and efficient running of the Ministry/Sector for enhanced service delivery
- Coordinate the development and implementation of human resource management policies, systems and programs consistent with the requirements of the sector to enhance service delivery.

The functions of the Department of Children therefore are to:

- Implement policies, programmes, projects and plans of the sector Ministry
- Monitor and evaluate the processes and impacts of plans and programmes
- Collaborate and network with MDAs, MMDAs, NGOs and CBOs to improve and enhance the socio-economic status and circumstances of children
- Undertake research towards improving the well-being of children
- Provide referral and on the spot counseling services
- Co-ordinate the implementation of Ghana's International conventions, treaties and protocols in relation to children's development

Thus, the DOC would co-ordinate with the other agencies in the implementation this strategy, ensuring the adherence to national policies on children as well as the international conventions, treaties and protocols on children's development.

## 5.2.3 Department of Social Development, DSD

The Department of Social Development is under the Ministry of Gender, Children and Social Protection (MoGCSP) and has the vision to take the lead in integrating the disadvantaged, vulnerable and excluded in mainstream development. The mission is to promote the delivery of social development services to the vulnerable and excluded individuals, groups and communities in collaboration with other stakeholders. The department is responsible for setting and regulating service standards, promoting Community Care Service, undertaking research and information management, undertaking family and child welfare interventions, implementing Social Assistance Programmes, facilitating justice and administration as well as monitoring and evaluating all the social assistance programmes. Some of the functions of the department include:

- Developing and coordinating community-based rehabilitation programme for Persons with Disabilities

- Promoting access to social welfare services for the disadvantaged, vulnerable and excluded groups and individuals
- Facilitating opportunities for NGOs to develop social services in collaboration with the communities.
- Carrying out DSW statutory functions in the field of children's Right promotion and protection.
- Securing minimum standards of operation of Day Care centers through registration, training and regular inspection under Children's Act (560) of 1998.
- Providing homes for the homeless, orphaned and abandoned children, and assisting in finding fit persons and foster parents to care for children whose mothers are seriously ill, hospitalized, in severe state of depression, incarcerated in prison.
- Creating awareness on prevention and provide care and support to Orphans and Vulnerable Children (OVC) and persons living with HIV (PLHIV) in 138 districts
- Ensuring income security among the disadvantaged vulnerable through the Livelihood Empowerment Against Poverty (THE LEAP) programme
- Facilitating the adoption of children.
- Promoting social economic and emotional stability in families

The DSW would therefore work together with the DCD at the decentralized and community levels in the families, communities and care institutions to engage the selected participants groups for social change using the CPSD's communication tools such as values and messages, brand, minimum package of activities.

#### **5.2.4 Guidance and Counseling Unit**

The Guidance and Counseling Unit of the Ghana Education Service was established in 1976 with the mandate of delivering a comprehensive and integrated guidance and counseling service to pupils and students to reach their full potential in the areas of Educational, Vocational, Personal, and Emotional development. The vision of the unit is to make Guidance and counseling an integral part of each school's total educational program and essential for the enhancement of student development, health, retention, and success by fostering and encouraging healthy decision-making, promoting inclusion and coping skills for an ever-changing diverse student body. A National Director and a few staff at the Headquarters with 10 Regional Coordinators who coordinate activities at the Regional level as well as 246 District Coordinators and In-School Coordinators at the basic and second cycle levels head the Unit.

The unit achieves its mandate through:

- Training of Trainers workshops for Metropolitan, Municipal and District Guidance and Counseling coordinators.
- Seminars for Head teachers, teachers, parents, pupils and students on issues that affect students' academic, personal, emotional and vocational development and
- Monitoring and supervision of the implementation of guidance and counseling activities in the districts and schools.
- Provide direct counseling services to students.
- Participate in the identification and planning process with regard to the unmet needs of children and youth in the school.
- Collaborate with teachers and other school personnel in providing support services to students and families.
- The Guidance and Counseling Unit also works in collaboration with other Divisions and Units within the Ghana Education Service, which enhances the enrolment, retention and access to quality education for all pupils and students in Ghana.

The Unit carries out its activities in partnership with UNICEF and notable key agencies of state under the education service that would to be involved in the implementation of the strategy are the School Health Education Programme, the Girls Education Unit and the Special Education Division.

# 6.

## MONITORING AND EVALUATION PLAN

The evaluation is a systematic process that attempts to measure how well the program activities have met expected objectives and the extent to which changes in outcomes can be attributed to the the social and behavioural change strategy.

The M&E Plan has been developed based on four main questions. At **impact** level (ultimate objective) the plan is to assess if there is a positive change resulting from the social and behavioural change strategy implementation. At the outcomes level (medium term results) the reference question is if tools, channels and equipment used are actually acceptable and effective in making informed decisions for change. At **outputs** level the research question aims to see if the community groups are engaged in dialogue and at the **inputs** level the plan is assessing if the activities have been implemented as planned.

The monitoring of the activities in the implementation plans of this SBCC strategy would involve routine data collection, both quantitative and qualitative measurements and analysis to check whether the communication activities are being implemented as planned; whether the quality of implementation is good; whether the materials, channel and equipment are used to communicate messages that are acceptable and effective and ultimately if the set objectives and targets are met.

The M&E plan will be used to measure the periodically the **outcomes of** the brand exposure, and related strategy implementation on violence and abuse against children. The assessment will aim at measuring:

- a) the changes in popular discourse at national and state level attributable to the Brand's exposure;
- b) the effectiveness of the brand/strategy messages, materials, and social marketing activities in supporting behavioural and social change at community level.

The basic design of the strategy is to conduct a series of qualitative data collection measurements to capture program implementation data and to assist in interpretation of quantitative data. This will be coupled with data collection based on annual monitoring of brand exposure, reactions to the messages and/or activities' formats proposed and violence against children indicators.

# ANNEXES

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<b>01. RESULTS FRAMEWORK</b>	<b>p.</b>
<b>02. MONITORING &amp; EVALUATION PLAN, LIST OF INDICATORS</b>	<b>p.</b>
<b>03. CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR:</b>	
<b>Family &amp; Community, School, Family-based care</b>	<b>p.</b>

# ANNEX 01

## RESULTS FRAMEWORK CHILD PROTECTION SOCIAL DRIVE RESULTS FRAMEWORK

	RESULT	INDICATOR	SOURCE	2016	TARGET 2018	TARGET 2020	MONITORING RESPONSIBILITY	FREQUENCY
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**Social Drive BRAND**

# ANNEX 02

## Monitoring & Evaluation Plan, list of indicators

RESULT	INDICATOR	SOURCE	2016	TARGET 2018	TARGET 2020	MONITORING RESPONSIBILITY	FREQUENCY
Objectives	Indicators	Source	2016	TARGET 2018	TARGET 2020	MONITORING RESPONSIBILITY	Frequency
	% of children 2-14 years that experience psychological aggression as punishment or minor physical punishment or severe physical punishment (rate)	MICS (2011)	94%	90%	80%	M&E/GSS	5 yrs
	# of parents/caretakers of children 2-14 years of age that believe that in order to raise their children properly they have to physically punish them	MICS (2011)	50%	40%	3070%	M&E/GSS	5 yrs
Reduction of violence and abuse against children and adolescents (physical, emotional or sexual harm) including harmful traditional practices (child marriage, FGM/C and trokosi)	% of adults who think that child marriage under the age of 18 for girls is acceptable	CP Baseline survey	31.2%)	25%	20%	C4D Secretariat/ DoCD	Biennial
	% of adults who think that child marriage under the age of 18 for boys is acceptable		22.4%	15%	10%		
1	% of people who believe others disapprove violence against children	Rapid baseline assessment to be done in the 50 districts within the 10 regions	to be determined	+10% increase	+10% increase	C4D Secretariat/ DoCD	Biennial
	% of people who feel they can make a difference in reducing violence against children	Rapid assessment for the 50 districts in the 10 regions to be done	to be determined	+10% increase	+10% increase	C4D Secretariat/ DoCD	Biennial

1	<p><b>Increase intergenerational dialogue in families and schools</b></p>	<p>% of children age 2-14 years by details of discipline methods used by households members during the last one month (dialogue between parents and children)</p>	MICS (2011)	85%	+5%	+10%	M&E/GSS	5 yrs
		<p># of children and adolescents who had a friendly dialogue with parents/adults in the last one week</p>	<p>Rapid baseline assessment to be done in the 50 districts within the 10 regions</p>	To be determined	+10%	+10%	C4D Secretariat/DoCD	Biennial
2	<p>Increase/strengthen capacities of schools, health facilities and community to provide a protective environment for children</p>	<p>% of children who live with other people beside their biological parents</p>	<p>CP Baseline survey</p>	20%	15%	10%	C4D Secretariat/DoCD	Biennial
		<p># of foster families</p>	<p>DSD</p>	23	50	80	DSW	Biennial
		<p>% pupils 6-14 who perceive the school as a safe and protective environment</p>	<p>Rapid baseline assessment to be done in the 50 districts within the 10 regions</p>	To be determined	+10%	+10%	C4D Secretariat/DoCD	Biennial
		<p>% of people who think most people in the community support behaviours that protect children such as positive discipline, minimum age of marriage, respect children's rights to play, education, and family-based care</p>	<p>Rapid baseline assessment to be done in the 50 districts within the 10 regions</p>	To be determined	+10%	+10%	C4D Secretariat/DoCD	Biennial
		<p># of health professionals who recognise the prevention and response of violence and abuse as their role.</p>	<p>capacity assessment of health professionals</p>	yet to be determined	+10%	+10%	C4D Secretariat/DoCD	Biennial

3	<b>Increase the 'talk-ability' of sensitive protection issues</b>	# of slots allocated to child protection issues discussed in national radio/TV/press	Media monitoring:	yet to be determined	1515	30	C4D Secretariat/ DoCD	Biennial
		# of MSC reports indicating discussion of sensitive child protection issues such as child marriage, corporal punishment	MSC Stories	10	50	80	C4D Secretariat	Quarterly
		# of schools with appointed Guidance & Counselling teachers trained in child protection including positive discipline	School reports	Not available	50	300	Guidance & Counselling (GES)	Annually
		# of faith based leaders actively advocating for the Social Drive	Media /FBOs Reports???	Not available	10	30	C4D Secretariat	annually
		% of children under age 5 whose birth is registered	MICS/ BDR annual reports	63	70	90	BDR	Annually
		% of respondent who believes that the child needs to be physically punished	MICS	50	40	20	M&E/GSS	5 YRS
		# of service providers in care institutions trained in child protection	Training Reports	Not available	240	380	Department of Social Development	Annually
		% of population who report to have sought the assistance of a skilled social or health officer at least once in the last three months because of advise they received from family, friends or neighbourhood	CP Baseline report	63	68%	75%	UNICEF Child Protection	biennial
		# of established knowledge sharing mechanisms (regular exchanges, forums, etc.)	Field /annual Reports	3	50	150	C4D Secretariat	Annually

2	Increase community and school public commitments on child protection issues (bye-laws, code of conduct enforcing mechanisms)	# Districts with bye-laws enforcers in support of child protection issues ( E.g. child trafficking, FGM/C, Child marriage, child labour etc).	Field report	Not available	20	50	Secretariat- DoCD	Annually
		# school administrative circulars in support of child protection issues	Education reports	Not available	2	3	Guidance & Counselling Unit	annually
		# social workers trained on child protection issues (CP Toolkit, alternative care.)	Training reports	429 trained in the CP Toolkit	610	1,110	Community Devt	Quarterly
3	Increase community and school dialogue activities leading towards child protection/promotion/ prevention public declarations	# of community public declarations on child protection (( E.g. child trafficking, FGM/C, Child marriage, child labour etc).	Field reports	Not available	50	250	Secretariat- DoCD	Annually
		# of districts involved in community dialogues on child protection issues	Rapid assessment/ Community profiles	Not available	20%	40%	Secretariat- DoCD	Annually
		# of school declarations on child protection	School Reports	Not available	50	250	Guidance & Counselling Unit	Annually



7	Increase the visibility of the Child Protection Social Drive's brand / (positive association with the brand and consequent improved normative beliefs about child protection)	<p>% of people recognizing and associating with the child protection social drive brand</p> <p># of followers on Twitter, Facebook and Instagram</p> <p>% of interaction on line including re-tweet, external links,</p> <p># of comments contributing to shape the conversations</p>	<p>Rapid assessments/ Field reports</p> <p>Google analytics</p> <p>Google analytics</p>	<p>Not available</p> <p>Not available</p> <p>Not available</p>	<p>40%</p> <p></p> <p></p>	<p>80%</p> <p></p> <p></p>	<p>Secretariat- Dept. of Community Development</p> <p>Secretariat -Dept. of Community Development</p> <p>Secretariat-Dept. of Community Development</p>	<p>Annually</p> <p>Monthly</p> <p>Monthly</p>
8	Increase visibility opportunities for those discontinuing harmful practices	<p># of personal stories of change broadcasted by national media</p> <p># of Social Drive events organized by the networks</p> <p>% of people who feel comfortable to discontinue harmful practices such as child marriage, corporal punishment or institutionalization of children</p> <p>% of people who participated in informal conversations related to child protection issues in the past week</p>	<p>Media Monitoring</p> <p>Field reports</p> <p>Rapid Baseline Assessment</p> <p>Rapid Baseline Assessment</p>	<p>5</p> <p>5</p> <p>Not available</p>	<p>50</p> <p>20</p> <p></p>	<p>200</p> <p>50</p> <p></p>	<p>C4D Secretariat- DoCD</p> <p>C4D Secretariat- DoCD</p> <p></p>	<p>Annually</p> <p>Annually</p> <p></p>

RESULT	INDICATOR	SOURCE	2016	TARGET 2018	TARGET 2020	MONITORING RESPONSIBILITY	FREQUENCY
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## ANNEX 03

### CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR:

1. Family / Community
2. School
3. Family-based care

CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR	
<b>INTERVENTION AREA: FAMILY &amp; COMMUNITY</b>	
PARTICIPANTS AND BEHAVIOUR ANALYSIS	<ul style="list-style-type: none"> <li>▪ COMMUNITY LEVEL</li> </ul>
	<ul style="list-style-type: none"> <li>▪ PRIMARY PARTICIPANTS GROUP</li> <li>▪ SECONDARY PARTICIPANTS GROUP</li> <li>▪ TERTIARY PARTICIPANTS GROUP</li> </ul>
	<ul style="list-style-type: none"> <li>▪ INSTITUTIONAL &amp; POLITICAL LEVEL</li> <li>▪ MESO</li> <li>▪ MACRO</li> </ul>

<p>Who is/are the participant group(s)?</p>	<ul style="list-style-type: none"> <li>■ Parents</li> <li>■ Care givers (relatives, domestic workers, co-tenants, etc.)</li> <li>■ Children</li> <li>■ Adolescents</li> </ul>	<ul style="list-style-type: none"> <li>■ Children</li> <li>■ Older siblings (in their capacity of providing care and protection to younger siblings)</li> <li>■ Adolescents</li> </ul>	<ul style="list-style-type: none"> <li>■ Relatives, those not living in the same household (grandmothers, uncles, aunts, cousins, in-laws)</li> <li>■ Friends and peers of parents</li> <li>■ Women, traditional leaders including Queen Mothers</li> </ul>	<ul style="list-style-type: none"> <li>■ Traditional leaders, chiefs, elders, opinion leaders, pastors, imams, women/men fellowship leaders</li> <li>■ CBOs (local women and men groups, youth groups, community based children clubs, Community Based Child Protection Groups)</li> <li>■ District assembly (Administration, Planning and Budgeting Unit, General Assembly, Works Department and the Executive/Sector Committees), unit/village committee members</li> <li>■ Departments/Agencies (Education Directorate, Health Directorate, Department of Children, Dept. of Comm. Development, Dept. of Social Welfare, Birth and Death Registry, CHRAJ, Labour Unit, DOVVSU, Judicial Services, NCCE, Anti-human trafficking unit)</li> <li>■ NGOs/CSOs (Afrikids, Curious Minds, Challenging Heights, Children Rights Int., CCFC, Global Children Action Network, Plan Ghana, Action Aid, World Vision, Compassion Int, CAMFED, CAMA, SEND Foundation, Youth Alive, etc.)</li> <li>■ Landlords</li> <li>■ Professional groups: headmasters, school teachers; masters and madams of artisans (shop keepers, carpenters, mechanics, etc.); hairdressers/barbers</li> <li>■ Media at national and local level</li> </ul>	<ul style="list-style-type: none"> <li>■ MDAs (MoGCSP/DOC, Ministry of Local Government and Rural Development, MoH/GHS, MOE/GES, MELR, MoFEP, RCCs, MMDAs)</li> <li>■ Law enforcement agencies (Police/DOVVSU, Judiciary, CHRAJ, Regional Security Councils, District Security Councils)</li> <li>■ Parliament/Select Committee (Youth development and sports, Social Services, Gender &amp; Children, Government Assurance, Local government parliamentary sub-committee, Health, Environment, Labour)</li> <li>■ Development Partners (UNICEF, UN Agencies, USAID, DANIDA, World Vision, Action Aid, Plan Ghana, Global Children Action Network)</li> <li>■ Traditional Rulers and Religious Leaders (National House of Chiefs, Regional House of Chiefs including the Queen Mothers, Christian Council, Federation of Muslim Council, etc.)</li> </ul>
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<p>1.1 Who are the most vulnerable groups in the programme's context?</p>	<ul style="list-style-type: none"> <li>▪ Single parents</li> <li>▪ Teenage mothers</li> <li>▪ Minority groups in the community (e.g. Fulani women)</li> <li>▪ Parents/care givers with disabilities</li> <li>▪ People living with/ affected by HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Girls, especially adolescent girls</li> <li>▪ Children with disabilities</li> <li>▪ Younger children</li> </ul>			
<p>2. The current situation: what are their compartments (KAP)?</p>					
<p>2.1 Knowledge</p>	<ul style="list-style-type: none"> <li>▪ Limited knowledge on the impact (physical and psychosocial) of violence/abuse on children</li> <li>▪ Limited knowledge on the impact of early or forced marriage on the girl child</li> <li>▪ Limited knowledge on alternative non-violent forms of discipline</li> <li>▪ Limited knowledge on formal child protection services for potential support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited knowledge on their role in protecting themselves</li> <li>▪ Limited knowledge on what to do if abused or violated</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited knowledge on the impact (physical and psychosocial) of violence/abuse on children</li> <li>▪ Limited knowledge on the impact of early or forced marriage on the girl child</li> <li>▪ Limited knowledge on alternative non-violent forms of discipline</li> <li>▪ They have limited knowledge on formal child protection services for potential support</li> <li>▪ They have limited knowledge on formal child protection services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited knowledge on the impact (physical and psychosocial) of violence/abuse on children</li> <li>▪ Limited knowledge on the impact of early or forced marriage on the girl child</li> <li>▪ Limited knowledge on alternative non-violent forms of discipline</li> <li>▪ They have limited knowledge on formal child protection services for potential support</li> <li>▪ Inadequate knowledge on child protection issues and therefore are not aware of what needs to be done to protect children</li> <li>▪ Inadequate skills in gender based programming in child protection</li> </ul>	<ul style="list-style-type: none"> <li>▪ With the exception of MoGCSP/ DOC, they may not be fully aware of the links between their ministries/departments/ role and the protection of children</li> <li>▪ Inadequate collaboration and partnership with government agencies working on child protection</li> <li>▪ Inadequate evidence (research) to support child protection interventions</li> <li>▪ Inadequate skills in handling child protection cases</li> </ul>

<p>2.2 Attitudes/ believes</p>	<ul style="list-style-type: none"> <li>■ Children must not be pampered</li> <li>■ Beating -is good discipline for children</li> <li>■ Verbal insults do not affect child</li> <li>■ Children do not/cannot have rights</li> <li>■ Children are our properties, therefore we can do what we like with them</li> <li>■ In the presence of adults, children must be seen – but not heard</li> <li>■ Early and forced marriage is acceptable</li> <li>■ The perception that younger children are in a better position to run errands / labour</li> <li>■ Hard labour is supposed to help children to become responsible and tough and hardworking adults</li> <li>■ Sex with young children is safer, healthier and cheaper</li> </ul>	<ul style="list-style-type: none"> <li>■ It's ok to be beaten / punished</li> <li>■ It's my fault when I am abused or violated</li> <li>■ There is nothing I can do about it....</li> <li>■ I have to obey my parents / adults</li> <li>■ I have to help my parents / adults</li> </ul>	<ul style="list-style-type: none"> <li>■ Not disciplining (beating) children is a sign of weakness on the part of parents i.e. 'you are spoiling the child'</li> <li>■ Children must not be pampered</li> <li>■ Verbal insults do not affect child</li> <li>■ Children do not/cannot have rights</li> <li>■ Children should only be the concern of parents and not the wider community (the changing environment of the communal responsibility and solidarity within communities)</li> <li>■ In the presence of adults, children must be seen – but not heard</li> <li>■ Early and forced marriage is part of the culture as a result of the puberty rites etc.</li> <li>■ The perception that younger children are in a better position to run errands / labour</li> <li>■ Hard labour is supposed to help children to become responsible and tough and hardworking adults</li> </ul>	<ul style="list-style-type: none"> <li>■ Sacrifice welfare of children for cohesion of community by frowning upon parents/guardians who report abuse cases to legal authorities (washing dirty linen in public)</li> <li>■ Acceptance of certain cultural practices (taboos, social norms) and social values that protect and also expose children to harm e.g. – puberty rites, early and forced marriage etc.</li> <li>■ NGOs/CSOs have high interest in ensuring social and behaviour change towards protecting children from all forms of abuse, violence and exploitation</li> </ul>	<ul style="list-style-type: none"> <li>■ Overall there is a positive attitude towards child protection in general</li> </ul>
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<p>2.3 Practices</p> <ul style="list-style-type: none"> <li>■ Physical and verbal abuse</li> <li>■ Killing /hiding children</li> <li>■ with disabilities (spirit children)</li> <li>■ Hiding/ banishing teenage, pregnant girls</li> <li>■ Sending children into hazardous environment e.g. mining, fishing, cracking stones, brothels, selling in traffic, etc.</li> <li>■ Giving out children for early and forced marriage</li> <li>■ Giving children out to orphanages/ children's homes</li> <li>■ Giving children out as house help</li> <li>■ Giving children out for ritual servitude e.g. Trokosi</li> </ul>	<ul style="list-style-type: none"> <li>■ Submit and accept the violence and abuse</li> <li>■ Submit and accept early and forced marriage</li> <li>■ Repeating abuse and violence (inflicted on them)on their peers and younger children</li> <li>■ X risky/uninformed sexual behaviours leading to teen-pregnancy</li> <li>■ perception/ social expectation that there is no other choice/option than be in a union or marriage</li> </ul>	<ul style="list-style-type: none"> <li>■ Support the practices of the primary audience</li> <li>■ Safe guarding negative or harmful religious and cultural practices and social norms</li> </ul>	<ul style="list-style-type: none"> <li>■ Settling Criminal serious cases (against children) which should have been reported to legal authorities as mandated by law</li> <li>■ Avoid confronting influential perpetrators due to fear/favor</li> <li>■ Safe guarding negative or harmful religious and cultural practices and social norms</li> <li>■ The administration tends to focus on infrastructure rather than "soft elements" such as child protection</li> <li>■ Overall there is a low levels of implementation due to inadequate funding, Human resources and other constraints</li> </ul>	<ul style="list-style-type: none"> <li>■ The MoGCSP/ DOC - Positive and they know, feel and work to protect children from violence, abuse and exploitation</li> <li>■ Development partners support child protection in general each of the partners, may have their areas of interest which may lead to some critical areas being left out</li> <li>■ Low resource allocation -underutilization of resources meant for child protection programmes</li> <li>■ Fragmented interventions and efforts on child protection</li> <li>■ Inadequate collaboration and partnership with other agencies working on child protection</li> <li>■ Inadequate evidence (research) to support planning for child protection interventions</li> <li>■ Low capacity of staff on child protection issues</li> </ul>
<p>3. What are the causes of their compartments?</p>				

<p>3.1 Direct causes</p>	<ul style="list-style-type: none"> <li>■ Poor child protection practices are often perpetuated as being in line with traditional/ religious / cultural norms and therefore justified as being right with the belief that it is for the good of the child</li> <li>■ Limited information / education material on issues of protection has impacted on lower levels of knowledge on child protection among the primary audience and to poor knowledge of parenting skills with limited or no information on alternate methods of disciplining or other child care related areas</li> </ul>	<ul style="list-style-type: none"> <li>■ Children seem to accept the violence afflicted towards them as being good for them</li> <li>■ Some girl children are also made to accept that early or forced marriage is a good way of reducing the burden on the family and hence its good for them</li> <li>■ X perception/ social expectation that there is no other choice/ option than be in a union or marriage once you are pregnant</li> </ul>	<ul style="list-style-type: none"> <li>■ Poor child protection practices are often perpetuated as being in line with traditional/ religious / cultural norms and therefore justified as being right with the belief that it is for the good of the child</li> <li>■ Limited information / education material on issues of protection has impacted on lower levels of knowledge on child protection among the primary audience and to poor knowledge of parenting skills with limited or no information on alternate methods of disciplining or other child care related areas</li> </ul>	<ul style="list-style-type: none"> <li>■ Poor child protection practices are often perpetuated as being in line with traditional/ religious / cultural norms and therefore justified as being right with the belief that it is for the good of the child</li> <li>■ Limited information / education material on issues of protection has impacted on lower levels of knowledge on child protection among the primary audience and to poor knowledge of parenting skills with limited or no information on alternate methods of disciplining or other child care related areas</li> </ul>	<ul style="list-style-type: none"> <li>■ Intrinsic complexity of child protection issues and difficulties in coordinating the intervention of different institutional partners</li> </ul>
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<p>3.2 Underlying causes</p>	<ul style="list-style-type: none"> <li>Failure of the formal child protection services to provide satisfactory resolution to Child Protection cases makes people reluctant to report such cases and also signals that Child Protection cases are not important (“it will not go anywhere... so why bother.....”)</li> <li>Poverty has contributed largely to the weak protection of children at family and community level, particularly for large families</li> </ul>	<ul style="list-style-type: none"> <li>Limited information and the space / environment for children to learn about how to protect themselves and also to voice their concerns</li> </ul>	<ul style="list-style-type: none"> <li>Failure of the formal child protection services to provide satisfactory resolution to Child Protection cases makes people reluctant to report such cases and also signals that Child Protection cases are not important (“it will not go anywhere... so why bother.....”)</li> <li>Poverty has contributed largely to the weak protection of children at family and community level, particularly for large families</li> </ul>	<ul style="list-style-type: none"> <li>Poor child protection practices are often perpetuated as being in line with traditional/ religious / cultural norms and therefore justified as being right with the belief that it is for the good of the child</li> <li>Limited information / education material on issues of protection has impacted on lower levels of knowledge on child protection among the primary audience and to poor knowledge of parenting skills with limited or no information on alternate methods of disciplining or other child care related areas</li> </ul>	<ul style="list-style-type: none"> <li>Sensitivity of child protection issues and linkages with culture and tradition’s perpetuation</li> </ul>
<p>3.3 Structural causes</p>	<ul style="list-style-type: none"> <li>Gaps in some laws contribute to inadequate protection</li> <li>Poor enforcement of existing child protection related laws stemming</li> </ul>	<ul style="list-style-type: none"> <li>Patriarchal society</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in some laws contribute to inadequate protection</li> <li>Poor enforcement of existing child protection related laws stemming from adherence to social norms</li> </ul>	<ul style="list-style-type: none"> <li>Gaps in some laws contribute to inadequate protection</li> <li>Poor enforcement of existing child protection related laws stemming from adherence to social norms</li> </ul>	<ul style="list-style-type: none"> <li>Limited institutional attention to family, children and adolescents</li> </ul>
<p>4. Communication’s objectives to address these causes</p>	<ul style="list-style-type: none"> <li>Reduce the acceptance of practices harmful to children</li> <li>Enhancement of knowledge on potentials when child violence, exploitation and abuse decrease</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the active role of children within family’s dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Reduce the acceptance of practices harmful to children</li> </ul>	<ul style="list-style-type: none"> <li>Make children’s voices heard</li> <li>Create a supportive environment for those ready to discontinue violence and harmful practices against children</li> </ul>	<ul style="list-style-type: none"> <li>Prioritize the best interest of the child across policies and law’s enforcement</li> </ul>

<p>5. Expected results</p>	<ul style="list-style-type: none"> <li>Protect children from sexual, emotional, physical violence, abuse and exploitation including early/forced marriage by creating a safe and protective home environment</li> <li>Increase gender equality</li> </ul>	<ul style="list-style-type: none"> <li>Be able to protect themselves and other children from sexual, emotional, physical violence, abuse and exploitation including early/forced marriage</li> <li>Children be able to speak to someone they trust</li> </ul>	<ul style="list-style-type: none"> <li>A safe family environment for all children is created</li> <li>Less children sent into institutional care by families</li> <li>Reduce the acceptance of violence against children and harmful practices</li> </ul>	<ul style="list-style-type: none"> <li>Reduce acceptance for violence against children</li> <li>Create and uphold community by-laws to protect children from sexual, emotional, physical abuse and exploitation and early and forced marriage</li> <li>Sustainable and planned roll-out of activities in the communities</li> <li>Increase partnerships and net-working on child protection issues</li> <li>Less children sent into institutional care by families</li> </ul>	<ul style="list-style-type: none"> <li>Allocation of resources for child protection related programming including for gender based issues</li> <li>Mainstream child protection in the district plans and budgets</li> <li>Increase advocacy on the issue of child protection including increased budgetary allocations by government</li> </ul>
<p>6. What are the existing favorable factors for the desired change, and what are the strengths and opportunities?</p>	<ul style="list-style-type: none"> <li>Existing traditional family values that protect children</li> <li>Positive cultural practices that seek to protect children and adolescent (Puberty rites etc.)</li> <li>Most parents have the best interest of the child at heart</li> <li>Existing Laws related to child protection</li> <li>Increasing awareness of the general public on child rights</li> </ul>	<ul style="list-style-type: none"> <li>Increasing awareness of the general public on child rights</li> <li>The space / spaces being created by CBOs/ NGOs for children / young people to talk about issues concerning them</li> <li>Existing children's groups (at schools/ communities / religious places)</li> </ul>	<ul style="list-style-type: none"> <li>The traditional systems that encourage extended family to take care of children as their own (<b>everyone is either a brother or sister / mother or father</b>)</li> <li>Existing Community child protection groups</li> <li>Increasing awareness of the general public on child rights</li> </ul>	<ul style="list-style-type: none"> <li>Some communities have good by-laws that protect children (E.g. after 8pm, no school children should be seen; children are not to be seen at funeral grounds after 6pm; banned video shows;)</li> <li>Increasing awareness of the general public on child rights</li> <li>Positive cultural practices that promote child protection (<b>taboo of having sex with a child, being puberty rites</b>)</li> <li>Fear of being sanctioned/excommunicated</li> <li>Religious teachings and doctrines that promote child protection</li> </ul>	<ul style="list-style-type: none"> <li>National policies and programmes on child protection (LEAP), child maintenance, juvenile justice</li> <li>Establishment of Child Panels in selected Districts</li> <li>Number of child abuse cases at DOVSU and other enforcement Agencies successfully prosecuted.</li> <li>Decline in child abuse, violence and exploitation</li> <li>Number of child protection laws passed e.g. children's Act, Juvenile Justice Act</li> <li>Provision of resources for child Protection-UNICEF (support in child protection policy, community child protection teams), ILO (Child labour in Cocoa growing areas), DFID, JICA (development plans for child protection in 3 Northern Regions)</li> <li>Abolition of some negative traditional practices against the rights of the child (e.g. FGM, Trokosi etc.)</li> <li>Formation of community child protection teams</li> </ul>

<b>CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR</b>					
INTERVENTION AREA: SCHOOL					
COMMUNITY LEVEL					
	PRIMARY PARTICIPANTS GROUP	SECONDARY PARTICIPANTS GROUP	TERTIARY PARTICIPANTS GROUP	MESO	MACRO
PARTICIPANTS AND BEHAVIOUR ANALYSIS	<ul style="list-style-type: none"> <li>Teachers in schools (primary, junior high school and senior high school)</li> </ul>	<ul style="list-style-type: none"> <li>Children in schools (primary, junior high school and senior high school)</li> <li>Peer educators (in school clubs and other bodies)</li> </ul>	<ul style="list-style-type: none"> <li>Head Teachers, Senior housemasters (boarding school/ hostel master), Chaplains, School security persons (watchmen)</li> <li>Senior school prefects</li> </ul>	<ul style="list-style-type: none"> <li>PTA, SMC, Circuit Supervisors, O.I.Cs. Of Education, Unit School Managers, Assembly members Religious leaders, traditional leaders (Chiefs and Queen Mothers), CBOs/FBOs/</li> <li>School Help Education</li> <li>Programme Coordinator</li> <li>Guidance and counseling coordinator</li> <li>Girl child Education</li> <li>Early Childhood Education Coordinator</li> <li>Circuit Supervisors</li> <li>Deputy Director for Supervision</li> <li>Education sub committee</li> <li>District education oversight committee</li> <li>Social Services Committee</li> <li>Ghana National Association of Teachers (GNAT)</li> <li>National Association of Graduate Teachers (Nagrat)</li> <li>Concerned Teachers Association</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Education / MLGRD/MGCSP</li> <li>Ghana Education Service/Dept of Children</li> <li>Teacher Unions at the national level</li> <li>Parliamentary Select Committees for Education/ MGCSP</li> </ul>

<p>1.1 Who are the most vulnerable groups in the programme's context?</p>	<ul style="list-style-type: none"> <li>■ Teachers in hard to reach communities</li> <li>■ Teachers in disaster prone areas</li> <li>■ Schools with inadequate infrastructure with large enrolments</li> </ul>	<ul style="list-style-type: none"> <li>■ Children in hard to reach communities</li> <li>■ Children in disaster prone areas</li> <li>■ Children who have inadequate school infrastructure</li> <li>■ The girl child</li> <li>■ Children who do not live with their biological parents or children in institutions</li> <li>■ Children with disabilities</li> <li>■ Children infected / affected by HIV</li> </ul>				
<p>2. The current situation: what are their compartments (KAP)?</p>	<p>2.1 Knowledge</p> <ul style="list-style-type: none"> <li>■ Limited knowledge on child protection</li> <li>■ Inadequate knowledge on alternate / positive forms of discipline</li> <li>■ Inadequate knowledge on referral/ response support systems</li> </ul>	<ul style="list-style-type: none"> <li>■ Limited knowledge on child protection</li> <li>■ Inadequate knowledge on alternate / positive forms of discipline</li> <li>■ Inadequate knowledge on referral/ response support systems</li> </ul>	<ul style="list-style-type: none"> <li>■ Limited knowledge on child protection</li> <li>■ Inadequate knowledge on alternate / positive forms of discipline</li> <li>■ Inadequate knowledge on referral/ response support systems</li> </ul>	<ul style="list-style-type: none"> <li>■ Limited knowledge on child protection</li> <li>■ Inadequate knowledge on alternate / positive forms of discipline</li> <li>■ Inadequate knowledge on referral/ response support systems</li> </ul>	<ul style="list-style-type: none"> <li>■ Limited knowledge on child protection</li> <li>■ Inadequate knowledge on alternate / positive forms of discipline</li> <li>■ Inadequate knowledge on referral/ response support systems</li> </ul>	<ul style="list-style-type: none"> <li>■ Limited knowledge regarding: alternative forms of discipline, friendly schools concepts, child development and protection, protection and school policies</li> </ul>

<p>2.2 Attitudes/ believes</p>	<ul style="list-style-type: none"> <li>They see corporal punishment as a means of disciplining the child</li> <li>The child is the 'property' of the teacher to be 'used' as needed (<b>mostly for sexual abuse cases</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of corporal punishment, verbal abuse and bullying as a form of discipline</li> </ul>	<ul style="list-style-type: none"> <li>They see corporal punishment as a means of disciplining the child</li> <li>The child is the 'property' of the teacher to be 'used' as needed (<b>mostly for sexual abuse cases</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of corporal punishment, verbal abuse and bullying as a form of discipline</li> <li>'Excessive' bullying and corporal punishment are frowned upon</li> <li>Using religious teachings to justify corporal punishment of children</li> <li>Sexual abuse is frowned upon but is also seen as matter which should be dealt within the community (<b>to reduce embarrassment and disgrace to the community/family if made public</b>)</li> <li>They are reactive to the excesses</li> <li>Corporal punishment is accepted as a norm</li> <li>Excessive bullying is abhorred</li> <li>Sexual abuse is not accepted</li> <li>They are supportive of activities at promoting safe schools</li> </ul>	<ul style="list-style-type: none"> <li>Overall Commitments</li> <li>Commitments in implementing child protection policies and decisions emanating from the MOE</li> <li>Encourage members to support the development and implementation of policies</li> <li>Positive towards the enactment of CP laws / regulations/ bye-laws</li> <li>Indifference towards enforcement</li> </ul>
<p>2.3 Practices</p>	<ul style="list-style-type: none"> <li>Use of corporal punishment as a form of discipline</li> <li>Verbally or emotionally abusing children is not considered to affect the child (use of abusive language etc.)</li> <li>Some teachers engage in the sexual abuse of children as they feel that the child is their property</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of corporal punishment</li> <li>Some children engage in harassing, bullying and sexually abusing younger and/or vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>Weak supervision and monitoring in relation to creating a safe school environment</li> </ul>	<ul style="list-style-type: none"> <li>Corporal punishment is accepted as a form of discipline in schools</li> <li>Sexual abuse though unacceptable, there are no clear guidelines and sanctions are not deterrent</li> <li>Bully although discouraged, sanctions are not enforced</li> <li>They are reactive to the excesses</li> <li>Corporal punishment is accepted as a norm</li> <li>Excessive bullying is abhorred</li> <li>Sexual abuse is not accepted</li> <li>They are supportive of activities at promoting safe schools</li> <li>Mainly concerned with welfare of their members</li> </ul>	<ul style="list-style-type: none"> <li>Delays in release of funds</li> <li>Inadequate budgetary allocation for child protection issues</li> <li>Limited resources for monitoring / supervision</li> <li>Limited influence over private schools</li> <li>No coordination among the teacher unions on reaching consensus on issues</li> <li>Conflict in leadership between Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT)</li> <li>Weak leadership to link MOE and MOF in terms of budgetary allocation for child protection activities</li> </ul>

<p>3. What are the causes of their compartments?</p>	<p>3.1 Direct causes</p> <ul style="list-style-type: none"> <li>■ Social norms (acceptance of corporal punishment as a form of discipline, sexual issues not discussed)</li> <li>■ Religious/traditional beliefs such as Spare the rod and spoil the child, if you love your children, you will use corporal punishment to discipline them</li> <li>■ Misconceptions about corrective measures and inadequate knowledge on alternative child protection procedures</li> </ul>	<ul style="list-style-type: none"> <li>■ Social norms (acceptance of corporal punishment as a form of discipline, sexual issues not discussed)</li> <li>■ Religious/traditional beliefs</li> <li>■ Misconceptions about corrective measures (If you do not use the cane, you spoil your children. Children become stubborn)</li> </ul>	<ul style="list-style-type: none"> <li>■ Social norms (acceptance of corporal punishment as a form of discipline, sexual abuse not openly discussed)</li> <li>■ Lack of enforcement of the code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>■ Social norms (acceptance of corporal punishment as a form of discipline, sexual issues not discussed)</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of comprehensive Child Protection Policy</li> <li>■ Lack of child protection specific allocated funds</li> <li>■ Limited resources for monitoring and supervising code of conduct enforcement</li> <li>■ Limited influence over private schools</li> </ul>
<p>3.2 Underlying causes</p>	<ul style="list-style-type: none"> <li>■ Absence of child protection policy</li> <li>■ Existence of large class sizes in schools</li> <li>■ Inadequate teaching and learning materials</li> </ul>	<ul style="list-style-type: none"> <li>■ Children not aware of their rights and responsibilities</li> <li>■ Existence of large class sizes in schools</li> <li>■ Inadequate teaching and learning materials</li> </ul>	<ul style="list-style-type: none"> <li>■ Weak performance tracking system on child protection issues</li> <li>■ Unavailability of required resources to monitor child protection issues</li> <li>■ Child protection issues not adequately addressed</li> <li>■ Solidarity around sanctions (teachers transferred instead of sacked)</li> </ul>	<ul style="list-style-type: none"> <li>■ Knowledge gap regarding existing code of conduct</li> </ul>	<ul style="list-style-type: none"> <li>■ Delays in release of funds</li> <li>■ No coordination among the teacher unions on reaching consensus on issues</li> <li>■ Conflict in leadership between Ghana National Association of Teachers (GNAT) and National Association of Graduate Teachers (NAGRAT)</li> <li>■ Weak leadership to link MOE and MOF in terms of budgetary allocation for child protection activities</li> </ul>

<p>3.3 Structural causes</p>	<ul style="list-style-type: none"> <li>■ Non availability of specialized services (e.g. guidance and counseling and special education coordinators in Basic Schools)</li> <li>■ Weak enforcement of rules and guidelines that protect children</li> <li>■ Uncoordinated child protection institutions</li> <li>■ Weak communication channels</li> </ul>	<ul style="list-style-type: none"> <li>■ Non availability of specialized services (e.g. guidance and counseling and special education coordinators in Basic Schools)</li> <li>■ Absence of rules and regulations to protect children</li> <li>■ Unclear reporting channels for reporting abuse</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of enforcement of rules and guidelines that protect children</li> </ul>	<ul style="list-style-type: none"> <li>■ Absence of child protection guidelines in schools</li> </ul>	<ul style="list-style-type: none"> <li>■ Inadequate budgetary allocation for child protection issues</li> <li>■ Weak data on CP</li> </ul>
<p>4. Communication's objectives to address these causes</p>	<ul style="list-style-type: none"> <li>■ Increase dialogue opportunities</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase children and adolescent's active participation</li> </ul>	<ul style="list-style-type: none"> <li>■ Awareness and knowledge sharing to strengthen rules and regulation's enforcement</li> </ul>	<ul style="list-style-type: none"> <li>■ Awareness and knowledge sharing to strengthen rules and regulation's enforcement</li> </ul>	<ul style="list-style-type: none"> <li>■ Advocate for child protection in schools' political and financial support using evidences-based arguments</li> </ul>
<p>5. Expected results</p>	<ul style="list-style-type: none"> <li>■ Promote safe environment for children</li> <li>■ Promote trust and cordial relationships</li> <li>■ Reduction in corporal punishments</li> <li>■ Reducing the stigma around sexual harassment cases</li> <li>■ Contribute to increase attendance</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe environment for children</li> <li>■ Encourages performance among children</li> <li>■ Reduction of bullying and sexual harassment</li> </ul>	<ul style="list-style-type: none"> <li>■ Enforcement of code of conduct</li> <li>■ Increase attendance/retainment</li> </ul>	<ul style="list-style-type: none"> <li>■ Conducive atmosphere for teaching and learning</li> <li>■ Protective environment for children in school (violence free centered on positive discipline)</li> </ul>	<ul style="list-style-type: none"> <li>■ Well informed citizens for purposes of accountability</li> <li>■ Take practical steps to enforce implementation of guidelines for safe schools</li> <li>■ Plan for child protection issues in budgets</li> <li>■ Mainstream child protection in school activities</li> </ul>

<p>6. What are the existing favorable factors for the desired change, and what are the strengths and opportunities?</p>	<ul style="list-style-type: none"> <li>■ CP issues captured in the draft revised teachers' code of conduct</li> <li>■ CP is one of the minimum package for School Health Education implementation with reference to the SHEP Policy Document</li> <li>■ CP issues captured in the GES Child Friendly School Model</li> <li>■ CP requirements are in line with the Ghana Education Service "Safe School" project</li> </ul>	<ul style="list-style-type: none"> <li>■ Existing school clubs and peer groups</li> <li>■ Curriculum on citizenship/ religious and moral education includes child rights issues</li> </ul>	<ul style="list-style-type: none"> <li>■ CP issues are in line with the draft revised teachers' code of conduct</li> <li>■ CP issues are in line with the Ghana Education Service "Safe School" project</li> <li>■ GES and communities already have existing structures, needed for facilitating the change such as the counselor officer</li> <li>■ Evidence available proves that children learn more effectively in a protective environment</li> <li>■ School Health Education implementation includes Safe and Health School environment in programming</li> </ul>	<ul style="list-style-type: none"> <li>■ A child is a special gift from God who needs to be protected (see for example Ephesians 6:4)</li> <li>■ CP principles are in line with the draft revised teachers' code of conduct</li> <li>■ CP principles are in line with the Ghana Education Service "Safe School" project</li> <li>■ Evidence available proves that children learn more effectively in a protective environment</li> <li>■ GES Child Friendly School Model includes safety and security</li> </ul>	<ul style="list-style-type: none"> <li>■ Existing political commitment</li> </ul>
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CONTEXT AND COMMUNICATION OBJECTIVES ANALYSIS BY SECTOR		
<b>INTERVENTION AREA: INSTITUTIONAL CARE</b>		
COMMUNITY LEVEL		
PARTICIPANTS AND BEHAVIOUR ANALYSIS	<p>PRIMARY PARTICIPANTS GROUP</p> <p>SECONDARY PARTICIPANTS GROUP</p> <p>TERTIARY PARTICIPANTS GROUP</p>	<p>INSTITUTIONAL &amp; POLITICAL LEVEL</p> <p>MESO</p> <p>MACRO</p>

<p>Who is/are the participant group(s)?</p>	<ul style="list-style-type: none"> <li>Parents and caregivers including extended family</li> </ul>	<ul style="list-style-type: none"> <li>Proprietors and managers of child care institutions including board of directors</li> </ul>	<ul style="list-style-type: none"> <li>Churches &amp; religious leaders and Faith Based Organizations</li> <li>Philanthropists</li> </ul>	<ul style="list-style-type: none"> <li>Assembly members, village committee members and traditional authorities (Chiefs, Opinion Leaders and Queen mothers)</li> <li>District Education Directorate (DED)</li> <li>Metropolitan, Municipal, District Assemblies (MMDAs)</li> <li>Non-Governmental Organizations (NGO)/ Faith Based Organizations (FBOs) /Civil Society Organizations (CSOs)</li> <li>District Assemblies (Social Services Sub Committees, District Coordinating Directorate, Presiding member, NGO Registration officers)</li> <li>Child focused NGOs and NGO Networks (eg. Action- Aid ,Ghana, Afrikids, World Vision, Plan-Ghana, Amici dei Bambini, Child Support, Brave Aurora, Bethany Christian Services, Curious Minds, Christian Children's Fund of Canada, International needs, Compassion International, SYTO, AFS; SOS, Adoption Centrum, etc.)</li> <li>Regional/ district officers of the Department of Social Welfare, Department of Children Development, Department of Gender</li> <li>Regional /district officers of the Ghana Police Service</li> <li>Media (print, electronic, Public and private)</li> <li>Volunteer recruiting agencies</li> </ul>	<ul style="list-style-type: none"> <li>MoGCSP</li> <li>MLGRD</li> <li>Judicial Service</li> <li>UNICEF, USAID, CIDA, EMBASSIES, Development partners</li> </ul>
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<p>1.1 Who are the most vulnerable groups in the programme's context?</p>	<ul style="list-style-type: none"> <li>■ Teenage / single mothers</li> <li>■ Single fathers</li> <li>■ Parents / care givers with large families (more children)</li> <li>■ Parents / care givers with children with special needs</li> <li>■ Elderly Parents / caregivers</li> <li>■ Parents and care givers affected/infected with HIV/AIDS</li> </ul>				
<p>2. The current situation: what are their compartments (KAP)?</p>	<p>2.1 Knowledge</p> <ul style="list-style-type: none"> <li>■ Lack of knowledge that institutional care is a measure of last resort and the lack of understanding on the possible detrimental impact of long term institutional care on the child</li> <li>■ Poor understanding that Institutions sometimes are a source for identifying "adoptable children" including for inter-country adoptions</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of knowledge that institutional care is a measure of last resort and the lack of understanding on the possible detrimental impact of long term institutional care on the child</li> <li>■ For some institutions it is a potential source of income (or for exploitative intentions including child labor)</li> <li>■ Limited knowledge of laws, regulations, procedures, National Guidelines on care of children in residential homes</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of knowledge that institutional care is a measure of last resort and the lack of understanding on the possible detrimental impact of long term institutional care on the child</li> <li>■ Limited knowledge of laws, regulations, procedures, National Guidelines on care of children in residential homes</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of knowledge that institutional care is a measure of last resort and the lack of understanding on the possible detrimental impact of long term institutional care on the child</li> <li>■ Limited knowledge of laws, regulations, procedures, National Guidelines on care of children in residential homes</li> </ul>	<ul style="list-style-type: none"> <li>■ Limited understanding of child protection.</li> <li>■ Limited knowledge of CP Issues</li> </ul>

<p>2.2 Attitudes/ believes</p>	<ul style="list-style-type: none"> <li>■ Sense of helplessness and belief that sending the child to the institution is in the best interest of everyone (including the child)</li> </ul>	<ul style="list-style-type: none"> <li>■ Disregard for the possibility of the child and the family to remain together</li> <li>■ Interest of making money at the expense of the best interest of the child and the family.</li> <li>■ Disregard of the law</li> <li>■ Belief that providing institutional care is a “religious call”</li> </ul>	<ul style="list-style-type: none"> <li>■ Disregard for the possibility of the child and the family to remain together</li> <li>■ Belief that providing institutional care is a “religious call”</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of commitment</li> <li>■ Not very interested on issues concerning children in residential care</li> <li>■ Not child sensitive issues in media reportage Low coverage of issues of abuse and poor standards of care in residential homes</li> </ul>	<ul style="list-style-type: none"> <li>■ Not committed constrained, and less passionate in enforcement of regulations and standards</li> </ul>
<p>2.3 Practices</p>	<ul style="list-style-type: none"> <li>■ Give-up (temporarily or permanently) children into institutional care</li> <li>■ Not exploring the use of extended family support systems for child care</li> </ul>	<ul style="list-style-type: none"> <li>■ Deliberate recruitment of children to institutional care</li> <li>■ Failure to undertake a qualified / objective assessment of the situation of children before admission</li> <li>■ Placing children for adoption without consent of parents / caregivers</li> </ul>	<ul style="list-style-type: none"> <li>■ Support institutions financially and with human resources</li> <li>■ Endorse and encourage the setting up of institutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Adherence to cultural practices as the norm</li> <li>■ Not enforcing or exploring the use of extended family support systems for child care</li> <li>■ Poor enforcement, monitoring and follow-up on the guidelines, laws related to institutional care</li> <li>■ Inability to identify social support mechanisms which can help families to stay together</li> <li>■ Mainly concerned with welfare of their members</li> </ul>	<ul style="list-style-type: none"> <li>■ Little motivation in child protection issues</li> <li>■ Poor collaboration at sub national level</li> <li>■ Lack of accountability by officials</li> <li>■ Little interest in matters related to child justice</li> <li>■ Short term nature of funding</li> </ul>
<p>3. What are the causes of their compartments?</p>					

<p>Direct causes</p>	<ul style="list-style-type: none"> <li>■ Socio-cultural practices that support the separation of children from their families</li> <li>■ If the mother dies at child birth, the child could be considered evil</li> <li>■ Discrimination of children with disabilities</li> <li>■ Single fathers feeling inadequate (skill and time) to take care of a child</li> <li>■ The weakening of the extended family support system</li> </ul>	<ul style="list-style-type: none"> <li>■ The fact that it is a lucrative business venture</li> <li>■ Interpretation of religious quotes and traditional practices to their justify care institutions</li> <li>■ Some Queen Mothers saying that it is their cultural practice to take care of orphans but mistreat orphans after that</li> </ul>	<ul style="list-style-type: none"> <li>■ The general positive perception of the social norm that it is ok for children to be in institutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of knowledge of the harm residential care does to children</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of political will to take legal action against unregistered care institutions</li> <li>■ Institutional challenges in terms of efficiency, coordination, lack of capacity</li> </ul>
<p>3.2 Underlying causes</p>	<ul style="list-style-type: none"> <li>■ Lack of awareness of what is best for the child (that the child needs love and attention as much as food, education and shelter)</li> </ul>	<ul style="list-style-type: none"> <li>■ You are seen as a "good Samaritan"- someone who cares for the community</li> <li>■ Help widows and orphans .... (James 1:27)</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of community members that religious institutions should take care of their children when they are unable to do so</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of motivation to follow through cases of vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>■ LEAP targeting mechanism very limited</li> <li>■ Lack of communication plan on institutional and family-based care</li> </ul>
<p>3.3 Structural causes</p>	<ul style="list-style-type: none"> <li>■ The existence and availability of care institutions</li> <li>■ The weakening of the extended family support systems</li> </ul>	<ul style="list-style-type: none"> <li>■ Non-compliance with existing regulations, guidelines and standards on setting up and running of institutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Non-compliance with existing regulations, guidelines and standards on setting up and running of institutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Lack of institutional memory</li> <li>■ High turn over</li> </ul>	<ul style="list-style-type: none"> <li>■ Inadequate human and financial resources</li> <li>■ Inadequate data on children in need of care and protection</li> <li>■ Few numbers of residential homes for vulnerable children</li> </ul>
<p>4. Communication's objectives to address these causes</p>	<ul style="list-style-type: none"> <li>■ Increase the popularity of family-based care as the best possible option for children in need</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase awareness regarding existing rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase the popularity of family-based care as the best possible option for children in need</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase the popularity of family-based care as the best possible option for children in need</li> <li>■ Increase awareness regarding LEAP and pro-poor programmes</li> </ul>	<ul style="list-style-type: none"> <li>■ Increase awareness regarding family-based care social advantages</li> </ul>

<p>5. Expected results</p>	<ul style="list-style-type: none"> <li>■ Keep children within the family</li> <li>■ Child growing up in a family environment including extended family members within communities and are protected from all forms of violence, abuse and exploitation</li> </ul>	<ul style="list-style-type: none"> <li>■ Work to support family based care for vulnerable children and their families</li> </ul>	<ul style="list-style-type: none"> <li>■ Work to support / find options for family based care within the community for vulnerable children and their families</li> </ul>	<ul style="list-style-type: none"> <li>■ Work to support family based care for vulnerable children and their families</li> <li>■ Uphold the by- laws, regulations on institutions (on adoption and foster care and the Child and Family Welfare Policy</li> <li>■ Greater consideration and exploration of family based care for vulnerable children</li> <li>■ Vulnerable children and families are better protected through linkages to LEAP and other pro poor schemes</li> <li>■ Greater consideration and exploration of family based care for all children including abandoned and missing children</li> <li>■ Enhanced understanding of the needs of all children to be in family based care</li> </ul>	<ul style="list-style-type: none"> <li>■ Children in care institutions will be supported and reintegrated within families over the shortest possible time</li> <li>■ Improved resources to support vulnerable families</li> <li>■ Poor families linked to pro poor schemes</li> <li>■ More recourse to family based care</li> <li>■ Greater consideration and exploration of family based care for all children including abandoned and missing children</li> <li>■ Increased deinstitutionalization and return of children to family based care</li> <li>■ Fewer vulnerable children being sent to residential homes by the Policy</li> <li>■ Most institutions will be closed down and children reunited with families</li> </ul>
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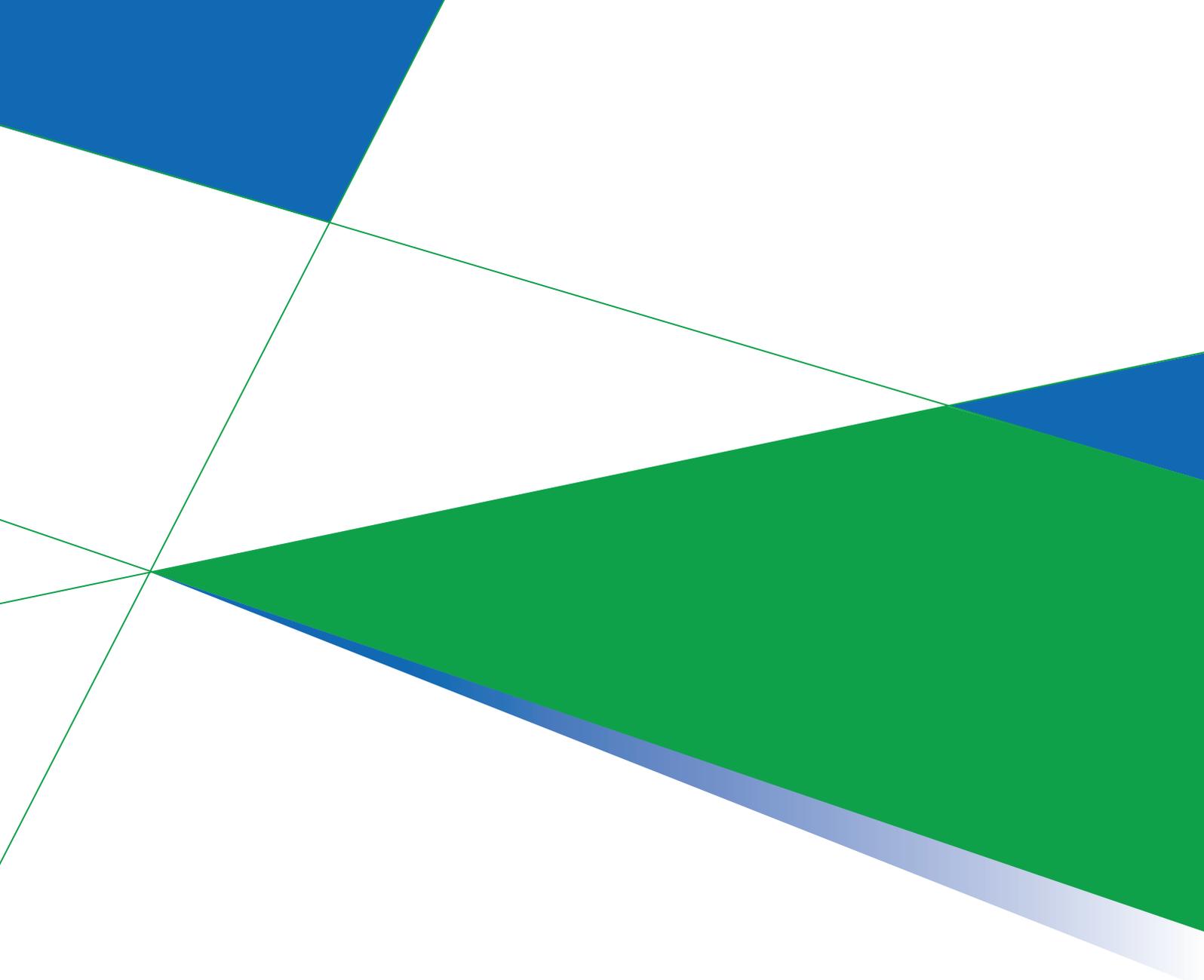
<p>6. What are the existing favorable factors for the desired change, and what are the strengths and opportunities?</p>	<ul style="list-style-type: none"> <li>■ Parents want the best for their children</li> <li>■ Traditional culture dictates that 'families should take care of their own' – building on and using this to ensure that family support systems work and are being used when required</li> <li>■ The practice of 'Family meetings' (using these meetings to obtain support and solutions which would ensure that children are kept within the family)</li> <li>■ Teachings in the Bible and the Koran on protecting and taking care of children / parenting</li> <li>■ Availability of Cash Transfer (LEAP) / pro-poor schemes to support vulnerable families</li> </ul>	<ul style="list-style-type: none"> <li>■ The existence of national standards, guidelines and laws which govern the conduct of care institutions</li> </ul>	<ul style="list-style-type: none"> <li>■ Strong traditional leadership could influence religious leaders to support families to keep children within the family rather than resort to institutionalizing them</li> <li>■ Testimonies by NGOs that were once involved in institutional care now involved in community based care of vulnerable children</li> </ul>	<ul style="list-style-type: none"> <li>■ Availability of funds and human resources to conduct monitoring if included in the district level work-plans and budgets</li> <li>■ The existence of national standards, guidelines and laws which govern the conduct of care institutions</li> <li>■ Use of organizations promoting family based care as advocates</li> </ul>	<ul style="list-style-type: none"> <li>■ The existence of national standards, guidelines and laws which govern the conduct of care institutions</li> </ul>
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(Footnotes)

- 1 A symbol for each of the thematic area can be identified and added as part of the brand visual identity (See <http://www.un.org/millenniumgoals/maternal.shtml>)
- 2 For full list of expected results, refer to matrix
- 3 At a more advanced stage each activity might require additional information and potentially a kit of guidelines
- 4 This box should be finalized after pre-testing a list of messages developed by copywriters, the example provided are only suggestions
- 5 A symbol for each of the thematic area can be identified and added as part of the brand visual identity (See <http://www.un.org/millenniumgoals/maternal.shtml>)
- 6 A safer school is an environment where relationships and governance structures enable children to grow to their full potential. A safe school enables children to become compassionate, responsible, creative and thoughtful individuals. A safer school helps children build courage and confidence in all three areas of their development: cognitive development (how children think), social development (how children interact with others) and ethical development (how children become responsible citizens).
- 7 At a more advanced stage each activity might require additional information and potentially a kit of guidelines.
- 8 This box should be finalized after pre-testing a list of messages developed by copywriters.
- 9 A symbol for each of the thematic area can be identified and added as part of the brand visual identity (See <http://www.un.org/millenniumgoals/maternal.shtml>)
- 10 For full list of results, see the matrix below
- 11 At a more advanced stage each activity might require additional information and potentially a kit of guidelines
- 12 This box should be finalized after pre-testing a list of messages developed by copy writers







GOVERNMENT OF GHANA