

UNIVERSITY OF EDUCATION, WINNEBA

**DOMESTIC VIOLENCE AND VICTIM SUPPORT UNIT (DOVVSU) AND CHILD
RIGHTS PROMOTION IN THE AYAWASO EAST SUB METROPOLIS IN
ACCRA – GHANA**

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**A THESIS IN THE DEPARTMENT OF SOCIAL STUDIES EDUCATION,
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AND CHILD RIGHTS PROMOTION IN THE AYAWASO EAST SUB
METROPOLIS IN ACCRA-GHANA**



SAMUEL DZAKA

2015

DECLARATION

Student's Declaration

I, SAMUEL DZAKA, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

.....
SAMUEL DZAKA

.....
DATE

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of Thesis as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR.....

SIGNATURE.....

DATE.....

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DEDICATION

To my sweet mother Veronica Abra Zorti, who although is without formal education inspired me to yearn for more academic laurels without relenting, and also to my children Janice Nelly Dzaka and Zed Sebastian Dzaka. God bless you all.



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GLOSSARY

ACRWC	African Charter and the Rights and Welfare of the Child
CEDAW	Convention on the Elimination of Discrimination Against Women
CHRAJ	Commission on Human Rights and Administrative Justice
CSOs	Civil Society Organisations
DOC	Department of Children
DOVVSU	Domestic Violence and Victim Support Unit
DOW	Department of Women
DSW	Department of Social Welfare
DV	Domestic Violence
EFA	Education for All
FBOs	Faith-Based Organisations
fCUBE	Free, Compulsory Universal Basic Education
FGM	Female Genital Mutilation
FIDA	Federation of International Women Lawyers
HRW	Human Rights Watch
ICC	International Coordinating Committee on National Institutions for Human Rights Promotion
ICCPR	International Covenant on Civil and Political Rights

ICESCR	International Covenant on Economic, Social and Cultural Rights
ICRW	International Centre for Research on Women
IOM	International Organisation for Migration
JHS	Junior High School
MoGCSP	Ministry of Gender, Children and Social Protection
NGOs	Non-Governmental Organisations
NHRIs	National Human Rights Institutions
NRCDD	National Redemption Council Decree
OHCHR	Office of the High Commissioner for Human Rights
SGBV	Sexual and Gender Based Violence
SMTDP	Sector Medium Term Development Plan
SVAC	Sexual Violence Against Children
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNDAF	United Nations Development Assistance Programme
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund

UNFPA	United Nations Population Fund
UNGA	United Nations' General Assembly
UNGASS	United Nations' Special Session on Children
UNICEF	United Nations Children's Fund
UNPC	United Nations Population Council
UNPC	United Nations Population Council
USAID	United States Agency for International Development
USDHHS	United States Department of Health and Human Services
VAC	Violence against Children
VAG	Violence Against Girls
WAJU	Women and Juvenile Unit
WHO	World Health Organisation
WILDAF	Women in Law Development in Africa
WISE	Women Initiative for Self-Empowerment

ABSTRACT

The study was conducted in the Ayawaso East Sub-Metro in Accra. It assessed the effectiveness of DOVVSU in the promotion and protection of the rights of children. This purely descriptive study adopted the quantitative and qualitative paradigms using the mixed-methods sequential explanatory design. Two hundred and twenty (220) respondents comprising 121 JHS pupils, 22 teachers, 55 parents and 22 DOVVSU officials were sampled through simple random, proportionate quota, and purposive sampling techniques for the study. Data were gathered using a structured questionnaire (Cronbach's alpha = 0.75), and a semi-structured interview guide. The quantitative data were analysed descriptively and presented in tables as well as figures as frequencies and percentages. The qualitative data were transcribed and presented in themes as narratives, verbatim or direct quotations. The study revealed the most prevalent forms of child rights abuses in the area to include physical and sexual abuse, child labour, child abandonment, and child non-maintenance. The DOVVSU rarely organized child rights promotion activities in the area, and very little was accomplished through advocacy, and education programmes. DOVVSU was less effective, and coverage of their programmes was relatively low. Inadequate funds and logistics hindered the effective organization of child rights promotion and protection activities by the DOVVSU. It was recommended, among others, that the DOVVSU should be well resourced with funds and logistics. The DOVVSU in partnership with the sub-metropolitan assembly, Commission on Human Rights and Administrative Justice, Department of Social Welfare, the Federation of Women Lawyers, faith-based organisations, non-governmental organizations, civil society organisations, as well as media institutions should carry out frequent advocacy and education programmes to prevent child rights violations. They should arrest and prosecute perpetrators of child rights violations.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

The desire of many children in the world today is to grow up and become healthy adults. However, this is impeded by maltreatment. Child maltreatment or abuse is a social problem, which cuts across every society in the world, in both developed and developing countries (Oates, 1982) cited in Asante (1996). According to deMause (1993), patriarchal societies historically perpetuated a power imbalance and have systematically supported children's rights abuse. deMause (1993) cited in Agyekumhene (2012) observed that the psycho historical study of childhood and society has shown that the history of humanity is founded upon the abuse of children, as most historical families once practiced infanticide, erotic beating and incest and most states sacrificed and mutilated their children to relieve the guilt of adults. According to Freeman (2002), human rights were until recently seen as relevant only to the adult world, and whenever references to child-parents relation is made, they are made in terms of respect for parents and/or guardian, rather than in relation to parental obligation towards the child. This shows that the problem of child abuse/maltreatment has been with society for a long time, but it is not until recent times that it has been considered seriously. Carver (1978) shared in the view that child abuse is not a new social phenomenon; it has occurred throughout human history but it has been recognized as a problem in recent years. According to Kempe (1978) sexual abuse, which is defined as sexual exploitation of children by adults' acts ranging from inappropriate fondling to rape, has been with us for centuries. Kempe (1978) cited in Asante (1996)

found that sexual abuse, for example, has featured in centuries through incest, child prostitution, and in recent times rape. Physical abuse usually includes scalding, beatings with an object, severe physical punishment, slapping, punching, obligations such as failure to meet the educational, supervisory, shelter and safety, medical, physical, emotional needs of the child, as well as physical abandonment (wolfe, 1998).

Children are the most valuable treasures who deserve protection from all. Yet, children's right to protection is often not upheld. Children's rights have often been perceived as 'a political hot potato', which, rather than advancing children's interests, jeopardize them (Melton, 2005). Not a single day passes without one hearing or witnessing child abuse. Steele (1977) has this to write:

“Next to making sure of its own individual survival, the prime task of any organism is to reproduce and provide offspring to ensure the survival of its species. In child abuse we see a seriously distorted form of this biological process; the offspring is treated in ways which damage them, rather than ways which assure their optimal growth and development so as to form the healthiest possible generation” (p.1).

Even though child maltreatment has been with us for centuries, it is only in recent times that much attention has been paid to it. This attention came as a result of research that has documented the adverse consequences of abuse on its victims (Oates, 1982). In the view of Benjamin (2004), the need to provide succour to children became supreme after the most devastating wars in history in the early part of the 20th Century. It is the social awareness championed in Europe that brought the plight of children to the international scene, and this actually gave rise to the establishment of UNICEF in 1946 (UNICEF Report, 1997) with the mandate of working for the interest of children around the world. Similarly, developing countries emerging from the colonial era demanded that children be given

specific attention in international cooperation (UNICEF, 1997). This condition, consequently, brought about a great awakening and grave concern to governments and the general public all over the world, and these concerns led to the formulation of policies and implementation of programmes by some governments to reduce or abate the incidence of child abuse. Subsequent to this, a host of international instruments, conventions, treaties and protocols have been and are still being adopted in a bid to protect the rights of children. Chief among these international instruments is the United Nations Convention on the Rights of the Child (UNCRC) which was adopted in 1989 and ratified by all members of the United Nations with the exception of Somalia and the United States of America. This notwithstanding, Kilkelly (2007) observed that there are various limitations to the enjoyment of children's rights in many societies, with the situations of many children being critical in some countries and likely to worsen in the coming decades if proper measures are not taken.

Violation of the rights of children is evident and has reached an alarming rate. The United Nations Children's Fund (UNICEF, 2000) observes that violence against women and children continues to be a global epidemic that kills, tortures physically, psychologically, sexually and economically. The United Nations Secretary-General's Report on Violence Against Children (2006) conservatively estimates that 133- 275 million children worldwide are exposed to violence in the home with estimated number of 34.9-38.2 million in Sub-Saharan Africa. According to the World Health Organisation (WHO, 2002), as many as 40 million children under 15 years old experience some form of violence each year; more than 90% of girls experience some form of sexual abuse, and many of these girls live in Africa. Girls throughout Africa experience physical, psychological and sexual violence in many

forms and in various settings: in conflict and crisis situations where they work or are trafficked to work; and even in the very places where they should feel safest – at school, in their homes and communities (African Child Policy Forum Report, 2006). A research conducted in Zimbabwe indicated that 47% of girls reported violence against girls (sexual intimidation and physical assault by older boys (UNICEF, 2000).

Violence that takes place in the family could be in the form of domestic violence or several mutilations and that of the society could be rape, attacks or several harassments (Holt, 2003). According to Cussack & Manuh, (2009:1), children experience very high levels of physical abuse in the parenting many of them receive. Most of these children are denied formal education and even the right to function as independent entities (Gyekye, 2006). The United States Department of Health and Human Services (USDHHS) reported that occurrences of children's rights abuses have reached epidemic proportion with parents being the primary abusers, with nine out of ten abusers being the children's biological parents (USDHHS, 2011 Report) cited in Agyekumhene (2012). Although physical injuries may or may not be immediately visible, abuse and neglect can have consequences for children, families and society that last a lifetime, if not generations (USDHHS, 2011 Report).

Ghana was the first country to ratify the United Nations Convention on the Rights of the Child (UNCRC) in February 1990. It has also ratified the African Charter on the Rights and Welfare of the Child (ACRWC) as well as other international and regional conventions and protocol meant to promote the rights and welfare of the child. As part of its commitment, the State has accordingly put in place various institutions including the Domestic Violence and Victims' Support Unit (DOVVSU) of the Ghana Police Service, the Department of

Social Welfare (DSW), the Commission on Human Rights and Administrative Justice (CHRAJ) among others charged with the responsibilities to promote and protect the rights of the citizenry, including children through education, sensitization, and awareness creation. Despite the existence of these human rights institutions coupled with their well-tailored programs, there are still increasing reports of child rights violations in Ghana. According to (Zdunnek, Dinkelaker, Kalla, Matthias Szrama & Wenz (2008) these institutions have not been effective in doing their work, hence the increase in the incidence of child rights violations in Ghana.

There has been some research on service user's perception of DOVVSU (Mitchell, 2011) as well as general operations of DOVVSU (Agbitor, 2012). However, there seem to be no study to assess the effectiveness DOVVSU in the promotion and protection of children's rights. This is the gap this study intended to fill by looking at the child rights promotion programmes of DOVVSU, how these programmes are carried out and the challenges faced by DOVVSU in carrying out these child rights promotion programmes.

1.2. Statement of the problem

Although the Domestic Violence and Victim Support Unit (DOVVSU) of the Ghana Police Service has been in existence since 1998 to promote and protect the rights and welfare of children and women, available statistics show that many children continue to have their rights violated with majority of them not even aware of these violations, and children in the Ayawaso East Sub-metro are no exception.

For instance, a study of the 2009 - 2012 Annual Reports of DOVVSU reveals consistent increase in child victim offences, as child non-maintenance increased from 443 in 2010 to

3,165 in 2011 with defilement rising from 109 in 2010 to 671 in 2011. Perhaps most disturbing aspect of the whole phenomenon is that some of these children have taken these abuses as normal, since they do not have any idea about their rights. A study by Twum-Danso (2010) reveals that children perceive beatings as a reflection of their parents' love for them, which in turn give them the authority to punish their younger siblings. As a result, many children ignorantly continue to suffer neglect, denial of means of survival, forced to work under hazardous conditions, not to talk about the physical and psychological abuses.

This brings to the fore the question of awareness of the children's rights and how they expect DOVVSU to promote and protect those rights. It is based on this that the study was carried out to ascertain the effectiveness of the DOVVSU in carrying out its mandates to promote and protect the rights and welfare of children in Ghana as a whole and the Ayawaso East Sub-Metropolis in particular.

1.3. Purpose of the study

The purpose of this study is to assess the effectiveness of DOVVSU in the promotion and protection of the rights of children in the Ayawaso East Sub-Metro, Accra. Specifically, the objectives of the study included the following:

1. To determine the prevalence of child rights violations in the Ayawaso East Sub-Metro in Accra.
2. To find out how DOVVSU carries out its child rights promotion and protection programmes.

3. To ascertain the effectiveness of child rights promotion and protection programmes carried out by DOVVSU in the Sub-Metropolis.
4. To examine the challenges facing DOVVSU in promoting and protecting child rights in the Sub-Metropolis.

1.4 Research questions

The study sought to address the following research questions:

1. What is the prevalence of child rights violations in the Ayawaso East sub-metro at Accra?
2. How does DOVVSU carry out its child rights promotion and protection programmes?
3. How effective are DOVVSU's child rights promotion and protection programmes in the Ayawaso-East Sub-Metropolis?
4. What are the challenges facing DOVVSU in the promotion and protection of child rights in the Ayawaso East Sub-Metropolis?

1.5. Significance of the study

The significance of this study cannot be over-emphasized. It is significant because it would contribute to the discourse on children's rights and welfare in the Ayawaso East Sub-Metro in particular and the country as a whole. On this note, it is expected to deepen awareness of the general public on the activities of the Domestic Violence and Victim Support Unit (DOVVSU) in the area of children's rights promotion and protection. Secondly, the public including children who might be victims of domestic violence could be better informed on where to go or seek redress when the rights of children are violated. Thirdly, it will help unearth the constraints or factors militating against DOVVSU in its quest to promote and protect the rights of children. Additionally, literature on this topic is scarce. This study may, therefore, serve as stock of literature, and may also bring to the fore issues that may

motivate others to undertake in-depth research in this and other areas where there is the need to promote and protect children's rights. Finally, the study is significant because it made some suggestions to the DOVVSU and other stakeholders on how to promote and protect the rights of children in Ghana.

1.6. Delimitation of the study

The study was limited to assessing the effectiveness of DOVVSU in the promotion and protection of children's rights in the Ayawaso East Sub-Metropolis. It focused on the prevalence of child rights abuses, child rights education and sensitization programmes of DOVVSU, as well as the effectiveness of these programmes and the challenges DOVVSU faces in implementing these programmes. There are 10 Sub Metropolis under the Accra Metropolitan Assembly. These include Ashiedu Keteke, Osu Klottey, Ayawaso East, Ayawaso West, Ayawaso Central, Ablekuma South, Ablekuma Central, Ablekuma North, Okai Koi South and Okai Koi North, but the study was confined to the Ayawaso East Sub-Metropolis. The sub-metropolis is notoriously known as one with most conditions which precipitate child rights abuses, hence suitable area for the research. The research covered school children, parents/guardians, teachers and DOVVSU officials.

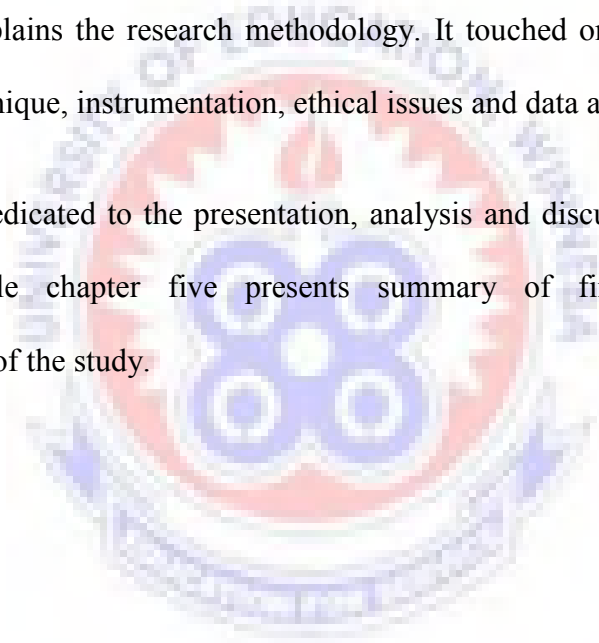
1.7. Organisation of the Study

This study is structured into five chapters. Chapter one discussed the background of the study which served as the foundation stone upon which the entire thesis was built. It specifically explained the problem under exploration, presented the purpose and the objectives of the study as well as the research questions. Besides, it discussed the significance of the study. It concluded by addressing the delimitation of the work.

Chapter Two explains the theoretical framework upon which the work is anchored as well as the Paris Principles which set out the basic benchmarks which are used to measure the independence and effectiveness of National Human Rights Institutions (NHRIs). In addition, it elaborated the concept of human rights violations, the prevalence of child rights violations, the legal framework and measures to promote children's rights. Exhaustively discussed here also was the effectiveness of DOVVSU as well as the factors that affect it in the promotion and protections of children's rights.

Chapter Three explains the research methodology. It touched on the design, sample size and sampling technique, instrumentation, ethical issues and data analysis procedures.

Chapter Four is dedicated to the presentation, analysis and discussion of results from the field study, while chapter five presents summary of findings, conclusion and recommendations of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews related literature on the effectiveness of the DOVVSU in child rights promotion. The essence of this review is to provide a framework which would serve as the basis for comparing the similarities and differences between other writers and researchers in relation to this current study. The literature is reviewed under the following topics:

- a. Theoretical framework.
- b. The concept of human rights abuse or violation.
- c. Prevalence of child rights abuses or violations in the global world and Ghana.
- d. Child rights promotion: education, advocacy and outreach programmes in the Ghana.
- e. The effectiveness of DOVVSU in the promotion of child rights in Ghana.
- f. The challenges of DOVVSU in promoting the rights of children.

2.2. Theoretical framework

The theoretical framework upon which this study is anchored is the Basic Logic Model as propounded by the W.K Kellogg Foundation in 2001. It is shown diagrammatically below:

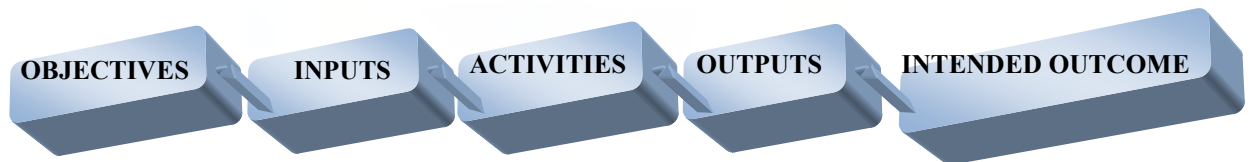


Figure 2.1. Basic logic model to determine the effectiveness of an intervention.

The Kellogg Foundation (2001) described the logic model as a systematic and visual way to present and share understanding of the relationship among the resources which are

needed to operate planned programme or activities, and the expected changes or results hoped to be achieved. The most basic logic model is a picture of how a programme is believed would work. It uses words and/or pictures to describe the sequence of activities thought to bring about change.

It is assumed that the effectiveness of every intervention denotes its impact, the extent to which its objectives are achieved and the level to which its targeted problems are solved. According to Erlendsson (2002), effectiveness is the extent to which objectives are met, that is, doing the right things. In social research, effectiveness refers to the extent to which an activity fulfills its intended purpose or function (Fraser, 1994). Fraser further sees effectiveness as “a measure of the match between stated goals and their achievement” (Fraser, 1994, p.104). Wojtczak (2002) defined effectiveness as a measure of the extent to which a specific intervention, procedure, regimen or service, when employed in the field in routine circumstances, does what it is intended to do for a specified population. In struggling to ascertain the effectiveness of an intervention, there are pertinent and precise questions that need to be answered. These questions include whether the programme or intervention being implemented is in line with the way it was anticipated? To what extent are the people (beneficiaries) satisfied with the delivery of the programme or the intervention service? Is the programme or intervention getting to the people it is intended to assist in a certain way? What factors hamper the advancement of the intervention and how would they be addressed? The implication of the logic model, therefore, is to provide a framework for assessing inputs, activities, outputs and outcomes of the child rights promotion activities, as social intervention, by the DOVVSU of the Ghana Police Service.

Undoubtedly, for every intervention to function effectively, it must have objectives. The objectives would determine the kind of inputs needed for the intervention, and when the needed inputs are available, proper daily activities could then be performed. This would invariably produce the expected outputs which would lead to the attainment of the intended outcome. Evaluation or assessment of this social intervention would, therefore, lay bare whether it is on course and has resulted in the improvement of the situation upon which it was established to address or otherwise.

DOVVSU is a unit established within the Ghana Police Service to among other things handle cases involving child abuse. Among the objectives of DOVVSU are to educate children, women and other vulnerable persons through sensitization and outreach programmes on their rights in order to reduce the fear of reporting cases of abuse, and to enable children be heard on issues concerning their welfare (The Ghana Police Service Annual Report, 2010); educate the public in general about the fact that all acts of violence are crimes and to bring perpetrators of these crimes to book. One of the major functions of DOVVSU is to promote and protect the rights of children through sensitization of children and other vulnerable persons on their human right, and also enable children to be heard on issues concerning their welfare (The Ghana Police Service Annual Report, 2010). In order to carry out this function effectively and in conformity with the aspirations and standards as set out in some human rights instruments including the Universal Declaration of Human Rights (UDHR), the United Nations Convention on the Rights of the Child (UNCRC), the African Charter on the Rights and Welfare of the Child (ACRWC), it is incumbent to fashion out the necessary objectives which will direct the inputs within the unit. The inputs required, in the case of DOVVSU will include but not limited to material, financial

(money) and human resources (men/labour). The availability of these resources coupled with their effective and efficient use will invariably improve the activities of the unit. If activities such as the apprehension and prosecution of offenders of child rights abuse, sensitization and awareness creation programmes as well as the monitoring of the condition and situation of abused children are effectively carried out, the anticipated and planned outcome which in this case is the promotion and the protection of the rights of the child will be realized. Certainly, setting the right objectives and providing the needed inputs are the pre-requisite for the successful realization of the intended outcome of any given intervention or programme.

2.2.1 The Paris principles

Paris Principles are considered to be a founding document for the establishment of National Human Rights Institutions (NHRIs). It identifies three types of National Human Rights Institutions (NHRIs). These according to the UN Office of the High Commissioner for Human Rights (OHCHR) are ombudsmen, hybrid human rights commissions and specialized institutions (OHCHR, 1993). The Paris Principles stipulate among other things that NHRIs can handle complaints, make recommendations, propose bills, hold inquiries and investigate (Smith 2006) cited in Acharya (2013). The Paris Principles emphasize that NHRIs can and should work to facilitate non-governmental organizations (NGOs) and civil society organizations working on human rights issues.

The United Nations International Coordinating Committee on National Institutions for the Promotion and Protection of Human Rights (ICC) accredits NHRIs according to the Paris Principles and specifies how an institution can qualify as NHRI. However, according to the office of the High Commissioner for Human Rights (OHCHR), various publicly funded

bodies can gain status as NHRIs if such institutions have some role regarding human rights issues (ICC 2013; OHCHR 1993). By this inference, therefore, although DOVVSU is not considered NHRIs in the strict sense of the Paris Principle, it has gained status as NHRIs by virtue of being public funded body engaged in the promotion and protection of the rights of the vulnerable including children.

NHRIs' works are divided into regulative, judicial and independent criteria (Cardenas, 2003). Under the regulatory function, NHRIs can monitor the compliance of international standards and make recommendations on laws that are inconsistent with international human rights conventions. Under the judicial role, NHRIs can refer cases to relevant courts, take part in hearings, intervene as third parties, and issue binding decisions (Carver, 2010). They can also handle individual complaints and investigate cases of human rights violations. As an independent human rights body, NHRIs can conduct human rights education, training for the public authorities including security forces, propose laws, and hold inquiries (Cardenas, 2003).

Generally NHRIs do not have an explicit role in policy making. There are various forms and shapes of NHRIs and their responsibilities and authority also vary. Some have enforcing power and others only have recommending and investigating roles. Despite this, basically all NHRIs are believed to serve the same purpose—to *promote, protect, and ensure respect for human rights* (Kumar, 2003) cited in Acharya (2013).

Independence, impartiality, and fairness are the main pillars set out in the Paris Principles for NHRIs' operations (Acharya, 2013). To be able to achieve this, financial independence, operational independence, and independence in appointment procedures are emphasized.

Sufficient resource allocation and investigative power, including access to sensitive places and documents are pivotal in the effectiveness of NHRIs Acharya (2013). Additionally, confidentiality of the deliberations for the sake of the victims is important so that NHRIs can enforce binding decisions or recommend actions to the concerned departments (OHCHR, 1993). It is critical to point out that not all NHRIs have all of the mentioned powers and duties, this depends on a country's political and cultural context. These principles however are the basic benchmarks which are used to measure the independence and effectiveness of the NHRIs.

2.3. The concept of human rights violations or abuse

The truth is that the concept of rights of human beings is neither entirely western nor modern (Subramanian, 1997). Human rights generally refer to a wide continuum of values that are universal in character and can be equally claimed for all human beings to whatever nation they may belong (Srivastava, 1999). Human Rights can be broadly classified into civil and political rights and economic, social and cultural rights. Human Rights are those minimal rights, which every individual must have against the state or other public authority by virtue of his being a member of the human family, irrespective of any other consideration (Basu, 1994).

Afari-Gyan (2008) observed that rights and freedoms are inherent in our humanity and not given by the state, so, in principle our rights and freedoms cannot be abrogated or taken away by anybody or authority, not even the government. Gyandoh (1969) however is of the view that the individual must be restrained in the enjoyment of his rights in order to prevent liberty from degenerating into license of lawlessness. Thus, the freedom of the individual to enjoy the dignity of man must be meaningful and free from self-destructive license, be

inevitably seen in the light of legal limitations imposed by nation states on the freedom of action of individuals as well as governments. Gyandoh's (1969) expression painted the clear picture of two schools of thought:

- a. Limiting the expression of people's rights so that they do not endanger other's rights, and;
- b. That human beings have God given rights, so they must enjoy it at anytime without limitation. The contention here is whether to limit or not to limit the God given rights of human beings.

Traditional Africa reflects human right practices in taboos, customary practices, religion and wise sayings which were handed down through the generations. The right to life, which is a natural right, was protected by a taboo, which forbids killing of a person or persons. Amoah (2006) observed that, if a member of a lineage or clan was killed unjustifiably (that is, not by accident but intentionally) the other members of the deceased's lineage or clan might retaliate in vengeance.

Human rights are reflected in the cultural practices of traditional Africa. Costain (1997) stated that human rights are the rights which a person has simply because he/she is a human being. Human rights are inalienable, indivisible and interdependent Costain (1997). Human rights, therefore, become the basic standards without which person cannot live in dignity, and/or held by persons equally, universally and forever. The traditional African has a system of governance which was representative, that is all clans in the villages or towns were represented on the council of elders when it came to decision making. This was to ensure that the voice of all clans were represented through their representatives, hence their total commitment to orders of the rulers (Amoah, 2006). The oath of allegiance and oath of

office of the king or chief makes it very important for the chief or king to respect the human rights of their subjects (Amoah, 2006).

Manual (2005) defined human rights as the generally accepted principles of fairness and justice' or moral rights that belong equally to all people simply because they are human beings. The principles cited in this definition are: human rights provide minimum protection for human dignity; human rights are inherent; human rights are universal; human rights are inalienable; human rights promote equality; human rights are indivisible; human rights are fundamental, and human rights are obligations of the state.

Costain (1997) also observed that human rights as inspiration and empowerment hold up the vision of a free, just and peaceful world. It sets minimum standards for how individuals and institutions everywhere should treat people, and it also gives people the framework for action when those minimum standards are not met. People still have human rights even if the laws or those in power do not recognize or protect the human rights. Brown (2003) stated that human rights are experienced by people as they worship according to their belief or choose not to worship at all, express themselves freely, join unions and organizations of their choice, move freely and many more as articulated in the 1948 Universal Declarations of Human Rights (UDHR) document of the United Nations.

Human rights are rights that any person has as a human being; we are all deserving of human rights. Chapter five of the 1992 Ghanaian Constitution outlined the Fundamental Human Rights and Freedoms of citizens and their protection against abuse of basic human dignity, including any cruel, inhuman or degrading treatment that is likely to detract from dignity and worth.

According to Augender, (2002), human rights may be defined as universal moral rights; something which all men, everywhere at all times ought to have and something of which no one may be deprived without grave affront to justice, something which is owing to every human simply because he is human. Human rights are “generally moral rights claimed by everyone and held against everyone, especially against those who run social institutions” (Orend, 2002:37).

The Code of Hammurabi, the first codification of laws that contains reference to individual rights about 4000 years ago, protects the people from arbitrary persecution and punishment (Germander A. & Grimheden, J, 2001). With the advent of the United Nations (UN) and the subsequent adoption of The Universal Declaration of Human Rights (UDHR) in 1948, the concept of human rights has turned out to be one of the most contemporary issues across the globe. The UDHR, as identified by one of the main drafters Rene Cassin, has four pillars. These pillars are dignity, liberty, equality and brotherhood (Ishay, 2008). With the objective of establishing mechanisms for enforcing the UDHR, the UN Commission on Human Rights proceeded to draft two treaties: the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) (Flowers, 1999). The Commission completed its preparation of the two Covenants and they were open for signature in 1966. After they were ready for signature the Covenants waited almost 10 years to receive number of ratification or accession required for their entry into force. Finally, in 1976 the Covenants entered into force (Ishay, 2008). Generally, according to Ishay (2008), UDHR aims at;

- a. the promotion of the dignity and equal rights of all the common people in the world;
- b. the promotion of freedom, justice and peace in the world;

- c. the promotion of freedom of expression for the common people in the world;
- d. the promotion of friendly relation between the common people in the world;
- e. the promotion of equal rights between men and women in the world;
- f. the promotion of social progress and better standards of living of ordinary people in the world.

The concept of human rights is now widely recognized in several parts of the world, and human rights violations are reported by journalists (Nickel, 2007). However, the 1990s witnessed an increase in the use of the term (Ramos, Ron & Thomas, 2007). The promotion of rights has been entrusted to the United Nations Commission which was later replaced by the Council of Human Rights in 2006. It is also important to ascertain the reasons for state inability to safeguard human rights (Arat, 2006).

In this study, human rights abuses or violations is tantamount to violence. There is no universally accepted definition of violence and establishing global patterns and making comparative studies on violence is difficult because definitions and methodologies differ from country to country (Mirsky, 2003). The word violence covers a broad spectrum and variant uses of the term refer to the destruction of non-living objects. Some human rights activists prefer a broad-based definition that includes 'structural violence' such as poverty, and unequal access to healthcare and education. Others argue for a more limited definition in order not to lose the actual descriptive power of the term. According to the World Health Organization (WHO, 2002), violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation. Violence is the expression of physical or verbal

force against self or other, compelling action against one's will on pain of being hurt. Violence is used as a tool of manipulation. It can vary from between a physical altercation between two beings where a slight injury may be the outcome, and to war and genocide where millions may die as a result. Violence or abuse is not just the physical act itself, but the threat or fear of violence as well. Violence is generally considered to be a violation of certain rights that every human being should have – namely the rights to life; security; dignity; and physical and psychological well-being. Article 1 of the United Nations Declaration on Violence against Women provides the following definition: “Any act of gender based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or private life,” (United Nations, 1993).

2.4. Legal framework to promote and protect children’s rights

Efforts to make provision for a catalogue of children’s rights at the international level may be traced back to 1924 when the 5th Assembly of the League of Nations adopted the Declaration of the Rights of the Child (1924 Declaration). The 1924 Declaration, which was also known as the Declaration of Geneva, proclaimed that ‘mankind owes to the child the best it has to give’; a message that was subsequently to underline the 1959 Declaration on the Rights of the Child (1959 Declaration); the 1989 Convention on the Rights of the Child (Kaime, 2009).

The 1924 Declaration set out five principles aimed at fulfilling the rights of children. The first principle provided that ‘the child must be given the means requisite for its normal development, both materially and spiritually’. The second provided that ‘the child that is

hungry must be fed; the child that is sick must be nursed ...'the third principle espoused an element of what has come to be commonly known as the 'children first principle'. It declared that 'the child must be the first to receive relief in times of distress'. The fourth principle stated that the child must be protected from all forms of exploitation, whilst the fifth principle called on States to inculcate in children a spirit of service towards fellow man. The 1924 Declaration, however, was never intended to create binding obligations on states and corresponding legal rights for children. Even though it was referred to as a Declaration of the Rights of the Child, the instrument rather laid emphasis on the duties that men and women owe in ensuring that mankind gave children the best it had got to give. In other words, children were regarded as recipients of welfare rather than holders of specific rights (Kaime, 2009).

2.4.1. The Charter of the United Nations

The United Nations (UN) Charter, which was adopted in 1945, was the first international document to recognize the protection and promotion of human rights as an obligation to be carried out by individuals, as well as collective states (Langley, 1999). The main reason behind the adoption of the Charter was, according to Smith (2007) to forestall the reoccurrence of the horrible events caused by two devastating world wars which were caused by massive violations of human rights and unbridled breach of territorial integrity.

The Charter of the UN states that it has an objective of securing and maintaining peace in the world. It does so by providing under Article 2 (4) that member States shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, a rule qualified by Article 51 which states that nothing in the Charter shall impair the inherent right of individual or collective self-defense if an

armed attack occurs against a member. This article prioritizes the objective of United Nations which is keeping peace and security in the world. This gives the impression that the founders of UN thought that if there is peace and security in the world then there will be less possibility for the violation of human rights.

However, the Charter did not neglect the importance of human rights and the role of the organization in the promotion of human rights. Article 1(3) of the Charter recognizes that the purpose of UN is to achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion. This article underlines that the promotion of human rights is vital in finding a solution for international problems with regard to peace and security. Article 13 of the Charter, which recommends the General Assembly to initiate studies and make recommendations on issues that help in achieving the objectives of UN, includes the promotion of human rights and fundamental freedoms as one of the issues the general assembly shall take initiations for.

Article 55 also provides promotion of human rights by the UN as a means of creation of conditions of stability and well-being which are necessary for peaceful and friendly relation among nations. Under Article 55(c) the Charter provides that the UN shall promote universal respect for, and observance of human rights and fundamental freedoms for all without distinction as to race, sex, language, religion or any other status. For the achievement of these objectives, Article 56 makes all Member States as a pledge who takes themselves to joint and separate action in co-operation with the organization.

Article 62, which outlines the powers and function of the Economic and Social Council, entitles the Council to make recommendations for the purpose of promoting respect for all, and observance of human rights and fundamental freedoms. In addition the Council is granted with a power, under Article 68 of the Charter, to set up commissions in economic and social fields and for the promotion of human rights and such other commissions as may be required for the performance of its functions.

All the above provisions of the Charter illustrates that UN recognized the importance of the promotion of human rights to achieve all of its objectives. The Charter extends the moral responsibility to promote and observe human rights not only to its own organs but also to all of its Member States. As it is provided under Article 56 of the Charter, the UN expects its members to pledge themselves for the achievement of the purposes of the organization which includes promotion and observance of human rights for all. However, the Charter has left several loopholes that could possibly stand in the achievement of its specific objectives. For example, the fact that there is no language of obligation to promote and respect human rights by Member State places the provisions of the Charter regarding human rights ineffective (Steiner, Alston & Goodman, 2007). In addition, the Charter only gives specific mention to one substantive right, the right to equality (article 1(3), 13(1), 13(1) (b), and 55) while failing to mention other substantive human rights.

2.4.2. The Universal Declaration of Human Rights (UDHR)

The World War II by Nazi Germany and its atrocities brought to the fore weaknesses in the United Nations Charter. After the War, it became evident that the Charter did not adequately define the rights it referred to. It therefore became expedient for a universal declaration that specified the rights of individuals, hence the Universal Declaration of

Human Rights (UDHR). The Universal Declaration of Human Rights (UDHR) was adopted by United Nations General Assembly (UNGA) on 10th December 1948 at Paris. The Declaration consists of a Preamble and 30 articles which outline the view of the United Nations on the human rights guaranteed to all people. This period therefore became the first time ethical and moral concerns were introduced into the international legal system in an open manner. Yet, Glendon (2004) observed that while there is now a widespread acceptance of the importance of human rights in the international structure, there is considerable confusion as to their precise nature and role in international law.

It is worthy to note that prior to the proclamation of the UDHR, several countries had proclaimed akin declarations. Some vivid examples include the Bills of Rights in the United States of America, and the Declaration of the Rights of Man and Citizen in France. The preamble of the UDHR as stated by Ghandhi (2008, p.10) reveals that “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”, and stresses that “disregard and contempt for human rights, have resulted in barbarous acts which have outraged the conscience of mankind”. Whenever there is peace and freedom all people including children enjoy. The UDHR was not made as a legally binding document, but its preamble proclaims a common standard of achievement for all peoples and nations. Its thirty articles cover a wide range of basic human rights from liberty and security of the person to the rights to social security and education.

Even though the UDHR is obviously not a legally enforceable instrument, it has subtly become binding either by way of custom or by general principles of law. In 1968 at the conclusion of the UN sponsored International Conference on Human Rights, the

Proclamation of Teheran stressed that the Declaration constituted an obligation for members of the international community (Proclamation of Teheran, 1968: a UN Human Rights Document). The declaration has had discernable influence upon the constitutions of countries.

2.4.3. The United Nations Convention on the Rights of the Child (UNCRC)

The United Nations Convention on the Right of the Child is most often referred to as UNCRC. It is the major instrument that protects the rights of the child and was adopted by the United Nations' General Assembly Resolution 44/25 of January 26, 1989 in New York. It was opened for ratification in January, 1990 and entered into force in September 1990. The UNCRC articulates a comprehensive list of children's rights that include civil and political rights, as well as economic, social, and cultural rights (Bueren, 1995). It makes effort to provide direction for national development agenda, by putting children in a deserving place in the human rights landscape. The UNCRC is monitored by the United Nations Committee on the Rights of the Child which is composed of members from countries around the world.

There are four general principles enshrined in the convention. These principles are meant to help interpret the convention as a whole with the view to guiding national programmes of implementation. These four principles are framed in Articles 2, 3, 6 and 12. Article 2 for instance talks about non-discrimination, and it states that "governments must ensure that all children within their jurisdiction enjoy their rights. No child should suffer discrimination". By inference, this is applicable to every child "irrespective of his or her colour, sex, language, religion, political or other opinion, national, ethnicity or social origin, property,

disability, birth or other status”. The UNCRC in Article 3 provides that in all actions concerning children, ... the interests of the child shall be the primary consideration.

The UNCRC contains a preamble and 54 articles. Forty (40) of the articles make provision for substantive rights, ranging from civil and political to economic, social and cultural rights. It includes typical civil and political rights, such as protection from discrimination (Article 2), the right to life (Article 6), the right to a name and nationality (Article 7), freedom of expression (Article 13), religion (Article 14), association and assembly (Article 15), and the right to privacy (Article 16). Amongst the economic, social and cultural rights are the rights to health (Article 24), social security (Article 26), education (Article 29) and the right to play (Article 31).

The UNCRC defines a child as any person under the age of 18 and has the same meaning for people in all parts of the world. In setting common standards, the UNCRC takes into consideration the different cultural, social, economic and political realities of individual state parties such that each state may seek its own means to implement the rights common to it. Member countries agreed to take appropriate measures to protect the child from all forms of physical and mental violence (Article 19), from economic exploitation (Article 32), and the illicit use of drugs (Article 33). The UNCRC’s range of protections and standards for the most vulnerable population; children, deservingly earns it the epithet, the “Magna Carta for Children.” (Fottrell, 2000).

Aside from the general provisions elaborated above and to be enjoyed by every child, there are also optional protocols to promote and protect the rights of children. These include the Optional Protocol on the Rights of the Child on the Involvement of Children in Armed

Conflicts (2000) and the Optional Protocol on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2000). The first two articles of the optional protocol on the Rights of the Child on the Involvement of Children in Armed Conflicts (2000) emphasize the need for State parties to take feasible measures to ensure that members of their armed forces who have not attained the age of 18 years do not take a direct part in hostilities and persons who have not attained the age of 18 years are not compulsorily recruited into their armed forces. The Article 1 of the Optional Protocol on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography (2000) on the otherhand prohibits the sale of children, child prostitution and child pornography respectively.

Undoubtedly, the UNCRC is a very comprehensive treaty that makes provision for almost every aspect of a child's life. It may rightly be described as forming the core of the international law on the rights of the child (Fortin, 2003). However, the truth remains that the successes and accomplishment of the UNCRC have not translated into a satisfactory realization of the goals of child rights promotion and protection which ignited the formulation of the UNCRC as an international human rights instrument.

2.4.4. African Charter on the Rights and Welfare of the Child (ACRWC)

The Assembly of the Heads of State and Governments of the Organization of African Unity now African Union at its 20th Ordinary Session in July 1990 adopted the African Charter on the Rights and Welfare of the Child (ACRWC). For now, the ACRWC remains the only Regional Treaty which provides for the legal protection of the survival, development, protection and participation of the African child.

The preamble to the ACRWC suggests that it was inspired by a desire by States to provide a framework for the fundamental human rights of the individual based on the virtues of this historical traditions and values of African civilization (Agyekumhene, 2012). It is obvious that the ACRWC was inspired by the UNCRC. Article 2 of the ACRWC defines a “child” as a human being below the age of 18 years. The Charter recognizes the child’s unique and privileged place in African society and the fact that African children needs protection and special care. It also acknowledges that children are entitled to the enjoyment of freedom of expression, association, peaceful assembly, thought, religion and conscience (Agyekumhene, 2012). It aims at protecting the private life of the child and safeguards the child against all forms of economic exploitation and against work that is hazardous, interferes with the child’s education, or compromises his or her health or physical, social, mental, spiritual and moral development. It calls for protection against abuse and bad treatment, negative social and cultural practice, all forms of exploitation or sexual abuse, including commercial sexual exploitation and illegal drug use. It aims to prevent the sale and trafficking of children, kidnapping, and making children beg on the street.

In almost all respects its provisions are modeled on the provisions of the Convention on the Rights of the Child (Agyekumhene, 2012). It provides for the protection of children against harmful and potential exploitative cultural practices with an emphasis on “customs and practices prejudicial to the health or life of the child and those customs and practices discriminatory to the child on the ground of sex” (Article 21.1). This addresses the situations where children are abused under the guise of “culture”.

2.4.5. The 1992 Republican Constitution of Ghana

Owing to the importance attached to human rights in Ghana, the whole of chapter five of the 1992 Republican Constitution consisting of 22 articles were dedicated to human rights. By extension, the Constitution has also Chapter six for Directive Principles of State Policy which seeks to grant the State mandatory powers to pursue the promotions of economic and social rights. This guarantees the most elaborate system of human rights and fundamental freedoms (Asante, Ayee, Frempong & Boafo-Arthur, 2002).

Each article of the Constitution, from Articles 13 to 30 deals with a specific aspect of human rights. Since human rights and freedoms are around the concept of the dignity and worth of the individual human being, the first fundamental right enshrined in the Constitution is the right to life. It is followed by the protection of persons which is assured by specific restraints on the powers of the state to deprive one of his liberties and elaborate procedures to be followed when a person is lawfully arrested.

The general fundamental freedoms are fully guaranteed. These include freedom of expression, freedom of the press, freedom of thought, conscience and belief, freedom of religion, freedom of association and freedom to form or join political parties. The Constitution goes beyond the classical model to protect certain economic rights, educational rights and cultural rights. Full attention is paid to the rights of vulnerable groups such as women, the disabled persons, the sick and children. According to article 28 in which the rights of children are guaranteed, a child is defined as any person below 18 years. There are other articles and provisions in the constitution that deal with the rights of the child in areas such as non-discrimination; maintenance of the child; right to life,

survival and development; respect for the views of the child; right to name and nationality, freedom of expression, thought, conscience and religion; right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment; right to parental guidance and responsibility, rights for children with disabilities and rights not to be subjected to sexual exploitation and abuse.

2.4.6. The Children's Act of Ghana of 1998 (Act 560)

Prior to the passage of the Children's Act, several important measures, including child rights legislative reform and related policies have been instituted to bring Ghana into conformity with international human rights standards on children in Ghana. Legislations passed in that regard include the Criminal Code (Amendment) Act 1998, (Act 554), Child Rights Regulations 2002 (LI1705), The Juvenile Justice Act 2003, (Act 653). In all these, the Children's Act 1998, (Act 560) is by far the most recognized of all the legislations. This bill was passed by the Ghanaian Parliament in June 1998. The contents of the Act is aligned with the welfarean principles which recognize that, the interest of the child shall be central in all matters concerning the child.

Sections 4 and 5 of the Act require that every child would have right to name and nationality, and grow up with parents. Sections 7, 8 and 9 also require that every child would have right to parental property, right to social activity, opinion, education and well-being. in the same vein, sections 12, 13 and 14 of the Act set out to protect the Ghanaian child from exploitative labour, discrimination, torture and degrading treatment, as well as betrothal and marriage.

The Act further identifies and defines the variety of institutions and individuals as well the mechanisms for implementing the stated objectives for the improvement of the station of children in Ghana. For instance, the Act requires that:

- a) All districts shall have social welfare officers designated for the job of implementing the Act;
- b) All parents and other persons, who are legally liable to maintain a child is under a duty to supply the necessities of life, health, education and reasonable shelter;
- c) There shall be established child rights committees and residential homes to advocate for children's rights and to cater for needs of children outside of their homes.
- d) The act also stipulates the establishment of a family tribunal with a panel that would consider and deliberate on all cases involving children.

Taking cognizance of the maximum age of 18 years for a child, the Act 560 makes provision for a child who is beyond the age of 18, yet needs parental support because of ill-health or continuing education. Act 560 has made some novelty to its credit. Among the novelties include the provision for the payment of arrears of maintenance by an erring parent, the provision of maintenance as well as a reasonable sum for the continued education of mother if she is a child herself.

Certainly, the Act 560 is a great accomplishment for the best interest of the child as it consolidates the national vision of the Ghanaian child. It is worth noting that in addition to the Ghanaian child enjoying the goodwill of the society, the child enjoying the political goodwill and international support, the Ghanaian child is also legally protected (Agyekumhene, 2012). The Act contains all the laws that ensure the promotion of the

dignity and rights of the child. The enactment of the Act has helped to decentralize the responsibility of child care and protection of many children in Ghana as it gives the district assemblies the responsibility to protect the welfare of children as well as promote their rights. This has invariably given rise to children being more visible and vocal in public.

While the Act 560 is in harmony with UNCRC on the rights of the child, it is worth observing that it confronts a lot of structural and socio-economic challenges to its enforcement (Laird, 2002). A study by Manful and McCrystal (2011) and Laird (2002) on the perception of children's rights by those who apply Act 560 and the ability of the law to protect children respectively, concludes there is a gap between legal intent and practical application of Ghana Act 560 and that for better child protection the provision of legal rights is only an initial step. Whereas Act 560 may seem to be an excellent document on child protection, the exclusion of local perspectives in its provisions makes it problematic to local caregivers.

2.4.7. The Domestic Violence Act of Ghana of 2007 (Act 732)

The Domestic Violence Act, 2007 is divided into three (3) main parts. The first part consists of the meaning and definition of Domestic Violence, domestic relationship and the process by which one may file domestic violence case with the police.

According to Section 1 of the Domestic Violence Act, Domestic Violence means engaging in the following within the context of a previous or existing domestic relationship:

(a) an act under the Criminal Code of 1960 (Act 29) which constitutes a threat or harm to a person under that Act;

(b) specific acts, threats to commit, or acts likely to result in (i) physical abuse, namely physical assault or use of physical force against another person including the forcible confinement or detention of another person and the deprivation of another person of access to adequate food, water, clothing, shelter, rest, or subjecting another person to torture or other cruel, inhuman or degrading treatment or punishment; (ii) sexual abuse, namely the forceful engagement of another person in a sexual contact which includes sexual conduct that abuses, humiliates or degrades the other person or otherwise violates another person's sexual integrity or a sexual contact by a person aware of being infected with human immune deficiency virus (HIV) or any other sexually transmitted disease with another person without that other person being given prior information of the infection; (iii) economic abuse, namely the deprivation or threatened deprivation of economic or financial resources which a person is entitled to by law, the disposition or threatened disposition of moveable or immovable property in which another person has a material interest and hiding or hindering the use of property or damaging or destroying property in which another person has a material interest; and (iv) emotional, verbal or psychological abuse namely any conduct that makes another person feel constantly unhappy, miserable, humiliated, ridiculed, afraid, jittery or depressed or to feel inadequate or worthless;

(c) harassment including sexual harassment and intimidation by inducing fear in another person; and

(d) behavior or conduct that in any way (i) harms or may harm another person, (ii) endangers the safety, health or well-being of another person, (iii) undermines another person's privacy, integrity or security, or (iv) detracts or is likely to detract from another person's dignity and worth as a human being.

Section 2 of the Act define domestic relationship to mean a family relationship, a relationship akin to a family relationship or a relationship in a domestic situation that exists or has existed between a complainant and a respondent and includes a relationship where the complainant is or has been married to the respondent; lives with the respondent in a relationship in the nature of a marriage even if they are not or were not married to each other or could not or cannot be married to each other; is engaged to the respondent, courting the respondent or is in an actual or perceived romantic, intimate, or cordial relationship not necessarily including a sexual relationship with the respondent; and respondent are parents of a child, are expecting a child together or are foster parents of a child; and respondent are family members related by consanguinity, affinity or adoption, or would be so related if they were married either customarily or under an enactment or were able to be married or if they were living together as spouses although they are not married; and respondent share or shared the same residence or are cotenants; is a parent, an elderly blood relation or is an elderly person who is by law a relation of the respondent; is a house help in the household of the respondent; or is in a relationship determined by the court to be a domestic relationship.

The second part of the Act provides for the procedures for filing for protection orders, thus the jurisdiction of the court to hear and determine the matters of Domestic Violence under the law, applying for the conditions for a protection and occupation orders.

The final part of the Act includes its relations with the Criminal Code of 1960 (Act 29). It also permits the court to promote reconciliation, publication of proceedings, criminal charges and the establishment of funds for compensation of victims (The Domestic Violence Act of 2007, Act 732).

2.5. Measures to promote and protect the rights of the child

Aside the international commitments by States to promote and protect the rights of children through the adoption and overwhelming ratification of the UNCRC and its accompanying optional protocols which contain a comprehensive set of legally binding international standards for the promotion and protection of children's rights, further international commitments to promote and protect children's rights were made at the United Nations General Assembly's Special Session on Children (UNGASS) in May 2002. This was meant to provide a time-bound strategy for implementation and for monitoring progress. With the adoption of the UNGASS Declaration and Plan of Action —A World fit for Children— in 2002, Heads of State and Governments committed themselves to advancing the rights of the child worldwide and to implementing the agreed goals, strategies and actions. In addition, the Millennium Declaration and Millennium Development Goals with direct relevance for the rights of the child were globally endorsed. The World Summit outcome document 2005 reiterated the importance of achieving their goals and targets.

In spite of the comprehensive framework of instruments, standards and commitments on the rights of the child and of first progress in achieving the agreed objectives, the daily reality for millions of children worldwide is still in sharp contrast to these commitments and objectives: children still face major threats to survival, lack opportunities for quality education, proper health and social care; they are victims of worst forms of child labour, sexual exploitation and abuse, diseases, armed conflict, various forms of violence; they are forced into early marriages and have to endure harmful traditional practices (Agyekumhene, 2012). Children belonging to vulnerable groups or children in particularly

difficult situations face particular risks and are exposed to discrimination, marginalization and exclusion.

The follow-up process to the United Nations General Assembly's Special Session on Children 2002 (UNGASS) and the monitoring work of the Committee on the Rights of the Child show that the Convention on the Rights of the Child is still insufficiently implemented and that many time-bound objectives of UNGASS as well as benchmarks regarding the Millennium Development Goals are far from being achieved (UNGASS Report, 2002) cited in Agyekumhene (2012).

2.6 Prevalence of child rights abuses or violations

2.6.1. Global and regional prevalence of child rights abuses or violations

According to Sari and Buyukunal (1991), from ancient times up to present many societies have exercised what is recognized today as child abuse for various reasons. In ancient Greece, fathers were permitted to practice infanticide whereby many infants who had any serious malformations were killed in order to preserve the race characteristics (Sari & Buyukunal, 1991). Before the advent of Islam in Arabia, children not only had no rights but new babies were frequently buried alive, either because of poverty or because they were female and considered a burden (Malise, 1997).

Globally, over 60 million girls and women are affected by child marriage (ICRW, 2011). In the last decade, child marriage has affected 58 million girls, many of whom were married against their will and in violation of international laws and conventions (Population Reference Bureau, 2011). International estimates indicate that worldwide, more than 60 million women aged 20–24 were married before they reached the age of 18 (UNICEF

2007). One third of girls in the developing world are married before the age of 18 and 1 in 9 are married before the age of 15 (ICRW, n.d). Regionally, 41% of girls under 18 years are married in West and Central Africa, 29% in Latin America and the Caribbean, and 15% in the Middle East and North Africa (United Nations Fund Population Fund: UNFPA, 2012). Approximately 2 in 5 adolescent girls in South Asia are married (UNFPA, 2012). An estimated 2.2 million women and girls in Europe were married before the age of 18 (USAID, 2012). Child marriage is particularly pervasive across South Asia and Africa, where 50-70 percent of girls in some countries are married before the age of 18 (UNICEF, 2009). In the West African sub-region, the proportions of girls affected by child marriage vary from 28 to 43 percent (Ghana, Togo, Cote d'Ivoire, Senegal, Benin, and Nigeria) to 60 to 80 percent (Burkina Faso, Guinea, Mali, Chad and Niger).

A survey in Uganda found that more than 90 per cent of girls had experienced sexual violence (African Child Policy Forum, 2006). Around fifty per cent (50 %) of Malawian schoolgirls reported of sexual touching against their will (African Child Policy Forum, 2006). A national survey in South Africa found that thirty-two per cent (32 %) of reported child rapes were carried out by teachers. Seventy-two per cent (72 %) of children had been slapped when at school. Sixty-seven per cent (67 %) of school girls surveyed in Botswana had been sexually harassed by their teachers. Sixteen per cent (16 %) of secondary students in Cameroon had been sexually abused. A study on the prevalence of violence against Ethiopian children discovered that 72 per cent of respondents had been slapped while at school, and 60.8 per cent had been hit with a stick. In some regions of Nigeria, girls marry on average just after their 11th birthday. Around 130 million women and girls have

undergone female genital mutilation, most of who live in Africa (African Child Policy Forum, 2006).

It is estimated that between 250,000 and 500,000 Rwandan women and girls were raped during the country's 1994 genocide. Across Africa - from Uganda to Liberia to Angola - girls as young as 12 have been abducted during conflicts and forced to fight, work as servants or become sexual slaves for combatants. Girls in refugee camps face similarly challenging conditions with high levels of violence. A review report on Unsafe Schools: School-Related Gender-Based Violence in Developing Countries (2005) indicated instances of boys being forced to enter sexual relationships at school in Ghana and Zimbabwe, but the number of cases seems to be consistently lower than for female students (VAG Conference Report, 2006). Girls in South Africa suffer from a number of forms of violence which, if not unique to female students, certainly have a greater prevalence amongst girls than boys. The report states: "This includes rape, sexual abuse, and sexualized touching or emotional abuse in the form of threats of violence" (Human Rights Watch: HRW Report, 2001).

2.6.2. Prevalence of child rights abuses or violations in Ghana

In Ghana, cases of child rights abuses and violations are prevalent in all the 10 regions. According to the Ministry of Women and Children now the Ministry of Gender, children and Social Protection, violence tends to be condoned under certain cultural practices and religious beliefs, particularly when the violence takes place within the home. Domestic Violence (DV) thus remains the most hidden form of violence in Ghana and elsewhere (Ministry of Women and Children: Sector Medium Term Development Plan (SMTDP), 2010 – 2013). According to National Health Facility Data report, teenage pregnancy cases

among younger adolescents increased slightly (2011 Report). Studies on Adolescent Sexual and Reproductive Health in Ghana have showed that nine out of ten teenage mothers had their first sexual intercourse before reaching the age of sixteen. In fact, three out of every ten of these teenage mothers had had sex before they were thirteen years of age (Awusabo-Asare, Abane & Kumi-Kyereme, 2004).

According to UNICEF's 2005 global report on early marriage as a harmful traditional practice, the proportion of Ghanaian women aged 20–24 married below the age of 18 stood at 35% while the national figure of the same category of women stood at 27.9% in 2003. On average, one out of four girls will be married before their 18th birthday in Ghana. In 2008, about 25% of the women aged 20-24 were married/in union before age 18. The prevalence of child marriage is highest in Upper East (50%), followed by Upper West (39%), Northern (36%), Volta (33%), Brong-Ahafo (33%), Central (28%), Ashanti (23%), Western (18%), Eastern (18%), and Greater Accra (11%). Data however shows 11% decline since 2003.

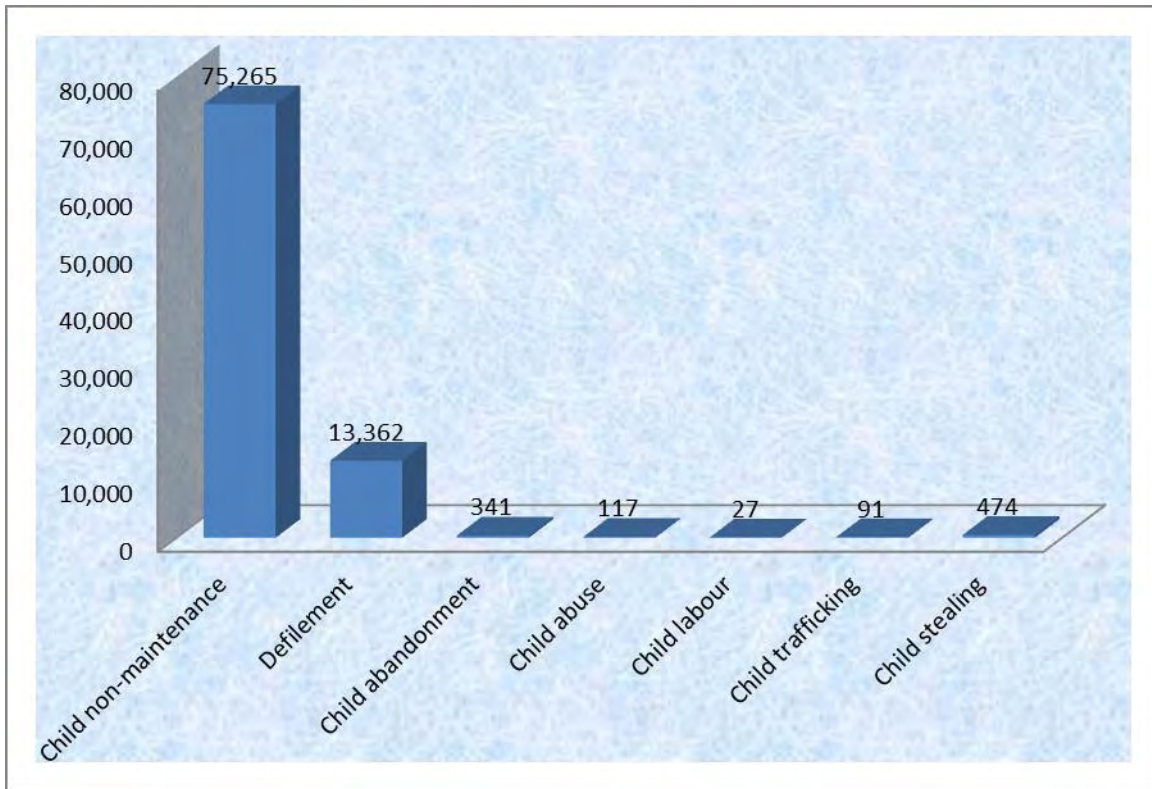
Over 30,000 children are believed to be working as porters or “Kayaye”, in Accra alone. Annually, the International Organisation for Migration (IOM) reports numerous deaths of boys trafficked for hazardous forced labour in the Lake Volta fishing industry. Girls are trafficked within the country for domestic servitude and sexual exploitation. To a lesser extent, boys are also trafficked internally for sexual exploitation, primarily for sex tourism (U.S. State Dept. Trafficking in Persons Report, June, 2009).

Although torture in adults is well documented, studies that document its use against children are rare and it is even more disturbing to visualize that children are deliberately

subjected to pain and suffering in many of the countries throughout the world (Kennedy, 2009). On Friday, March 30th, 2012, the Juaso Circuit Court in the Ashanti Region sentenced a callous father to seven years imprisonment with hard labour for subjecting his two little children to severe torture for stealing two pieces of fried fish (Ghana News Agency, 30th March, 2012). On 8th September, 2014 a 51 year old trader who burned the buttocks of her 11 year old granddaughter in hot water at Nungua after accusing her of bed wetting was sentenced to 12 months imprisonment by an Accra Circuit Court. Her husband, an accomplice aged 66 years was also sentenced to pay a fine of GHC 960.00 or in default go to jail for 6 months by the same Court (Graphic Online, 8th September, 2014).

Available statistics from the Domestic Violence and Victim Support Unit (DOVVSU) of the Ghana Police Service show that a total of 666 cases of Violence Against Children (VAC) was recorded nationwide at the Unit in the first half of 2010 (spanning between January and June) (DOVVSU Annual Report, 2010). Per the report, about 98% of domestic violence and abuse cases do not come to the public realm for fear of stigmatization, lack of confidence, fear of the legal system and legal cost involved. The report identified some deliberate mistreatments children in Ghana suffer from as punishment to include burning the hands children, denial of food for minor offences, used for ritual purposes and at times made to escort adult disabled beggars on the streets instead of being in the classrooms.

Figure 1 below shows the national statistics on reported cases of child rights abuses and violations to the Domestic Violence and Victim Support Unit (DOVVSU) of the Ghana Police Service from 1999 to 2013.



Source: DOVVSU, Ghana Police Service (2014).

Figure 2.2. Cases of child rights abuse or violation in Ghana from 1999 to 2013

Available statistics from the Domestic Violence and Victim Support Unit (DOVVSU) show that a total of 89,677 cases of Violence Against Children (VAC) was recorded nationwide at the Unit spanning between 1999 and 2013 (DOVVSU Report, 1999-2013). According to the reports, child maintenance was the highest reported child abuse cases (75,265 or 83.9%). This was followed by defilement (13,362 or 14.9%), child stealing (474 or 0.5%) and, child abandonment (341 or 0.4%). The statistics further indicated that child abuse which includes child marriage and other child rights violation cases stood at 117 (0.13%) cases. Others include child labour (27 or 0.03%) and, child trafficking (91 or 0.10%). Crime statistics and intelligence reveal that the Northern and Volta Regions are endemic with cases such as defilement, child labour, trafficking in children and inimical

cultural practices such as “troskosi” and witchcraft camps that demand enough personnel to make meaningful intervention.

Ghana is a source, transit, and destination country for children and women trafficked for the purposes of forced labour and commercial sexual exploitation. Trafficking within the country is more prevalent than transnational trafficking and the majority of victims are children. Both boys and girls are trafficked within Ghana for forced labour in agriculture and the fishing industry, for street hawking, forced begging by religious instructors, as porters, and possibly for forced kente weaving.

More often than not children suffer from sexual offences committed either by persons closely related to them or total strangers. The Criminal Offences Act of Ghana, Act 29 of 1960, prohibits a carnal knowledge of a girl of 16 year or below with or without her consent. This act constitutes an offence of defilement. Evidence available shows that there are under reporting of some of these incidences as well. Often, those who commit these shameful acts are often left of the hook without severe criminal responsibility even though there are specific legislations prohibiting such acts. It is undisputable that sexual violation affects girls in so many ways. One cannot but agree with Ampofo, et al., (2007) that in Ghana, sexual violence pose a challenge to the survival, development and participation of children’s rights in homes, schools, communities, religious places and even on the streets, and this serves as a hindrance to the achievement and realization of all the other rights of children such as, their right to health, education, dignity and well-being.

Children’s rights to basic education are guaranteed under Article 25 of the 1992 Constitution of the Republic of Ghana making elementary education free and compulsory.

Undoubtedly, education is a tool to claim other rights. As observed by Ostergaard (1985), education is a means of overcoming poverty, increasing income, improving nutrition and health, reducing family size and not the least important, raising people's self-confidence and enriching the quality of their lives. Therefore, prioritizing support for basic education should be seen as complementing the development of other sectors, and not competing with them. However, despite the existence of rights child's promotion programmes, policies, and interventions, couple with the introduction of the Capitation Grant in 2005/2006 and the school feeding programmes by the government, there are many problems that still hamper the child's rights to education. For example, public basic education till now is not truly free as envisaged by the constitution since parents/guardians still pay several hidden charges and levies; it is definitely not compulsory because according to the Education For All (EFA) monitoring Report of 2007, only 69% of Ghanaian children of school-going age are enrolled in the basic schools and an estimation number of about 1.357 million children in Ghana do not go to school (Education for All (EFA) Global Monitoring Report, 2007). In terms of quality and universality, the report concluded that it lacks quality because children graduating from the public basic school system are not of good quality in terms of their knowledge and not universal because there are challenges pertaining to gender and geographical considerations. Almost all of those who have endeavoured to complete junior high school, which marks the end of compulsory education cannot be gainfully employed because they are not sufficiently equipped with any employable skills. This is because according to Anamuah-Mensah and Towse (1995), there is a considerable gap between what is learned in the classroom and the real life context of pupils' present or future world (Anamuah-Mensah & Towse, 1995) as cited in Anamuah Mensah, et al, 2007). Indeed, the

slow growth of all sectors of the economy can easily be attributed to the lack of quality education highlighted in the EFA report.

It is conspicuous therefore that children's rights are violated in all forms. This view was affirmed by the Northern Regional Director of CHRAJ in marking the 2011 International Human Rights Day at Tamale on December 11, 2011. The Director disclosed that the Commission's monitoring and research revealed alarming violation of human rights of all forms in the area of education, health, domestic violence and children's rights (Government of Ghana Official Portal, Monday, January 9, 2012). He emphasized that Northern Region is seriously being undermined by the stakeholders of education including government as many children are denied opportunity to acquire formal education and are being used as shepherds, baby-sitters, porters, farm guards and apprentices. According to him, congestion in classrooms, delays in release of capitation grants, deduction on the capitation grant by the Ghana Education Service, corporal punishment were among some of the factors affecting the Ghanaian child's rights to education.

2.6.3. Trend of child rights abuse cases reported to DOVVSU

Out of the 2578 cases that were received in year 2010, 1687 male suspects and 137 female suspects were arrested. Two hundred and seventy-eight (278) cases were sent to court out of which 27 convictions were obtained. Three (3) cases were acquitted and discharged and 236 cases are awaiting trial. Six hundred and fourteen (614) cases were closed. Six hundred and fifty-two (652) cases are still under investigations. The volume of cases in terms of regional distribution is consistent with the rural-urban migration phenomenon and the attendant vices such as the creation of the urban poor. As a result, Greater Accra Region

recorded the highest cases followed by Ashanti Region, Central Region and Tema with Upper West Region recording the least (Police Annual Report, 2010).

In 2011, DOVVSU recorded a 17.90% percentage decrease of domestic violence cases within the third quarter of the year. Out of the 10,099 cases that were received, five thousand, three hundred and sixty-one (5,361) male suspects and six hundred and twelve (612) female suspects were arrested as at the third quarter of the year 2011. Seven hundred and sixty (760) cases were sent to court out of which (94) convictions were obtained. Twenty-eight (28) cases were acquitted and discharged, while six hundred and thirty-eight (638) cases are awaiting trial. One thousand, five hundred and ninety-three (593) cases were closed for want of prosecution. It is pertinent to note that as much as six thousand, seven hundred and forty-six (6,746) cases are still under investigations due to inadequate investigators, victim inability to afford medical bills, etc. Greater Accra Region recorded the highest number of cases followed by Ashanti Region, Central Region and Tema with Upper West Region recording the least cases.

There are under reporting of some of these incidences. The data revealed that child abandonment, child abuse, child labour, child trafficking and child stealing were the most under reported cases of child abuse. The under reporting of the cases is probably due to unwillingness of victims and their families to report such cases. According to Ampofo et al (2007), Sexual Violence Against Children (SVAC) remains under reported due to perceived stigma, shame and secrecy associated to it as well as the perceived negative repercussions it has on the family and individual. Also, victims of child trafficking and their families often believe they are economically better off in the crime situation than the

circumstance under which they were at home. According to Mensah-Bonsu and Dawuona-Hammond (1994), child abuse and child neglect in Ghana are due to multiplicity of factors.

2.7. Human rights promotion: child rights promotion

Violence thrives in the absence of rule of law, democracy, respect for human rights, good governance and under-reporting of cases. As a result of culture and tradition, governments and policy-makers have drawn up integrated programmes to combat violence against children. Human rights violation is an issue which should be given due attention because of its devastating impacts. This is in support of Orend (2002) who argued that the violation of human rights is a vicious and ugly phenomenon. Child protection is an integral part of the business of development (UNICEF Report, 2004). The African Child Policy Forum (2006) proposes that the following three strategies be adopted to deal with the issue of violence: The key, however, is to prevent violence before it occurs as contained in the World Health Organization's (WHO, 2002) model document. The model is based on the following three types of interventions:

Primary intervention: approaches that prevent violence before it occurs. Preventive measures include public information and education programmes to change attitudes concerning the roles and status of men and women.

Secondary prevention: more immediate responses to violence including pre-hospital care, emergency services and treatment of sexually transmitted infections.

Tertiary prevention: long-term care in the event of violence – rehabilitation, re-integration and mitigating the effects of trauma. Other protective measures include counseling, rehabilitation action and support services for women, men and children who are experiencing violence or who are at risk of violence.

The promotion of human rights can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes directed to: strengthening of respect for human rights and fundamental freedoms; full development of the human personality and the sense of its dignity; promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; enabling of all persons to participate effectively in a free and democratic society governed by the rule of law; building and maintenance of peace; promotion of people-centered sustainable development and social justice and, creating awareness about the existence and the promises of international human rights law. Promotion of human rights makes an essential contribution to the prevention of abuses and conflict and helps create society in which all persons are valued and respected just because of their humanity (Lauren, 2003).

Without a widespread culture of human rights, even democracy is not by itself a guarantee of respect of human rights (Arendt, n.d). It is a general agreement that abuse can only be overcome by information made possible through freedom of expression (Teweldebirhan, 2011). As observed by many writers, governments move slowly except under the pressure of opinion or events and that without an informed public the effort on behalf of human rights would lose its most important factor. This observation concludes that the only way governments will be pressured to fulfill their obligations under human rights instruments is when they have inhabitants informed about the existence of human rights and the promises it held for everyone. Indeed, an essential prerequisite for the realization of human rights is popular awareness and support for the universally accepted human rights norms and standards by each and every individual (Abdurrahman, Vijapur & Kumar Suresh, 1999).

Therefore, promoting human rights at a national level is the most effective option to the full realization of international human rights law. One of the greatest paradoxes of the progress of human rights thinking is that many prominent governments, who adopt human rights treaties basically, consider human rights as only relevant for other countries (Falk, 2000). The promotion of rights by superpower, mostly, is mere formality and poor member states have shown the inability to implement the rights of its people (Virk, n.d) cited in Teweldebirhan (2011).

Human rights instruments are treated, most of all, as instruments of foreign policy. They are often used and undermined by ideological and strategic interest (Balducci, 2008) cited in Teweldebirhan (2011). This takes away the focus from promoting human rights for those who need it to a mere propaganda by governments to show other countries their commitment to international human rights law. As a result, human rights promotion is greatly associated with the effort some countries made to promote and protect human rights in other countries. The first step in achieving these goals is to awaken and transfer the society to the awareness of human rights and make each and every individual part of this revolution. Information plays an enormous role in this process. If the end product of information is to be used to transform society, it is essential that the medium content, access, and the timing of the information and communication together have to be taken seriously (Mbaine, 2006) cited in Teweldebirhan (2011). Under these conditions, it is possible to create a society aware of its basic and fundamental rights and duties and respect the rights of others. The violation of human rights, no matter in which sphere of life they occur, essentially takes place because 'human values' are not recognized in the first place

(Mbaine, 2006). Promoting human rights will contribute to the creation of an environment where all people exist peacefully recognizing each other's value as a human being.

2.7.1. Child rights advocacy and outreach programmes

Kelly and Humphreys (2001) point out that the term advocacy is relatively new and 'neither widely understood nor universally accepted' (p.242). Moreover, the remit of advocacy is wide-ranging because it draws on both the legal context and the rights literature. The legal context provides the idea of the advocate acting on behalf of someone else. However, in the rights literature (specifically that regarding disability and age) there is not a presumption of acting on behalf of someone else, but of supporting and empowering them to secure rights. Advocacy used in relation to domestic violence encompasses both of these (potentially conflicting) approaches, and therefore includes both help with accessing agencies and the criminal system and a wider range of support. Advocacy is used to encompass anything from supporting women, children and other vulnerable groups within the legal process to a much wider umbrella of support. It includes helping children, women and other vulnerable to access criminal justice agencies, housing and benefits, information and advice. Some projects also used the term to include the provision of emotional or other support. In the discussions that follow, the term advocacy is used to cover interventions that:

...help survivors of domestic violence navigate the systems involved in the community response as they attempt to acquire needed resource (Allen, Bybee & Sullivan, 2004: 1017).

With regard to primary prevention in education settings, previous research indicates that violence prevention programmes may change attitudes (Hague, 2001). What is less well known is whether there is a link between raised awareness and any long-term impact on

violence reduction. The growing evidence on child witnesses and resilience suggests, however, that supportive anti-violence work in schools may play a role in setting out guidelines for healthy relationships (Mullender, 1994, 2001). The idea of primary prevention in schools builds on this knowledge.

2.8. The Police Service and crime prevention

The internal security of a country is in the hands of the police. According to Opong (2007:105), the police service is a “Civil institution established with the sole responsibility of maintaining law and order in a country.” The major role of the police is crime detection and prevention as well as protection of life and property (Afari, 2004). Other major duties of the police service are: protection of life and property, prevention and detection of crime, apprehension and prosecution of offenders, preservation of peace and order, and due enforcement of all laws and regulations with which it is directly charged (Ensley, 1988). Prevention of crime is considered more important than its detection because the security of public as well as private property, the safety of a person, the public peace and every other object are paramount. Therefore, it is better for the police to prevent crime than to apprehend offenders after they have committed the crime. Proactive measures are better than reactive measures (Reich, 1996). Meanwhile, crime detection and prevention require heavy responsibility for duty performance. Apart from ensuring internal security, “the police also participate in international peace keeping operation,” (Pokoo-Aikins, 2002).

The Ghana Police Service has been mandated by Act 350 of the Ghana Police Service Act of 1970 to deliver services in crime prevention, detection, apprehension and prosecution of offenders for maximum protection, safety, security and peaceful communities (Afari,

2004). It continued its existence by Article 200 of the 1992 Constitution. Article 1(1) of The Police Service Act of 1970 (Act 350) spells out the basic functions of the Service as:

1. to prevent and detect crime;
2. to apprehend offenders; and
3. to maintain public order and the safety of persons and property.

The Police Force (Amendment) Decree 1974, NRCD 303 made the Ghana Police Service self-accountable and the 1992 Constitution, by Article 200 (3) which created the Service as one of the public services of Ghana expected it to be “equipped and maintained to perform its traditional role of maintaining law and order”.

Ankama (1983) observed that over the years the Ghana police service has done extremely well in their fight against crime in spite of the numerous challenges confronting the service.” The late President of the Republic of Ghana, His Excellency Professor John Evans Atta Mills, indicated that he was satisfied with the measures being taken by the police administration to deal with crime particularly armed robbery (Daily Graphic, July 29. p.1).

The police as the hallmark of internal security need to adopt methods and strategies to detect and prevent crime,” (Gobah, 2009). PokooAikins (2002) identified the six pillars for effective crime prevention to include day and night patrols, mounting intelligence and surveillance, prosecution and reaction to tip off, mounting of road blocks and flushing out of criminals from the hide outs. Arthur (2004) also identified certain crime prevention measures to include educating the public on civil rights, timely prosecution of crime perpetrators to serve as deterrent to others, independent judicial dispensation and

interpretation of the law and sensitization of the public about various nefarious acts tricks of criminals. Moral education could only be used as a last resort as it is not enforceable by law (Amoah, 2003).

2.8.1. The Domestic Violence and Victim Support Unit (DOVVSU) and child rights promotion

The Domestic Violence and Victims Support Unit (DOVVSU) formerly known as the Women and Juvenile Unit (WAJU) was established as a special Unit under the Ghana Police Service in October 1998 in response to increasing domestic violence and abuse against women and children. Its creation was part of the government's fulfillment of international obligations, with the police administration also realizing the need for a specialized unit to handle cases of abuse against women and children, following the improper handling of such cases at the "Traditional Police" station. The unit was renamed Domestic Violence and Victim Support Unit (DOVVSU) in 2005 with the ultimate aim of making it open and accessible to all victims of domestic violence irrespective of sex or gender. The establishment of the unit was backed by a host of international and local legal frameworks and policies geared towards creating an environment that provides judicious and equitable response to victims of abuse (DOVVSU Report, 2011). Some of these international framework and policies include the Convention on the Elimination of Discrimination Against Women (CEDAW), Convention on The Rights of the Child (UNCRC), The Beijing platform of action, and the Millennium Development Goals among others.

The mandate of DOVVSU is to protect the rights and promote the welfare of children and women by preventing and prosecuting crimes committed against them in both the domestic

and community setting. “This function is carried out through sensitization” (Ghana Police Service Annual Report, 2010:69). DOVVSU has a mandate to organize outreach and awareness programmes to educate the general public, especially children, women and the vulnerable in the communities on their rights, and how to prevent such crimes against women and children through public seminars (Ghana Police Service Annual Report, 2009). This approach is proactive and falls under the Preventive Model of Community Policing (Police Annual Report, 2009).

The functions of DOVVSU include among other things investigating all offences related to vulnerable groups; handling cases involving gender-based violence including Domestic Violence and child abuse; handling Juvenile offences and child delinquency; and prosecuting all offences related to the above where necessary (DOVVSU Report, 2013). DOVVSU also provides to the public support services including free service to members of the public, advice on crime and its prevention in schools, churches, markets and referring victims for medical services and/or counselling and other support services in the community (DOOVSU Report, 2013).

It has among its objectives to educate the general public about the fact that all acts of violence are crime, irrespective of the victim(s) involved; educating women, children and other vulnerable persons of their rights in order to reduce the fear in reporting cases of abuse; enabling children to be heard on issues concerning their welfare; and partnering with other agencies to meet the needs of survivors of abuse through building of Support Networks for effective protection systems (DOVVSU, 2013).

The unit works in close collaboration with other institutions that share in its goals. According to the DOVVSU Annual Report (2013), the unit collaborates with organizations such as the International Federation of International Women Lawyers (FIDA)-Ghana, Legal Aid Board, Civil Society Organizations, NGO's such as the Ark Foundation, Women Initiative for Self-Empowerment (WISE), Plan Ghana as well as Governmental Agencies like Ministry of Gender, Children and Social Protection (MoGCSP), Department of Women (DOW), Department of Children (DOC), Domestic Violence Secretariat, the Commission for Human Rights and Administrative Justice (CHRAJ), Department of Social Welfare (DSW). It also collaborates with United Nations agencies like the United Nations Children's Fund (UNICEF), the United Nations Population Fund (UNFPA) under the United Nations Development Programme (UNDP) and the United Nations Development Assistance Programme (UNDAF).

2.8.2. The effectiveness of DOVVSU in the promotion of child rights

The Police Service as a whole and DOVVSU in particular has been working hard to reduce the trend in criminal cases. In the year 2010, DOVVSU's effort of proactive policing yielded positive result as there was a decrease in the number of crimes reported to the unit. DOVVSU recorded 33.64% percentage decrease of the total number of cases recorded within the third quarters of the years, 2009 and 2010 (3885- 2578). The Unit assigned the percentage decrease to awareness creation which has enlightened the public to refrain from acts or omissions that constituted domestic violence.

DOVVSU has become one of the most dependable data source on gender, domestic violence and children's rights (Police Annual Report, 2009). Its resource base has increased steadily since inception. Presently DOVVSU has its offices span all over the country. The

unit as at December, 2013 has one hundred and seven (107) offices and desks nationwide with staff strength of six hundred and seven (607), an indication of significant increase of 6.7% over the 2012 staff strength of 569 (DOVVSU Annual Report, 2013). In 2013 DOVVSU recruited internally fifty eight (58) persons with psychology and social work background to augment its staff strength.

In terms of human resource development, personnel of the Unit participated in about ninety three (93) workshops and seminars on issues pertaining to investigations, child protection, human trafficking especially of children, child labour and Domestic Violence organised by the Police Administration, Government Agencies, NGOs and Civil Society Organisations in the year 2010 (Police Annual Report, 2010). Sixty (60) Personnel of the unit nationwide were given 3-day detective training by the the Police Administration in the same year while a 3-day capacity enhancing training workshop was organized for 40 newly posted personnel drawn nationwide with sponsorship from UNFPA.

With regards to infrastructural and material resource development, Maa Sherawali, an Indian Ladies Charitable Organisation in 2010 put up a four office room modern office edifice for Nungua DOVVSU. This led to the upgrading of the Nungua DOVVSU from desk to offices and now headed by Senior Police Officer. A Crisis Response Centre (CRC) project initiated in the year 2010 has been completed and commissioned.

As part of its advocacy strategy, the DOVVSU procured thirty (30) megaphones for its regional and divisional offices. This is to enhance outreach sensitisation programmes. The unit has under taken several nationwide outreach sensitisation programmes with sponsorship from the Police administration and development partners especially, Action

Aid, UNFPA and UNICEF. The unit received two thousand (2000) copies of Domestic Violence Act and Children's Act from UNICEF as well as one thousand (1000) copies of pocket size and abridged version of Domestic Violence Act of 2007 (Act 732) from WILDAF for distribution to various offices and desks nationwide. These were successfully distributed to the populace.

In 2011, DOVVSU organised a series of advocacy programmes (Ghana Police Service Annual Report, 2011). The DOVVSU national secretariat in collaboration with UNFPA organized outreach programs on Sexual and Gender Based Violence (SGBV) at three refugee camps in the Central, Western and Brong-Ahafo regions. In the same year, the DOVVSU national secretariat with sponsorship from the Police administration undertook nationwide outreach sensitisation programmes at six (6) market places, five (5) schools and, six (6) churches. DOVVSU in 2012 embarked on several outreach programmes in Schools, Churches and Market places on gender-based violence, domestic violence and child abuse (Ghana Police Service Annual Report, 2012). In all, over 200 advocacy programmes were organized nationwide as a crime prevention measure towards a proactive policing method. In 2013, the unit continued with its outreach programmes on gender-based violence, domestic violence and child abuse in schools, churches, and market places. As a result, between 5th January and 11th March, 2013, the DOVVSU national secretariat organised outreach programmes in six (6) basic schools on the role of DOVVSU in child protection and two market sensitization in Nima and Mamobi in Accra. In all four hundred (400) advocacy programmes were organized in schools, market places, community and churches in 2013 as a crime prevention measure towards a proactive policing method. As part of the proactive policing method, the unit has adopted a vibrant strategy of

educating the public on child abuse. In this regard, the various regional offices make use of the local FM stations and this helped in the dissemination of the contents of the Domestic Violence Act, 2007 and other related laws. A study by Laura Mitchell in 2011 on service user's perception of DOVVSU concluded that DOVVSU provides a significant entry point for women and children to access the justice system.

DOVVSU has every cause to tout itself with these achievements. However, comparatively, this achievements are infinitesimal vis-à-vis the general expectations. Being in existence for more than one and half decade, it is the expectation of citizens, especially children that DOVVSU would be at the forefront championing the course of child rights promotion which has eluded them for centuries. As is the case now, it is obvious that the fight against child rights abuse is a journey not end yet, a lot needs to be done by DOVVSU to ensure the sanctity of children's rights.



Plate 2.1. Students listening to DOVVSU personnel during an outreach sensitisation programme



Plate 2.2. A section of market women listening to DOVVSU personnel on outreach programme



Plate 2.3. Outreach programme at market places on gender-based violence

2.9. Challenges affecting activities of DOVVSU in the promotion of children's right

The Ghana Police Service like many other public institutions is bedeviled with constraints which incapacitate the performance of its duties in relation to crime detection and prevention. Police presence ought to be felt in every corner of the country because more presence of the police deters criminals from operating. There is therefore the need to identify the challenges facing the police in relation to crime prevention and detection (Daily Graphic Wednesday July 29, 2009, p. 20).

The daunting challenges facing the Ghana police service and by extension DOVVSU, impact negatively on the smooth implementation of the Unit's mandate which include the promotion and protection of children's rights. This section looked at availability of resources (human, financial and material), accessibility and affordability of the Unit's services.

2.9.1 Availability of resources for DOVVSU

Insufficient funding from the central government through the police administration is a major problem confronting the police service and by extension DOVVSU. In spite of the Unit's arduous task, it has since its establishment been relying gravely on donors and corporate bodies for funding to carry out its programmes including education on child rights promotion and protection (Police Annual Report, 2011). This unhealthy and unfortunate situation thwarts the efforts of the Unit. The funds provided as monthly subvention to take care of personnel and outreach programmes nationwide for the general public as well as accountable imprest for the regional coordinators to facilitate the day-to-day running of the regional offices and to take care of medical bills, clothing, and baby

food and pampers of highly traumatised but financially distressed victims of domestic violence is inadequate (DOVVSU Report, 2013).

Another problem contributing negatively to the performance of the Unit is the calibre and adequacy of the staff. Not only does the unit lack qualified and competent personnel but also its staff strength generally is inadequate (DOVVSU Annual Report, 2013). According to the same report, some branches are manned by an average of 3 personnel instead of an ideal average of 6 personnel. The poor conditions of service, not different from those that pertained in the civil service prevent the unit from attracting competent personnel and professionals such as clinical psychologist. This has resulted in the fact that for the past years the unit could boast of only two clinical psychologists.

The material resources the Unit lacks include decent office accommodation, furniture, computers and means of transport to embark on outreach and educational programme (Police Annual Report, 2011). Not only does lack of office accommodation hamper the expansion of DOVVSU offices in the regions, but personnel of the unit are crowded in one office, leaving no room for the social work and counseling personnel attached to the unit to handle non-maintenance cases and counseling session (DOVVSU Annual Report, 2013). Also, lack of state owned temporary shelter to house survivors that have been retrieved from scenes or situations of crime hampers the unit's determination to remain proactive especially in handling cases such as child trafficking, commercial sexual exploitation of children and child marriage. With respect to other logistics, available records indicate that only twelve (12) serviceable vehicles are available for use by the over 107 branches of the unit. Even with this, four of the vehicles are at the national secretariat (DOVVSU Report, 2013).

According to the Former Acting Commissioner of CHRAJ, Anna Bossman, traditional beliefs and activities of some Churches also hamper the programmes of the human rights institutions including DOVVSU (Bossman, 2010). According to her, sensitizing people against abusing alleged witches has not yielded the needed results as most churches and traditionalist capitalize on the innocence and ignorance of their victims and violate their rights.

2.9.2. Accessibility and affordability of DOVVSU's activities

Budgetary constraint has been identified as a major problem confronting DOVVSU. As a result the unit has not been able to open offices in all the police districts. The Police Annual Report (2011) acknowledged that opening more offices will ease the tension on the main branches or offices and also ease the burden on clients in terms of travelling cost. Further to this, the unit is not equipped with transport facilities to enable personnel extend their campaign activities to hard-to-reach areas.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology for the study. It covers the research design, population, sample size and sampling technique, instrumentation, validity and reliability of the instruments, procedure for data collection, ethical considerations and data analysis.

3.2 Research design

This study is descriptive in nature. It employed the mixed-methods approach with a sequential explanatory design. Mixed methods research approach is defined as an approach in which the inquirer or researcher collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or a program of study (Creswell, 2008). The mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative (Creswell, Plano Clark, Gutmann & Hanson, 2003). The sequential explanatory design is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell et al., 2003) in two consecutive phases within one study. In this design, a researcher first collects and analyses the quantitative (numeric) data. The second phase, qualitative builds on the first phase, quantitative, and the two phases are connected in the intermediate stage in the study. The qualitative (text) data are collected and analysed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. Its characteristics are well described in the literature (Creswell, 2003, 2005; Creswell et al., 2003), and the design has found application in both

social and behavioural sciences research (Klassen & Burnaby, 1993). The rationale for this approach is that the quantitative data and their subsequent analysis provided a general understanding of the research problem. The qualitative data and their analysis refined and explained those statistical results by exploring participants' views in more depth (Creswell, 2003).

The strengths and weaknesses of this mixed-methods design have been widely discussed in the literature (Creswell, 2003, 2005). Its advantages include straightforwardness and opportunities for the exploration of the quantitative results in more detail. This design can be especially useful when unexpected results arise from a quantitative study (Morse, 1991). The limitations of this design are lengthy time and feasibility of resources to collect and analyse both types of data. It is not easy to implement.

3.2.1 Paradigm and philosophical underpinning of the approach

In making methodological choices, researchers are influenced by their philosophical standpoint and their basic assumptions about social reality, the nature of knowledge and human nature (Sikes, 2004) cited in Kusi (2012). That is, the ontology and epistemology which frame the research or the researcher's frame of reference. Ontology is referred to as one's view of reality and being, and has to do with whether the social world is regarded as something external to social actors or as something that people are in the process of fashioning (Bryman, 2012). It is concerned with claims and assumptions made about the nature of social reality. For instance, claims about what exists, what it looks like, the units it is made up of and how the units interact with one another (Grix, 2004). It further relates to knowledge as to whether objective knowledge exists independent of its social actors or it is constructed through social interactions.

On the other hand, epistemology is the process of knowledge acquisition that relates to what is regarded as appropriate knowledge about the social world or phenomena (Bryman, 2012). It is concerned with the origin, nature, methods and limits of human knowledge and seeks to answer the question of “how we know what we know”. Knowledge of these orientations - ontology and epistemology – is important in research because they influence the intentions, goals and philosophical assumptions of the researcher, which are inextricably linked to how the research is conducted.

This study is underpinned by the pragmatist philosophy. Pragmatism arises out of actions, situations and consequences rather than antecedent conditions (Creswell, 2009). In other words, pragmatism is concerned with what works when finding solutions to a problem, instead of strict adherence to positions as with positivism and interpretivism. Consequently, the emphasis is not solely on methods, but also on the research problem and employs all approaches available to understand the problem. Pragmatism therefore underpins the mixed methods approach to research and uses pluralistic approaches in acquiring knowledge. Johnson and Onwuegbuzie (2004) argue that mixed methods research uses a method and philosophy that attempt to fit together the insights provided by qualitative and quantitative research into a workable solution. This is shared by Tashakkori & Teddlie (1998, 2003), Creswell (2003), and Creswell & Plano Clark (2011). The pragmatic paradigm implies that the overall approach to research is that of mixing data collection procedures and analysis within the research process. It draws on many ideas including using “what works,” using diverse approaches, and valuing both objective and subjective knowledge (Cherryholmes, 1992) cited in Hanson, Crewell, Plano Clark, Petska and Creswell (2005).

3.3. Case selection

The Accra Metropolitan Assembly currently has 10 Sub-Metropolitan Assemblies. These include Ashiedu Keteke, Osu Klottey, Ayawaso East, Ayawaso West, Ayawaso Central, Ablekuma South, Ablekuma Central, Ablekuma North, Okai Koi South and Okai Koi North. Out of these, Ayawaso East Sub-Metro was ‘handpicked’ (O’Leary, 2005) as the setting of the study. Several factors had influenced the choice of the Sub-Metro. Firstly, it is a typical case. The area is perceived as one of the communities in the metropolis where human rights violations, including the rights of children especially in relation to economic and social rights thrive. Secondly, the Sub-Metro happened to be the only community in the metropolis in which DOVVSU has carried out its child rights promotion programme in last 3 years. Thirdly, the size is manageable within the duration of the study. Lastly, the researcher has no personal link with the participants and therefore their responses are more likely to be neutral.

3.4. Population, sample size and sampling techniques

Population is the number of people, objects or events having common observable characteristics in which the researcher is interested (Agyedu, Donkor, & Obeng, 1999). The target population for the study is about 2,200. The population for the study was divided into four groups. The first group encompassed Junior High School pupils from schools within the Ayawaso East Sub metro, which benefitted from DOVVSU’s child rights promotion and protection programmes estimated at 1,050. The second group comprised parents/guardians of these school children estimated at 1,050. The third group consisted of teachers in the schools where DOVVSU carried out its child rights promotion and protection programmes estimated at 70. The last group consisted of DOVVSU officials

who took part in the child rights promotion and protection programmes in the various schools, estimated at 30. The accessible population is however made up of 481 Junior High School pupils, 451 parents, 30 teachers and 30 DOVVSU officials all totaling 992.

The justification for choosing this category of persons was that first, the school pupils and teachers of the various schools which benefitted from these programmes as well as the parents/guardians of these children were the best people to assess the effectiveness of DOVVSU's child rights promotion and protection programmes. The officials of DOVVSU were selected because the researcher intended to find out from them how they carry out their child rights promotion and protection programmes as well as the challenges they face in carrying out these programmes.

The sample size for the study is 220 representing 10% of the target population. According to Fink (2003), a sample is a portion or subset of a larger group called a population. For this study, the simple random sampling technique, purposive sampling technique and the proportional (proportionate) quota sampling technique were used. Three junior high schools were randomly selected from the seven junior high schools which benefitted from DOVVSU's child rights promotion and protection programmes in the Ayawaso East Sub Metro between the years 2012-2014. The three schools included Kanda Estates Cluster of School, Nima Cluster of Schools and St. Kizito Roman Catholic Junior High.

A simple random sampling technique was used to sample 121 JHS pupils representing 55% of the sample size, 55 parents representing 25% of the sample size and 22 teachers representing 10% of the sample size. Twenty two (22) DOVVSU officials were however purposively sampled as study participants for the study and this also represented 10% of

the sample size. Simple random sampling is a sampling technique where all elements in a research population have an equal chance of being selected. In other words, each member in the population has a known and equal probability of inclusion in the sample (Bryman, 2012). It is regarded as the ideal technique for selecting a representative sample and limits the influence of the researcher in ways that could introduce bias (Denscombe, 2010). Purposive sampling on the other hand is used when one selects respondents with a specific purpose in mind (Neuman, 2000), and in this case, the purpose was to find out how DOVVSU carried out the various child rights promotion and protection programmes. The proportional (proportionate) quota sampling technique was further used to select study participants from each accessible group by gender.

3.5. Instrumentation

Two instruments were used for data collection. These were structured questionnaire, and semi-structured interview guide. In addition, a collection of written materials was considered, that is, documentary review. These documents were sourced from the DOVVSU office and the internet. Some other documents that were relevant sources of information included but not limited to the United Nations Convention on the Rights of the Child (UNCRC), the Annual Reports of the Ghana Police Service, the Children's Act and periodic reports of DOVVSU on child's rights situation in the country. This was done to ensure triangulation of data collated as noted by (Punch, 2003) and cross-checking data from multiple sources to search for regularities in the research data (Berg, 2007). Triangulation involves 'the use of two or more method of data collection in a study of some aspect of human behaviour' (Cohen, Manion & Morrison, 2000, p.11). Employing two or more methods help researchers to offset the limitations associated with one method

(Creswell 2003; Punch, 2005) and to determine the accuracy of information gathered (Bush 2002).

3.5.1 Questionnaire

The entire sample population of 220 answered the same set of structured questionnaire. The questionnaire mainly contained close-ended and one open-ended item. The close ended items mainly contained “Yes or No responses”, and one Likert-scale type questions/statements was built on a five-point scale rating: Strongly Agree (**SA**); Agree (**A**); Undecided (**U**); Disagree (**D**); Strongly Disagree (**SD**). Other items were built on a six-point scale rating: Very Adequate & functional (**VAF**); Adequate & functional (**AF**); Average & functional (**AVF**); Inadequate but functional (**IF**); Very Inadequate but functional (**VIF**); Not available (**NA**). The questionnaire was designed for the respondents to reflect on the key themes raised in the research questions.

The questionnaire was designed into five main sections labelled as A, B, C, D, and E. Section ‘A’ had 6 items on the socio-demographic data of the respondents. Section ‘B’ contained 24 items on the prevalence of child rights abuses. Section ‘C’ had 17 statements/questions on the child rights promotion activities of DOVVSU; Section ‘D’ had 1 open ended item on the achievements of DOVVSU while, Section ‘E’ contained 2 items on the challenges of DOVVSU. In all, the questionnaire had 50 items which comprised 49 close-ended questions and 1 open-ended question/statement. The close-ended questions were used to make it easier and less time consuming for respondents to answer, it was also meant to keep respondents’ answers focus on the questions (Best and Khan, 1997). Moreover, close-ended questions were asked to facilitate coding, analysis and cross

tabulation (Best and Khan, 1995, Mason and Bramble, 1997). Furthermore, the questionnaire also enables one to collect standardized information in respect of the same variables for everyone in the sample selected, making it an indispensable tool in gathering primary data about people, their behaviour, attitudes, opinions and awareness on specific issues (Bryman, 2012).

3.5.2 Semi-structured interview

A semi-structured interview guide was designed to collect qualitative data. The interview guide reflected on the key themes raised in the research questions. A face-to-face interview was held with 2 JHS pupils, 2 JHS teachers, 2 parents, 2 DOVVSU officials who were purposefully selected. Each of the target groups except parents and teachers answered different set of questions relevant to the topic under study.

3.5.3 Documentary review

Documents such as Annual Report of the Ghana Police Service, and activity/programme reports of the DOVVSU were reviewed. This is indicative of Rose and Grosvenor (2001) suggestion that documents are credible, authentic and have meaning to the issues of interest.

3.6. Validity and reliability of instruments

Seidu (2006) opines that validity refers to the extent to which the research instrument serves the use for which it is intended. Validity therefore refers to the results of the test not the test itself. That is, the degree to which the instrument is able to measure what it is intended to measure. The reliability of a research instrument is the consistency of the instrument producing similar result given the same conditions on different occasions

(Seidu, 2006). In order to ensure the validity and reliability of the research instrument, the instruments were designed to reflect on the research questions. The items were first given to the supervisor to read through. Again, the instruments were shown to colleague DOVVSU personnel, and lecturers who are experts in the areas of human rights and social sciences. The supervisor and the experts made very useful suggestions to ensure their content and face validity. Construct validity was ensured by critically developing it within established theoretical framework.

Further, the instrument was pilot-tested on three (3) JHS students, 3 JHS teachers, 3 parents, 3 DOVVSU officials and 3 members of the community who did not form part of the actual sample for the study. In the following week, the test-retest technique was used to determine the reliability of the instrument. The same 12 people were asked to answer the same questions. The two results were subjected to Cronbach's Alpha reliability analysis using Statistical Product and Service Solution (SPSS) version 20.0. A reliability coefficient (r) of 0.75 was obtained which indicated that the instrument was reliable for use in the actual study.

3.7. Procedure for data collection

The administration of the questionnaire was done by the researcher, and a research assistant. This was done to ensure high coverage, response and return rates. To obtain appropriate responses, the instructions and items were read and explained in "Twi" and "Ga" to those who could not read and write. Respondents who are literates answered the questionnaire themselves whilst the illiterates were assisted by either the researcher or the research assistant. The face-to-face interviews were however personally conducted by the

researcher, and these were done in English Language and “Twi” on the scheduled dates, times and places. The interview was audio-taped.

3.8.1 Ethical considerations

Ethics in research are those issues that relate to how researchers conduct themselves or their practices and the consequences of these on the people who participate in the research. All social researchers share a number of ethical concerns. As cited by Jowell (1986), ethical concerns are a series of obligations to society which all researchers must fulfill, obligations to funders and employers, to colleagues, and to subjects.

Addressing ethical issues is very relevant because it can affect the trustworthiness of the outcome of the research work. Weijer, Emanuel, Wendler and Grady (1999) cautioned that whenever one conducts research on people, the well-being of research participants should be the top priority of the researcher; and whenever a choice is to be made between doing harm to a participant and doing harm to research, it is the research that must be sacrificed.

To address the ethical issues associated with this work, a letter of introduction was obtained from the Department of Social Studies Education, University of Education, Winneba to seek permission and consent from the respondents. This was intended to prevent any suspicion about the purpose of the research. To show how important it is for people to get prior knowledge about their involvement in a study (Cohen and Manion, 1994), a letter was sent to each of the head teachers of the selected schools and the DOVVSU Secretariat to inform them of the upcoming data collection exercise and to seek their consent to use the pupils, teachers and the officers for the study. This is because seeking informed consent is probably the most common method in medical and social

research (Bailey, 1978). The purpose of the study was explained to the sampled respondents. Participation in the study was voluntary when necessary. The respondents were also assured of confidentiality and anonymity. The identity of the respondents was blinded. That is, identity of each respondent was alpha-numerically coded.

3.9. Data analysis procedure

In the questionnaire data analysis, responses made by the respondents to each set of items were sorted out. The quantitative data were analysed descriptively using frequency counts and percentages.

The qualitative (interview) data were analyzed through thematic analysis. Specifically, the identifiable themes that emerged from the interview responses were classified under each research question. The preparation of the interview data for presentation began with the organization and transcription of the audio tape recordings. This was done by playing and listening to each recorded tape of each interviewee repeatedly and carefully writing them in the words of each of the interviewees. The major themes and analysis of the contents were summarized. Again, direct quotations were used to support or clarify the qualitative data when necessary. Alpha-numeric codes were assigned to the interview transcripts so as to attribute statements to the students, teachers, parents and the DOVVSU personnel. The interview transcripts for the student participants were assigned codes PST 1-2; PTT 1-2 for teacher participant; PPT 1-2 for parent participant; and PDO 1-2 for DOVVSU personnel participant. The interpretation of the qualitative data made it possible to make appropriate inferences.

CHAPTER FOUR

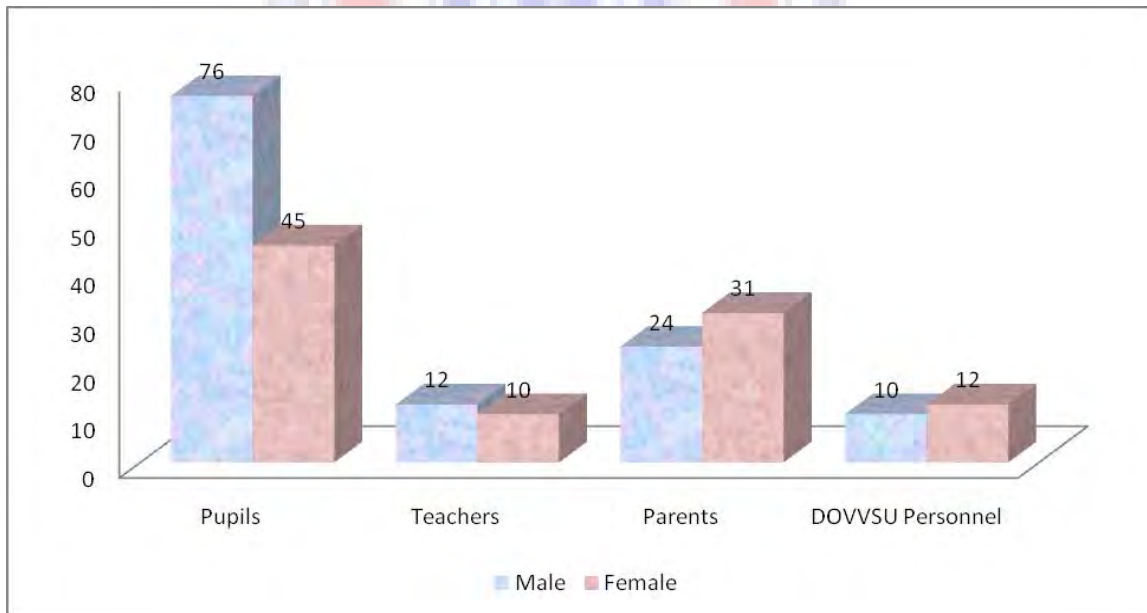
RESULTS AND DISCUSSION

4.1 Introduction

This study assessed the effectiveness of DOVVSU in the promotion and protection of children's rights in the Ayawaso East Sub-Metro, Accra. This chapter presents the analysis and discussion of findings. This chapter comprises the socio-demographic data of the respondents and the various themes that emerged from the research questions.

4.2 Socio-demographic data of the respondents

Figure 4.1 below shows the sex distribution of JHS pupils, teachers, parents and DOVVSU personnel who participated in the study.



Source: Fieldwork data (2015).

Figure 4.1. Sex distribution of the respondents

Figure 4.1 indicates that 76 (63%) pupils were males while 45 (37%) of them were females. Similarly, 12 (55%) teachers were males and 10 (45%) of them were females. Also, 24 (44%) male and 31 (56%) female parents took part in the study. More so, 10 (45%) male and 12 (55%) female DOVVSU personnel participated in the study. It could be concluded from the data that the sex distribution of the study participants from the schools is skewed towards the males (55%). In the same vein, it is skewed towards female parents (56%), and female DOVVSU officials (55%) in the community.

Table 4.1 Age distribution of the respondents

Age (years)	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
11 – 14	51	42	0	0	0	0	0	0
15 – 18	70	58	0	0	0	0	0	0
19 – 22	0	0	0	0	0	0	2	9
23 – 26	0	0	0	0	0	0	4	18
27 – 30	0	0	3	14	0	0	2	9
31 – 34	0	0	3	14	1	2	4	18
35 – 38	0	0	3	14	4	7	2	9
39 – 42	0	0	5	22	13	24	4	18
43 – 46	0	0	6	27	16	29	3	14
≥ 47	0	0	2	9	21	38	1	5
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.1 shows that 51 (42%) pupils were between 11 and 14 years of age, whereas 70 (58%) of them were within 15-18 years age group. The majority (20) which represents 91% of the teachers were aged between 27 and 46 years while 2 (9%) of them were 47 years old and above. A greater number (34) which is 62% of the parents were within 27 – 46 years of age, whereas 21 (38%) of them were 47 years old and above. Similarly, 21 (95%) DOVVSU personnel were 19 to 46 years, and only 1 (5%) of them was 47 years old and above. It is evident from the results that all the JHS pupils were still children. The age

distribution of teachers, parents and DOVVSU personnel is skewed towards the youth. That is, most of them were young.

Table 4.2 Religious identity of the respondents

Religious Identity	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Christian	72	60	18	82	33	60	20	91
Moslem	49	40	4	18	22	40	2	9
Traditionalist	0	0	0	0	0	0	0	0
Pagan	0	0	0	0	0	0	0	0
Other	0	0	3	14	0	0	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.2 reveals that 72 (60%) pupils were Christians, and 49 (40%) of them were Moslems. Also, 18 (82%) teachers were Christians and 4 (18%) of them were Moslems. Thirty-three (60%) parents were Christians, whereas 22 (40%) of them were Moslems. Of a substantial number (20) which represents 91% of the DOVVSU personnel were Christians while 2 (9%) of them were Moslems. The result of this survey found that most of the study participants were Christians.

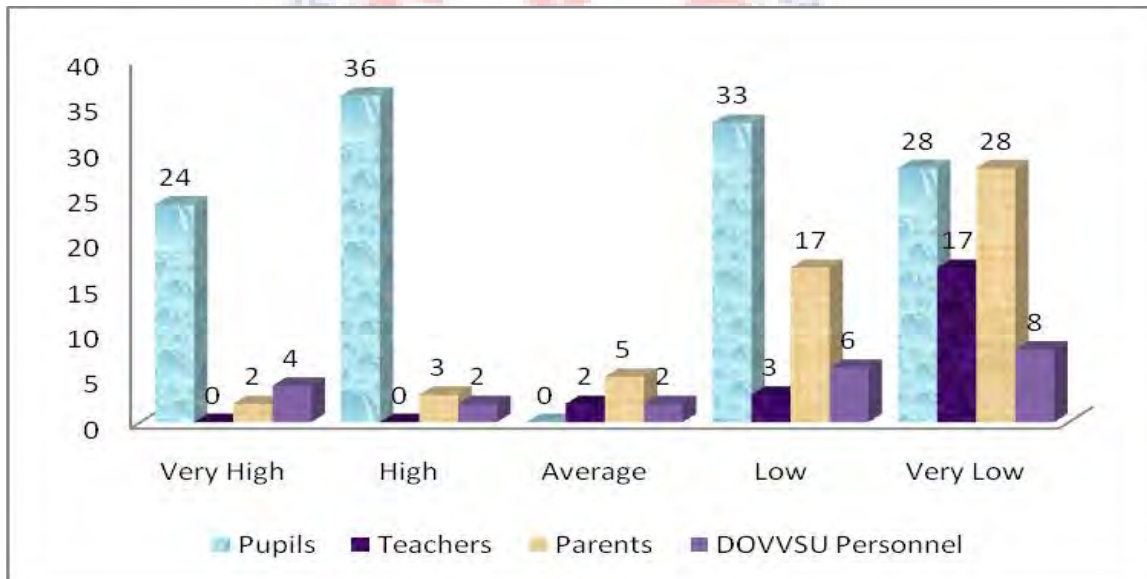
Table 4.3 Ethnic identity of the respondents

Ethnic Identity	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Akan	33	27	4	18	5	23	10	45
Ewe	34	28	9	41	6	27	7	32
Ga-Adangbe	36	30	6	27	7	32	2	9
Mole-Dagbani	18	15	3	14	4	18	2	9
Other	0	0	0	0	0	0	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.3 presents information on the ethnic identity of the respondents. Thirty-three (27%) pupils, 4 (18%) teachers, 5 (23%) parents, and 10 (45%) DOVVSU personnel were Akans. Thirty-four (28%) pupils, 9 (41%) teachers, 6 (27%) parents, and 7 (32%) DOVVSU personnel were Ewes. Further to that, 36 (30%) pupils, 6 (27%) teachers, 7 (32%) parents, and 2 (9%) DOVVSU personnel were Ga-Adangbe. Of the rest, 18 (15%) pupils, 3 (14%) teachers, 4 (18%) parents and 2 (9%) DOVVSU personnel were Mole-Dagbani. It could be concluded from this data that most of the respondents were Akans, Ewes and Ga-Adangbe.

Figure 4.2 below presents data on the socio-economic status (SES) or background of children in the Ayawaso East Sub-Metro, Accra.



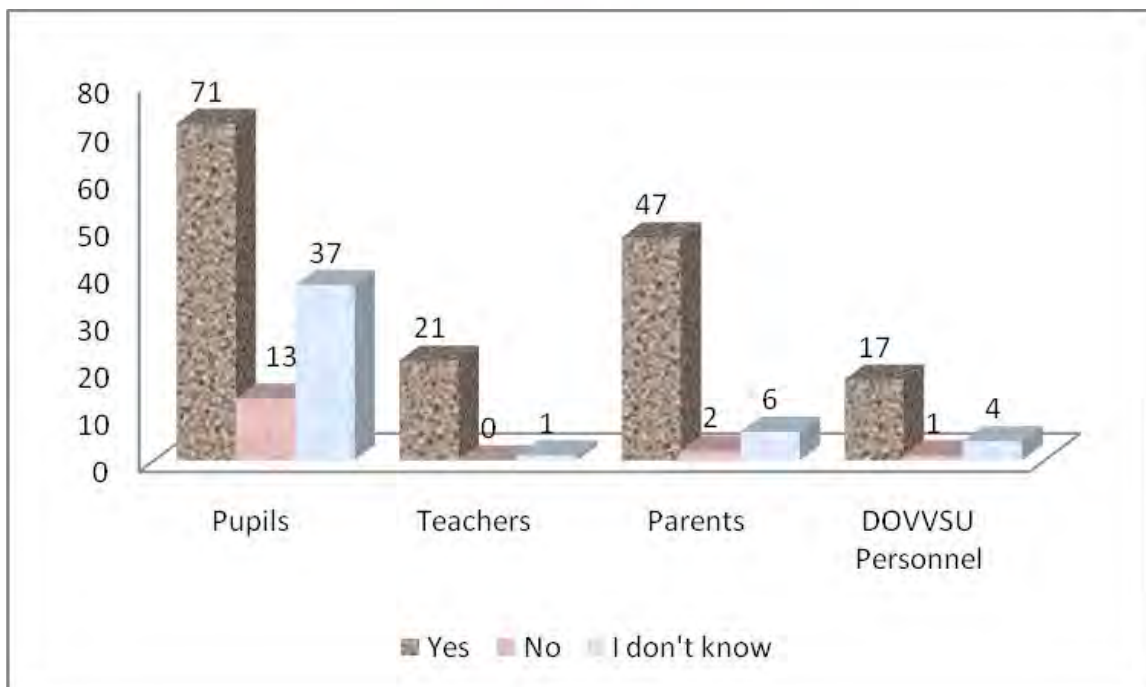
Source: Fieldwork data (2015).

Figure 4.2. Respondents' views on the socio-economic background of the children in the Ayawaso East Sub Metro, Accra.

Sixty (50%) pupils, 5 (9%) parents and 6 (27%) DOVVSU personnel indicated that the pupils were of a high SES or background. Only 2 (9%) teachers, 5 (9%) parents and 2 (9%)

DOVVSU personnel described the SES of the pupils as average. Conversely, 33 (27%) pupils, 20 (91%) teachers, 45 (82%), and 14 (64%) DOVVSU officials described the SES of the pupils as relatively low. Apparently, it is evident from the results in Figure 4.2 that most of the pupils came from low socio-economic background.

Figure 4.3 gives information on the risk of exposure or vulnerability of JHS pupils to abuse at home, school, and in the community of Ayawaso East Sub-Metro, Accra.



Source: Fieldwork data (2015).

Figure 4.3. Risk of exposure and vulnerability of JHS pupils to abuse at home, school and in the community of Ayawaso East Sub Metro, Accra.

The majority of the pupils (71 or 58%); teachers (21 or 95%); parents (47 or 85%); and 17 (77%) of the DOVVSU personnel answered in the affirmative that most children in the community of Ayawaso East sub metro in Accra are exposed and vulnerable to abuse at home, school and in the community. Thirteen (11%) pupils, 2 (4%) parents and 1 (5%)

DOVVSU personnel held divergent views. Thirty-seven 37 (31%) pupils, 1 (5%) teacher, 6 (11%) parents and 4 (18%) DOVVSU officials were uncertain. The result of this survey established that most children in the community of Ayawaso East sub-metro in Accra are exposed and at risk of abuse at home, school and in the community.

4.3 Analysis of research questions

4.3.1. The prevalence of child rights abuses or violations in the Ayawaso East Sub Metro in Accra

The data presented and discussed under this theme bears on research questions 1 which states that “*What is the prevalence of child rights violations in the Ayawaso East sub-metro at Accra?*” Responses to questions 7 – 30 in the questionnaire, and interview questions 1, 2, 3 and 4 provided data for this research question.

Table 4.4 Perception that children are well-catered and protected by their parents, teachers and community members

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Yes	48	40	3	14	29	53	12	55
No	33	27	19	86	15	27	9	41
I don't know	40	33	0	0	11	20	1	5
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

The respondents were asked whether they perceived or thought that most children in the community were well-catered for and protected by their parents, teachers, and other community members at home, school or in the community. Forty-eight (40%) pupils, 3 (14%) teachers, 29 (53%) parents, and 12 (55%) DOVVSU personnel answered in the affirmative. However, 33 (27%) pupils, 19 (86%) teachers, 15 (27%) parents and 9 (41%)

DOVVSU personnel answered in the negative by indicating no. Further to that, 40 (33%) pupils, 11 (20%) parents and 1 (5%) DOVVSU personnel were uncertain.

Table 4.5 Perception that children are well-secured and safe in the hands of their parents, teachers and community members

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Yes	57	41	3	14	28	51	10	45
No	39	32	19	86	10	18	11	50
I don't know	25	21	0	0	17	31	1	5
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

In response to whether respondents perceived children to be well-secured and safe in the hands of their parents, teachers and community members, 57 (41%) pupils, 3 (14%) teachers, 28 (51%) parents and 10 (45%) DOVVSU personnel opined that children are well-secured and safe in the hands of their parents, teachers and community members. Nevertheless, 39 (32%) pupils, 19 (86%) teachers, 10 (18%) parents and 11 (50%) DOVVSU personnel held opposing views. Twenty-five (21%) pupils, 17 (31%) parents and 1 (5%) DOVVSU personnel were doubtful.

Table 4.6 Perception that children in the community are exposed to abuses by their parents, teachers and community members

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Yes	61	50	20	91	30	55	18	82
No	21	17	0	0	5	9	4	18
I don't know	39	32	2	9	20	36	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

The majority of the pupils (61 or 50%), 20 (91%) teachers, 30 (55%) parents and 18 (82%) DOVVSU personnel perceived that children in the community are exposed to abuses by

their parents, teachers and community members. Conversely, 21 (17%) pupils, 5 (9%) parents, and 4 (18%) DOVVSU personnel held divergent opinions. Thirty-nine (32%) pupils, 2 (9%) teachers, and 20 (36%) parents did not know.

There was a mixed reaction and opinions on whether children in the Ayawaso East sub-metro in Accra were predisposed to violations or abuses. Most of the respondents (pupils - 50%; parents - 55%; DOVVSU personnel - 82%; and teachers - 91%) perceived that children in the community were exposed to abuses by their parents, teachers and community members. Notwithstanding, 41% of pupils, 51% of parents and 45% of the DOVVSU personnel held the view that children are well-secured and safe in the hands of their parents, teachers and community members. Also, 40% of the pupils, 53% of the parents and 55% of the teachers admitted that children in the community were well-catered for and protected by their parents, teachers, and other community members at home, school or in the community. Eighty-six percent (86%) of the teachers held divergent views to these claims.

In response to the interview question, *“How safe, secured and protected are children from violations and abuses in the community?”* some of the interviewees gave several opinions as below:

In the school, teachers ensure that our seniors do not abuse us. The teachers are equally mindful of the fact that they owe it a duty to protect us. In the community, my parents ensure that my rights are not violated. I am called upon to report to my mother any threat or attempt of violence on my rights. In fact, my teachers and mother especially know how these kinds of abuses will affect me. Therefore, I am always secured. Nevertheless, I am afraid of others outside because they don't usually know the effect of these abuses. **(PST-1)**

In the house, I am so safe, secured and protected by my parents. In the school, due to the bad experience I had with my teacher, I felt I am not safe, secured and protected. Although I was assured it was not going to happen again, I still have that fear in me. **(PST-2)**

Yes, I will say yes to some extent that children in the community are not taken good care of. For sure, most of the children are not safe and secured in the community. **(PTT-2)**

Exactly so, my brother. Is it not obvious? Look at the number of children in our streets who are found selling different wares in traffic instead of being in the classrooms. Look at the risks associated with selling in the traffic. It is very sad and pathetic. Hmmm! To say that children in the community are exposed to risk is an understatement. They have actually suffered from these exposures. A few weeks ago, a “kenkey” seller abandoned her child and was selling her “kenkey”. This child, who was about 3 years old, walked away from the woman to the main road. The child was nearly walked over by a moving truck. It is very pathetic to say the least. Exactly, my brother. Not at all. **(PPT -1)**

I must say most of the children are not safe and secured in the community. Most of them are exposed to harm. At times, I realize parents don't even care to know the whereabouts of their children. Sometimes, a Good Samaritan will have to bring them to the police station as missing children. Some even remain at our stations in a temporary shelter for about two days. Parents do not even bother to follow-up. At times the police, especially DOVVSU personnel are compelled to send them to the social welfare department. Most of the parents expose their children to danger and harm this way. The exposure has been on the increase **(PDO-1)**

To me they are not safe at all. Some parents always shirk their responsibilities and leave the care of their children to housemaids and caregivers. Some leave their children to their faith as they attend to their business. This compromises the safety and security of these children. **(PDO-2)**

In probing further, some of the respondents shared their views on what could contribute to abuse of children's rights.

I am not exposed to risk, but some others do because on several occasions I have seen children suffer abuses in the communities with

some starving and others selling during school hours. Please, several factors could contribute to that. Perhaps, the individual doesn't know his responsibility towards me as a child. Secondly, it could be that there is no money to provide for my needs. Thirdly, if you are a child of a single parent like me. My mum will fire me because I am a burden on her only. **(PST -1)**

Personally, I may say I am not, but I believe other children are victims. This is because the children I see in the street trying to sell one item or the other to people in a moving car are exposed to danger. I think different things can be the cause. It may be that the parents do not love that child or may be the child is not respectful and obedient. It can also be that the parents do not know their responsibilities or they have no means to provide for the child. **(PST -2)**

To a large extent some very poor families have difficulty in providing the basic needs of their children. Some are unable to provide shelter, clothing and medical attention to these children. Some of these children are from poor background, and broken homes. The mum is somewhere and the dad is somewhere, and virtually the children live for themselves. **(PTT -1)**

Table 4.7 Kinds of child rights abuses experienced or witnessed by respondents (n = 220)

Form of violence/abuse	Pupils		Teachers		Parents		DOVVSU Personnel		Yes (Mean %)
	Yes	No	Yes	No	Yes	No	Yes	No	
Sexual violence/abuse	85(70)	36(30)	20(91)	2(9)	40(73)	15(27)	18(82)	4(18)	79
Economic violence/child labour	63(52)	58(48)	20(91)	2(9)	38(69)	17(31)	19(86)	3(14)	75
Emotional abuse	60(50)	61(50)	20(91)	2(9)	41(75)	14(15)	18(82)	4(18)	75
Physical abuse	90(74)	31(26)	20(91)	2(9)	51(93)	4(7)	21(95)	1(5)	88
Child marriage	39(32)	82(68)	6(27)	16(73)	6(11)	49(89)	4(18)	18(82)	22
Child non-maintenance	73(60)	48(40)	20(91)	2(9)	9(16)	46(84)	18(82)	4(18)	62
Denial or deprivation of food/shelter	79(65)	42(35)	15(68)	7(32)	13(24)	42(76)	17(77)	5(23)	59
Child abandonment/neglect	94(78)	27(22)	19(86)	3(14)	36(35)	19(65)	14(64)	8(36)	66
Expulsion from school	79(65)	42(35)	16(73)	6(27)	38(69)	17(31)	19(86)	3(14)	73
Child trafficking	39(32)	82(68)	20(91)	2(9)	4(7)	51(93)	5(23)	17(77)	38
Puberty rites	18(15)	103(85)	6(27)	16(73)	2(4)	53(96)	3(14)	19(86)	15
"Trokosi"	27(22)	94(78)	6(27)	16(73)	3(5)	52(95)	2(9)	20(91)	16
Female Genital Mutilation (FGM)	18(15)	103(85)	3(14)	19(86)	2(4)	53(96)	2(9)	20(91)	11
Teasing & stigmatization	70(58)	51(42)	20(91)	2(9)	38(69)	17(31)	16(73)	6(27)	73
Labelling of child as witch	76(63)	45(37)	4(18)	18(82)	3(5)	52(95)	3(14)	19(86)	25
Other abuses	10(8)	111(92)	5(23)	17(77)	1(2)	54(98)	2(9)	20(91)	11

Source: Fieldwork data (2015). **Note:** The figures in parentheses are in percentages

For comparison and ranking purposes, the percentage distributions for ‘yes’ responses were computed as aggregate (composite) data as mean percentage for each type of child rights abuses. Table 4.7 indicates that the most prevalent violent treatments or abuses experienced or witnessed by school children in the Ayawaso East sub-metro in Accra were (in rank order): physical abuse (88%, 1st), sexual violence or abuse (79%, 2nd), economic violence or child labour (75%, 3rd), and emotional or psychological abuse (75%, 3rd).

This was followed by expulsion from school (73%, 5th), teasing and stigmatization (73%, 5th). Child abandonment or neglect followed with (66%, 7th), child non-maintenance (62%, 8th), and denial or deprivation of food and shelter (59%, 9th). The most hidden, least reported, but prevalent forms of child abuses included: child trafficking (38%, 10th), child labeling as witch (25%, 11th), child marriage (22%, 12th), “trokosi” or shrine slaves (16%, 13th), puberty rites (15%, 14th), FGM (11%, 15th), and other forms of abuses such as public shaming or verbal degradation (11%, 15th).

Table 4.8 The perpetrators of child rights abuses in the Ayawaso East Sub Metro in Accra

Perpetrator	Pupils		Teachers		Parent		DOVVSU Personnel		Rank
	Freq.	%	Freq	%	Freq	%	Freq.	%	
Parents	61	50	14	64	31	56	12	55	1 st
Teachers	45	37	8	36	19	35	6	27	2 nd
Chiefs/elders	3	3	0	0	2	4	2	9	3 rd
Religious leaders	7	6	0	0	3	5	2	9	4 th
Opinion leaders	5	4	0	0	0	0	0	0	5 th
Total	121	100	22	100	55	100	22	100	

Source: Fieldwork data (2015).

During the interview, the interviewees were asked to talk about the types of child rights violation cases which are common in the community, and the main perpetrators of those

violations. Their responses suggested that the children suffer a plethora or multiplicity of abuses from parents, teachers and significant others. Some of the interviewees commented:

Myself, apart from the caning and the insult I received from this teacher, I have not experienced any other abuse. However, in the community I have seen children who were also not well kept by their parents, not going to school, and they sometimes do not get food to eat. Some are physically beaten while others are made to carry loads, including ice water for sale. Also, I think I have witnessed insults and teasing in our schools by some colleagues. **(PST -1)**

Rape, verbal abuses such as insulting, stigmatization or teasing of our friends, beating and canning by teachers are the most. I have heard of rape and defilement, female genital mutilation, but I have not seen it or ever experienced it. Usually those who commit these things against the children are those who are very close to them. **(PST -2)**

Most of the abuses which are sexual offences include defilement, rape, indecent assault, abduction, and others such as lack of parental care or neglect, non-maintenance, and a host of them. Physical abuses are the most common, specifically assault. The least reported cases include rape and defilement. Most of the perpetrators are males, who are mostly relatives. Parents are also part. Yea, emm, I have seen child neglect, child labour, emm emm, basically those are the very common ones. **(PTT -1)**

The neglect, child labour, and when it comes to the physical aspect, the verbal aspect. Mostly the perpetrators are the children's own parents and close relatives. Child labour, corporal punishment, defilement, inhuman treatment, lack of parental care, and all other sorts of abuses do occur. The most prevalent one is the lack of security or parental care. Parents are not taking good care of their children, exposing them to danger. That is the right word. **(PTT -2)**

Various forms of these violations by different perpetrators take place. Physical abuse which includes caning by teachers, discipline by senior school colleagues, teasing just to state a few are common in schools in the area. In the community, parents deny their children food for minor offences among other things. More often they are beaten, made to squat, and they hit them with objects. **(PPT -1)**

Yeah! Yeah! I have severally. The types I saw included physical abuse parents beating their children, child neglect that is parents leaving children to their fate to roam about, children who are not kept and not clothed, virtually naked, roaming about and finding food for themselves, I have seen that all. I have also seen children who are sexually abused as well. As a social worker, I have handled cases myself in this regard. **(PPT -1)**

Almost all kinds of child rights abuse cases. This ranges from child non-maintenance, defilement, child abandonment, child abuse, child labour, child trafficking, and child stealing, among others. The mostly reported ones are child non-maintenance and obviously the perpetrators are the victim's parents. The least reported I will say is child stealing or exposure of child to danger or harm. **(PDO -1)**

Officially, I will say defilement, incest, child abandonment which could also be categorized as exposing child to danger, child trafficking, child labour, child stealing, child non-maintenance and child abuse which has to do with other violations that cannot be categorized under any of the above heading. For example, touching buttocks or beating of children. These could also take the form of physical or psychological violence. The highly reported case is child non-maintenance. Although child labour is also often reported as well as child abuses which encompass child battery and assault, physical torture among others, the most reported is the child non-maintenance. The perpetrators are mostly the parents and close relations of the children **(PDO -2)**

It could be concluded from the results in Table 4.7 that the top 8 prevalent forms of child rights abuses in the Ayawaso East sub-metro in Accra were physical abuse, sexual abuse, child labour, emotional/psychological abuse, expulsion from school, teasing and stigmatization, child neglect or abandonment, and child non-maintenance. In the same vein, Table 4.8 revealed that main perpetrators of child rights abuses in the East Ayawaso sub-metro were parents (1st) and teachers (2nd). Other perpetrators include chiefs and elders (3rd), religious leaders (4th), and opinion leaders (5th). These revelations were confirmed by PDO-1 and PDO-2 during the interview.

Table 4.9 General perceptions on the prevalence of child rights abuses in the Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Strongly agree	42	35	6	27	21	38	6	27
Agree	48	40	16	73	27	49	13	59
Uncertain	3	2	0	0	4	7	2	9
Disagree	24	20	0	0	3	5	1	5
Strongly disagree	4	3	0	0	0	0	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

A considerable number of the pupils (90 or 75%), teachers (22 or 100%), parents (47 or 87%) and DOVVSU personnel (19 or 86%) confirmed the prevalence of child rights abuses in the Ayawaso East sub-metro in Accra. However, 28 (23%) pupils, 4 (7%) parents and 1 (5%) DOVVSU personnel held divergent views. Only 3 (2%) pupils, 4 (7%) parents and 2 (9%) DOVVSU personnel were irresolute.

Table 4.10 Frequency of child rights abuses in the community of Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Very frequent	34	28	14	64	13	24	4	18
Frequent	48	40	2	9	31	56	13	59
Sometimes	27	22	6	27	11	20	4	18
Rarely	9	9	0	0	0	0	1	5
Never	3	3	0	0	0	0	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.10 gives information on the rate of occurrence of child rights abuses in the Ayawaso East sub-metro in Accra. The majority (82 or 68%) of the pupils, (16 or 73%) of teachers, (44 or 80%) parents and (17 or 77%) DOVVSU personnel indicated that child rights abuses frequently occurred in the community. Twenty-seven (22%) pupils, 6 (27%)

teachers, 11 (20%) parents stated that child rights abuses occasionally happened in the community. A few of the pupils (12 or 12%) and DOVVSU personnel (1 or 5%) mentioned that child abuses rarely occurred in the municipality.

On the question of prevalence and how often or frequently children experience, suffer, witness violation/abuse, some of the interviewees expressed the following opinions or sentiments:

Rape normally happens once in a while, but verbal abuses as well as teasing and beatings are very common. Yes, please. Beatings, caning, and verbal abuses occur frequently. I may be right to say, in every one minute, a child is being beaten, insulted or caned. I must say these things happen very frequently **(PST -1)**

Very often. Sir, I see these things on a daily basis if not on an hourly basis. **(PST -2)**

My brother, these things happen every day. Even in this school I see varied forms of violation of which I am also a perpetrator on daily basis. The fact is they are at times done unknowingly. But the fact is they occur on daily basis **(PTT -1)**.

Yes! Every day I witness child rights violation. It is very frequent. **(PTT -2)**

I have seen a lot of these abuse cases in the course of my work as a social worker. Hmm, that one is, I mean child non-maintenance is very, very often. I see these very often, especially in the areas where I work in the community. **(PPT -1)**

Almost every day, almost every day. I see that a father and his kids are outside in the night, whilst you are in the room. A child of less than 10 years being outside at that ungodly hour. I see that as a violation of that child's right, because you guide the child to grow well. Sometimes, in the night you find parents indoors while their children are outside jumping about. There is a lack of parental care here. **(PPT -2)**

Oooh my brother, very, very often. On a daily basis, we receive complaints of different nature regarding violations of children's rights.

These abuses are being reported by victims of different category day-in-day-out. **(PDO -1)**

Very, very often. On daily basis. There is no single day that a case of child rights abuse or violation is not reported to us. **(PDO -2)**

The result in Table 4.10 established that child rights abuse is prevalent and frequently occurred in the Ayawaso East sub-metro in Accra. The evidence is that between 68% and 80% of the respondents made this assertion. The response from the interviewees were not different either.

Table 4.11 Place of occurrence of child rights abuses in the community of Ayawaso East sub-metro in Accra

Place of Abuses	Pupils		Teachers		Parent		DOVVSU Personnel		Rank
	Freq.	%	Freq	%	Freq	%	Freq.	%	
Home	75	62	10	45	26	47	12	55	1 st
School	18	15	8	36	20	36	7	32	2 nd
Church	16	13	4	18	7	13	3	14	3 rd
Community	12	10	0	0	2	4	0	0	4 th
Other	0	0	0	0	0	0	0	0	5 th
Total	121	100	22	100	55	100	22	100	

Source: Fieldwork data (2015).

Table 4.11 shows that child rights abuses mostly occurred in homes (1st) as noted by 45% to 62% of the respondents. This is followed by the occurrence of child rights abuses at schools (2nd) as observed by 15% to 36% of the respondents; and the occurrence of child rights abuses in churches (3rd) as stated by 13% to 18% of the respondents. The least place where child rights abuses occurred was in the community (5th) as noted by 4% to 10% of the respondents. It could be concluded from the results that child rights abuses mostly occurred in homes and schools.

Some of the interviewees gave several opinions on the question of where child rights abuses mostly take place, and who the perpetrators mostly are.

Rape takes place at homes, schools and in the communities by parents, relatives, teachers, colleagues and other community members, especially aimless and illiterate boys in the community. **(PST -1)**

You mean by my parents? No, my parents have never beaten me or insulted me before. Nonetheless, other people including one of my teachers did. **(PST -2)**

Verbal abuses, teasing, beating and caning usually take place mostly in the homes and schools and the perpetrators are parents, teachers and school colleagues especially seniors. **(PTT -1)**

Basically, it takes place in the school where teachers and colleague students are the perpetrators, and at the homes where close relatives are the criminals. **(PTT -2)**

Obviously, the perpetrators are the parents and close family relatives. Some caregivers or caretakers under whose care the children have been placed also take that opportunity to abuse the children. The children themselves also abuse each other's rights, especially those who are a bit older or bigger. **(PPT -1)**

Even at school, children abuse each other. Mostly, those who abuse children are those who are close to them, that is, caregivers, step mothers and fathers, close relatives, friends and colleagues of the children themselves. **(PPT -2)**

Most of the caning and insults take place in the school. The physical beatings, portorage, and failure to go to school take place in the house with step mums and other close relatives other than the children's biological parents. **(PDO -1)**

Most of these cases of err, violence and crime mostly handled by my outfit occur in homes and schools. So, teachers and close relatives are mostly the perpetrators. For instance, a teacher told a pupil that she was being pampered by her parents at home, and he insulted the pupil that she behaves like animal. The pupils felt bad to be compared with an animal. According to the pupil, she has never been insulted, mistreated

or abused. I feel the teacher dehumanized the pupil by insulting, and making her feel less human or less important. (PDO -2)

Table 4.12 The first person to whom respondents report a case of child rights abuse in the community of Ayawaso East Sub Metro in Accra

Person	Pupils		Teachers		Parent		DOVVSU Personnel		Rank
	Freq.	%	Freq	%	Freq	%	Freq.	%	
Chiefs/elders	15	12	19	86	23	42	0	0	1 st
Religious leaders	89	74	0	0	20	36	3	14	2 nd
The police	0	0	0	0	5	9	19	86	3 rd
Teachers	9	7	3	14	5	9	0	0	4 th
Opinion leaders	8	7	0	0	2	4	0	0	5 th
Parents	0	0	0	0	0	0	0	0	6 th
Other	0	0	0	0	0	0	0	0	6 th
Total	121	100	22	100	55	100	22	100	

Source: Fieldwork data (2015).

Table 4.12 gives information on the first person to whom respondents report cases of child rights abuses in the Ayawaso East sub-metro in Accra. Most of the respondents first reported cases of child rights abuses to chiefs and elders (1st). This was followed by religious leaders (2nd), the police (3rd), and teachers (4th). The respondents least reported cases of child abuses to opinion leaders (5th). It could be concluded from this result that most of the respondents first reported cases of child rights abuses to chiefs and elders, religious leaders, and the police.

From the foregoing analysis, it is evidenced that child rights abuse or violation is prevalent in the Ayawaso East sub metro. The majority (50% to 91%) of the respondents admitted that children in the East Ayawaso sub-metro in Accra were exposed to abuses by their parents, teachers and community members. The most prevalent forms of child rights abuses in the communities were physical abuse, sexual abuse, child labour, emotional/psychological abuse, expulsion from school, teasing and stigmatization, child

neglect or abandonment, and child non-maintenance. The evidence is that between 68% and 80% of the respondents made this assertion. The interviewees held the same view. The findings of this study further revealed that these abuses, are mostly perpetrated by parents or families members and teachers, and they occurred in homes and schools. Most of the respondents first reported cases of child rights abuses to chiefs and elders, religious leaders, and the police in the area. These findings corroborate Cussack and Manuh (2009) who found that children experience very high levels of physical abuse in the parenting many of them receive. The findings also confirm a report by The United States Department of Health and Human Services (USDHHS, 2011) which identified parents as the primary abusers of children's rights, with nine out of ten abusers being the children's biological parents. This result vindicates Holt (2003) who stated that violence that takes place in the family could be in the form of domestic violence or several mutilations, and that of the society could be rape, attacks or several harassments. These findings also validate a report by DOVVSU of the Ghana Police Service (2014) which identified some deliberate mistreatments children in Ghana suffer from as punishment to include burning the hands of children, denial of food for minor offences, used for ritual purposes, and at times escorting adult disabled beggars on the streets instead of being in the classrooms. Other reports by DOVVSU (1999-2013) identified cases of child non-maintenance, defilement, child stealing, and, child abandonment, child labour, and child trafficking. Most of these children are denied formal education, and even the right to function as independent entities as noted by Gyekye (2006).

4.3.2 Child rights promotion programmes by DOVVSU

The data presented and analyzed under this theme, seek to answer research question 2 which states “How does DOVVSU carry out its child rights promotion and protection programmes?” To measure this objective, response to items (questions) 31 - 41 in the questionnaire, and interview questions 5, 6, 7 and 9 were analyzed.

Table 4.13 Information on the existence of DOVVSU in the Ayawaso East Sub Metro in Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Yes	18	15	6	27	4	7	0	0
No	57	47	12	55	30	55	22	100
I don't know	46	38	4	18	21	38	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

A few (18 or 15%) pupils, 6 (27%) teachers, and 4 (7%) parents affirmed that DOVVSU existed in the community. The majority of the pupils (57 or 47%), teachers (12 or 55%), parents (30 or 55%), and 22 (100%) DOVVSU personnel gave a negative response. Forty-nine (38%) pupils, 4 (18%) teachers, and 21 (36%) parents were not aware of the existence of DOVVSU in the East Ayawaso community.

In an interview with the a few respondents on the existence of DOVVSU office in the community and how they carry out their child rights promotion and protection programmes in the community, correspondents had the following to say.

I do not know where their office is situated in the community although somehow they come to the community to carry out their activities. Sir, basically they come to educate, and carry out awareness campaigns on violation of children's rights. I have also witnessed arrest made by DOVVSU officials in the neighbourhood. **(PST-1)**

I have not seen their office in the community, but all I know is that they come around to carry out education programmes, especially in schools. They also carry out child rights education through TV programmes **(PST-2)**.

I am not sure if DOVVSU exists in my community. However, DOVVSU partners with other institutions to carry out child rights promotion and protection programmes that I can recall to mind, that is to the best of my knowledge. Their inability to do this is always attributed to lack of fund, logistics and other resources. What I have witnessed was collaboration with NGO by the Department of Social Welfare and DOVVSU. What we (social welfare personnel) did was we went to the communities to talk about child protection, and in that case the police officer talks about DOVVSU and arrest, the processes and procedures of DOVVSU. Social welfare also talks about what they do such as child maintenance and other issues. These activities are financed or facilitated by NGOs, and they also use the radio. They also talk to the community, and this is mostly supported by NGOs. **(PPT-1)**

The data in Table 4.13 seems to indicate very little is known about the existence and activities of DOVVSU in the Ayawaso East sub-metro in Accra. It further suggests that the presence of DOVSSU in the community is relative new or not in existence at all. Accordingly, DOVVSU is relatively absent or dormant in the Ayawaso East sub-metro although it occasionally surfaces to perform its activities or carry out its programmes in the community.

Table 4.14 Information on the receipt of any support service from DOVVSU

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Yes	3	3	4	18	6	11	22	100
No	67	55	18	82	49	89	0	0
I don't know	51	42	0	0	0	0	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.14 indicates that only a few pupils (3 or 3%), teachers (4 or 18%), and parents (6 or 11%) ever received support services from the DOVVSU. Notwithstanding, all (22 or 100%) the DOVVSU correspondents ever had assistance from their unit. Nevertheless, a greater number of the pupils (67 or 55%), teachers (18 or 82%), and parents (49 or 89%) never received any support services from DOVVSU. Further to that, 51 (42%) pupils did not remember benefitting from any support programme from DOVVSU.



Table 4.15 Child rights promotion and protection activities or programmes carried out by DOVVSU in the Ayawaso East sub-metro in Accra

Form of violence/abuse	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
Community surveillance to track abusive perpetrators	38(31)	5(23)	12(22)	6(27)	2 nd
Case search & establishing gender specific data on violence against children	18(15)	4 (18)	8(14)	2(9)	4 th
Establishing a reporting & protecting mechanisms for complainants of violence against children	6(5)	0(0)	0(0)	1(5)	6 th
Advocacy, education & awareness campaign on violence against children	19(16)	4(18)	11(20)	4(18)	3 rd
Arrest and prosecution of perpetrators	20(17)	6(27)	21(38)	8(36)	1 st
Counseling & support services to re-integrate and rehabilitate victims of abuse`	14(11)	3(14)	2(4)	1(5)	5 th
Referral of victims/perpetrators of abuse for counseling pre hospital care, emergency services & treatment	6(5)	0(0)	1(2)	0(0)	7 th

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

Table 4.15 gives information on the child rights promotion and protection activities or programmes which were carried out by DOVVSU in the Ayawaso East sub-metro in Accra. The arrest and prosecution of the perpetrators was the dominant activity carried out by the DOVVSU (1st). This was followed by community surveillance to track abusive perpetrators (2nd); advocacy, education and awareness campaign on violence against children (3rd); case search and establishing gender specific data on violence against children (4th). Other activities by the DOVVSU included counseling and support services to re-integrate and rehabilitate victims of abuse (5th); establishing a reporting and protecting mechanisms for complainants of violence against children (6th) and referral of victims and perpetrators of abuse for counseling, pre hospital care, emergency services and treatment (7th).

This survey found that the DOVVSU mostly carried out the arrest and prosecution of perpetrators, community surveillance to track abusive perpetrators; advocacy, education and awareness campaign on violence against children.

Table 4.16 Methods and approaches used by DOVVSU in disseminating information on child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Method/Approach	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
Drama/role play	33(27)	6(27)	10(18)	8(36)	2 nd
Radio discussion	12(10)	5(23)	7(13)	4(18)	3 rd
Talks/symposia/seminars	70(58)	11(50)	36(65)	10(45)	1 st
Fora & peer review seminar	6(5)	0(0)	2(4)	0(0)	4 th

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

The result in Table 4.16 reveals that DOVVSU normally disseminated information on child rights promotion and protection activities through talks, symposia and seminars (1st), and drama and role play (2nd). The least used media are radio discussion (3rd), fora and peer review seminar (4th).

In probing further during the interview on the question about the approaches or methods used by DOVVSU in disseminating information, some respondents expressed the following opinions.

In terms of approach, DOVVSU uses the media, talks and leaflets to disseminate information on children's rights. Usually, we assemble at our school, and the DOVVSU officials talk to us. So, it is basically talks after which they also share leaflets and brochures showing how children's rights are violated, and the need to desist from such abuses. Sometimes, I view these programmes on television sets as they discuss and educate the entire population. In terms of dialect or language, DOVVSU uses English language. **(PST-1)**

Yes, DOVVSU has been carrying out education to sensitize the school children on child rights. This happened in my school. DOVVSU met with all the JHS children and talked to them. They were told about the fact that they have rights. They were told what actually constitutes abuse, among other things. Well, their performance is a little over satisfactory. This is because although abuses are not rampant as it used to be, there is more room for improvement. For example, in my own school, children are no more caned as it used to be. **(PTT-1)**

Well, DOVVSU arrests the perpetrators of abuse. Whenever cases are reported to them, they follow-up and arrest. For some of the cases, the victims are able to provide evidence, and so they are prosecuted successfully. They also engage in radio dissemination. They have been on radio programme for a discussing, talking, educating on what constitutes child abuse, and reporting procedures. These are few things that I can remember. At times they take time to advice clients on what they should do to avoid future abuses. **(PPT-2)**

DOVVSU carries out different programmes packaged in different forms in course of its child rights promotion campaign as the main child rights promotion programme. More often than not we arrest perpetrators, and also refer victims and sometimes perpetrators for counseling and hospital for care and treatment all in an attempt to promote and protect the rights of children. **(PDO-2)**

Table 4.17 Medium or language used by DOVVSU in disseminating information on child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Medium/Language	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
English	109(90)	16(73)	29(53)	16(73)	1 st
Ga	0(0)	0(0)	5(9)	2(9)	3 rd
Akan	12(10)	6(27)	15(27)	3(14)	2 nd
Ewe	0(0)	0(0)	4(7)	1(5)	4 th
Other	0(0)	0(0)	2(4)	0(0)	5 th

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

The result in Table 4.17 reveals that English Language was used as the dominant medium or language used by DOVVSU in disseminating information on child rights promotion and protection activities in the Ayawaso East sub metro, Accra. This is followed by the use of the Akan language (2nd), Ga language (3rd), Ewe language (4th), and a combination of other dialects and languages (5th).

Respondents, as part of the interview were ask to shed light on how DOVVSU organizes its child rights promotion and protection programmes in terms of approach and language and this is what some of them had to say;

As indicated earlier, they (DOVVSU officials) organized it in my school by giving talks. Sometimes, they organize a seminar for us the

school children. Also, they engage the public on television and through demonstration. They also give out leaflets and brochures with images depicting violence against children and their consequences. As regards the language, the officials primarily use English throughout. **(PST-2)**

I will say basically DOVVSU uses talks, radio and TV discussion. These are the main approaches. However, DOVVSU mainly uses talks throughout the programme, and they use both English language and sometimes Ga dialect. However, the English language is dominant. **(PTT-1)**

In the school, the children are often assembled and the officials address them together with the teachers present. In fact, they are often told every child has a right which must be respected. They ask them to report to the police any abuse of their rights. With respect to language, the officials use a blend of English language, Ga and Twi dialects. **(PTT-2)**

I think their engagement is mostly a collaborative engagement with NGOs and other partners. Regrettably, the police themselves find it difficult to go on air to educate; they will tell you they do not have money and other resources to run the programmes. Most of these engagements are facilitated by NGOs or other partners who want to use the police in enhancing community activities for child rights protection. Usually, this depends on the community or the environment. Nevertheless, English language is mostly used. Translation is done in the local language whenever it becomes necessary, for easy understanding of the local people. **(PPT-1)**

Mostly, it is a general community discussion, and a radio discussion. In a situation where the DOVVSU officials do not understand the local language, I have witnessed it was done in the English language, but the officer used a little bit of Twi, Ga and Ewe dialects. This officer I guess was the only person at the DOVVSU office that could handle that topic. I think there are interpreters who interpret whatever he says in the local language which the people understand. **(PPT-2)**

Usually, DOVVSU goes to the communities, schools, mosques, market places, churches, among others to speak to the people concerning the rights of the children and the fact that as children they have certain

rights just as the aged or adults. And even that as children they have certain rights that are peculiar such as rights to education and maintenance. This education, we do at times with pictures showing violence against children. We use posters, brochures and leaflets to sensitize the community members. There are also at times that we go to radio stations and even TV stations to speak about these issues, and educating the people on issues concerning children's rights. In fact, we look at the people in the immediate catchment areas, look at the language or the dialect they can easily understand and use that as a medium of expression to communicate to the people. Usually, we resort to the use of talks, symposia, seminars, radio discussion and other approaches to disseminate information of child rights promotion and protection. **(PDO-1)**

Usually we go to the communities made up of the local community including schools, churches, and market places to talk to the people. We gather them, and explain the contents of our programmes which are usually centered on children. There are several methods/approaches, but the approach which we usually use is talks, which is fact-to-face, and sometimes radio and TV discussions. We also use seminars and symposia, but it is not on a regular basis. We sometimes get the public informed through radio and television through which we share our messages and programmes with the general public. We give out leaflets and brochures which contain pictures of violence and how to report that violence after talking to them. We usually make an effort to use a language or dialect that the majority of the people understand. Where it is difficult for officials to speak the local language or dialect of the people, we speak the official language which is English language, and this is translated into the local dialect for the participants. **(PDO-2)**

Table 4.18 Frequency at which DOVVSU organizes child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Daily	0	0	0	0	0	0	0	0
Weekly	0	0	0	0	0	0	0	0
Fortnightly	0	0	0	0	0	0	0	0
Monthly	6	5	0	0	0	0	2	9
Quarterly	10	8	0	0	0	0	2	9
Biannually	14	12	4	18	0	0	2	9
Annually	78	64	16	73	21	38	10	46
Never	13	11	2	9	34	62	6	27
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.18 gives information on the rate at which DOVVSU organizes child rights promotion and protection activities in the Ayawaso East sub metro, Accra. Only 6 (5%) pupils and 2 (9%) DOVVSU personnel stated that child rights promotion and protection activities were organized monthly. Ten (8%) pupils and 2 (9%) DOVVSU personnel mentioned the quarterly organization of the activities. Similarly, 14 (12%) pupils, 4 (18%) teachers and 2 (9%) DOVVSU personnel confirmed the biannual organization of activities. Also, 78 (64%) pupils, 16 (73%) teachers, 21 (38%) parents, and 10 (46%) DOVVSU personnel stated that the programmes were carried out annually. Regrettably, 13 (11%) pupils, 2 (9%) teachers, 34 (62%) parents and 6 (27) indicated that programmes were never carried out.

As a follow-up to the question, “how frequently the DOVVSU carries out its child rights promotion and protection programmes in the community”, some of the interviewees stated this.

Once a year. I cannot tell, how often, please. As I indicated earlier, they came to my school only once and the education was carried out only

once, and ever since none of them came back to the school. In short, it is not frequent. **(PST-1)**

I may say once a year. Please, they came to my school last year, but this year they have not come. I am not sure they will even come. Maybe they are visiting other schools to sensitize the pupils there too. You know we are many and they are few. Also, they don't have the money to be visiting us always. **(PST-2)**

Actually, I cannot tell. I am in my third year in this school, and it is only once that the programme was carried out, and that was last year. I cannot tell what happens in other schools where they visit. **(PTT-1)**

In my school and where I live, they come once a year, and whenever they come they announce and meet people at a place that they consider appropriate. For instance, the last time they came to where I live, they met the market women and shared with them leaflets containing pictures demonstrating abuses from husbands. However, when they came to my school the message was different. **(PTT-2)**

No! This is once a while. It is not often at all. Not frequently. To be honest with you, they hardly do any follow-up. It all boils down to resource constraints. I know it will have been prudent, but it is not done. **(PPT-2)**

To be frank with you, the rate or frequency at which DOVVSU carries out these programmes depends on the sponsorship or available funds. There are at times that no programme is carried out throughout the whole year. Obviously, they carry out the programmes only when they get the resources. It is not as if there is a programme or plan that they follow. So, if for a whole year they do not get sponsorship or the fund to carry out the programme, it means no activity will be carried out in that year. **(PPT-1)**

Most at times, it could be twice in a year or once in every 4 or 6 months depending on the ascendancy of some of these reports from the various areas where we operate. We look at statistics and review it, and if the need arises that we move to a particular area to talk to the people due to the fact that when we look through our records we realize that this very crime or violation has been on the increase on this very area or other

side then maybe we put our effort or concentration on that place to see how best can educate the people around that catchment area. **(PDO-1)**

Hmm! It is not frequent. What happens is because of the lack of resources, whenever we get some we prioritize. We look at our statistics and where child rights violation is in ascendancy, we channel resources there. At times the communities or the schools, or churches invite us to educate its members. Also, when any media group, that is, radio or TV station invites us to have a talk on it, we honour it and talk about topical issues depending on the subject. At times we collaborate with institutions such as CHRAJ, Social Welfare Department, with support from the Ministry of Gender, Children and Social Protection to carry out programmes of the sort. **(PDO-2)**

The result in Table 4.18 established that DOVVSU annually organizes child rights promotion and protection activities in the Ayawaso East sub metro, Accra. The evidence is that between 38% and 73% of the respondents made this assertion. This result suggests that DOVVSU rarely organize child rights promotion activities in the sub-metro although the interviewees in their entirety have contrary view.

Table 4.19 Beneficiaries or target group(s) for child rights promotion and protection activities/programmes by DOVVSU in the Ayawaso East Sub Metro, Accra

Target group	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
Out-of-school children & school children	20(17)	6(27)	6(11)	5(23)	2 nd
Youth & adult parents and non-parents	12(10)	0(0)	7(13)	2(9)	4 th
Market women & men	16(13)	0(0)	9(16)	5(23)	3 rd
Teachers	21(17)	0(0)	2(4)	0(0)	5 th
The general public/community	52(43)	16(73)	31(56)	10(45)	1 st

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

Table 4.19 gives information on the beneficiaries or target groups for child rights promotion and protection activities by DOVVSU in the Ayawaso East sub metro, Accra

The results indicate that child rights promotion and protection activities which are carried out by DOVVSU were mostly targeted at the general public in the Ayawaso East Metropolis (1st). This is followed by out-of-school and school children (2nd), market women and women. Other target groups included youth, adult and non-adult parents (4th), and teachers (5th).

For further clarification, respondents were asked to indicate who the beneficiaries of DOVVSU's Programmes were or the category of people (target group) who attend the programmes and what is mostly the central message was. Some of the respondents had this to say;

All members of the community are supposed to benefit, but in my school only the school children benefit from the programmes. The core or central message focuses on knowing your rights, and reporting anyone who abuses your rights. DOVVSU educates children on their rights so that children can tell when their rights are abused. For instance, the last time they came to our school, we were told a lot of things and acts that will constitute the abuse of our rights. We were also told to report any such abuses to the police even if it involves our parents. **(PST-1)**

In fact, only the students and some teachers attend the programme in our school. No outsider was part not even children from other schools. Errh, the message was everybody, including children have rights. No violation or abuse is justified, and every abuse must be reported to the police. Also, what actually constitutes abuse was emphasized. **(PST-1)**

Actually, it is the teachers and the school children who attend the programme, and therefore they were solely the beneficiaries. No outsider was included. The core message was children's rights are

human rights; therefore it is an offence to violate the rights of children. **(PTT-1)**

Parents and adults will have to know children have rights, and what some of those rights are. They also need to know their responsibilities towards children as well as what constitutes abuse of children's rights and the way of reporting on behalf of children. With all this in mind, they target parents, and anybody in the community can attend child rights programmes. The message is carried on children's rights and these rights vary since violation is not justified in any way. The message also centers on how a child can make a report of a violation or how an adult can make a report on behalf of a child whose rights have been violated. The message is empowering children to report violence, even where the perpetrators are their parents or close relatives. **(PTT-2)**

Usually, it is a cross section of the community. That is to say that entire community will assemble at the community centre for the programme. In fact, all manner of people attend the programme. Men, women, children, physically challenged, and everybody is allowed to attend. After all, everybody is a potential victim or perpetrators of domestic violence. However, normally in school, it is only the children and perhaps their teachers who benefit. In the community everybody benefits. On radio we cannot determine who is listening or who is not listening. The central message ermm, is for us to know our rights and to ensure its violation is reported. We were asked to report anyone who violates the rights of children and adults alike since no violence can be justified **(PPT-1)**

In actual fact, they don't have a target group because violence does not necessarily have a category of persons that can violate or be violated. For that matter all calibre of persons in totality are their target. Yes, they do not discriminate. The same programme may be attended by children, parents and other community members. That is why they can even go to a school, where be it a child or an adult in the community. Exactly so. It is mostly on what constitutes child abuse. They try to explain what constitutes child abuse. They also talk about the reporting procedure, framework of laws that prohibit and provide remedies for child abuses. These are the three things that mostly run through their discussion and talks. **(PPT-2)**

In fact, every Tom, Dick and Harry benefit from the programme. It is not restricted. Children, parents, adults, women, men, and even the clergy, all benefit. In fact, everybody is our target and we more often than not share with them the same message. This is because children will have to know they have rights, and they have to be told what constitutes rights abuses and how they can avoid those abuses. Not only that, but how to report the abuse without any form of fear. Honestly speaking, we carry out varied educational programmes. However, we mostly carry out education, advocacy and awareness creation on violence against children. As indicated earlier, children and adults alike will have to know what constitutes child rights abuses and how to avoid some, where they occur, and how to handle it. So, the core message is usually, children also have rights and these rights include those of adults, and they also have peculiar rights. All acts of violence against children is an offence irrespective of those involved. Children are encouraged to report any act of violence against them even if it is perpetrated by their parents or close relatives. In case the victims are identified, we offer counseling and support services to the victims of abuse, and also refer the victims of the abuse for counseling, medical care and treatment. **(PDO-1)**

When we are in the schools our target is the children, but everybody at all. Yes, sometimes we receive invitation from churches, associations, groups and schools to educate them. In this case, they usually bear, whichever cost that is associated with the programme. That is to say, they sponsor the programme except that we provide the materials needed for the programme. Okay, we make the children aware of what constitutes violence, and we also make them aware of how violence cannot be justified in any way. Our core message is “Let the child know what constitutes violation of their rights, so that they can stand up for their rights if somebody violates their rights; they can even cause arrest of that person, and they can even stand up for the rights of others if their rights are violated in their presence.” So far this has been our central or core message. It has all been let the children know what constitutes a violation, and what not a violation is. Also, they told where to go when their rights or rights of their colleagues are being violated. **(PDO-2)**

It could be concluded from this result that child rights promotion and protection activities which are carried out by DOVVSU in the Ayawaso East sub-metro were mostly targeted at the general public and the message always centered on the fact that children also have rights and these rights are human rights which need to be protected.

Table 4.20 Venues where DOVVSU organize child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Venue	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
School premise/park	39(32)	3(14)	15(27)	5(23)	2 nd
Church/Mosque	8(7)	0(0)	3(5)	1(5)	4 th
Market place	0(0)	0(0)	0(0)	0(0)	5 th
Lorry park	13(11)	0(0)	8(15)	6(27)	3 rd
Community centre	61(50)	19(86)	29(53)	10(45)	1 st

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

The data in Table 4.20 show that child rights promotion and protection activities which are carried out by DOVVSU were mostly held at community centres (1st), school premises/park (2nd), Lorry Park (3rd), Church and Mosque (4th), and market places (5th).

In interview with respondents to ascertain where in the community DOVVSU does carry out its child rights promotion and protection programme, some respondents gave the following response;

In the school premises. **(PST-1)**

It is actually carried out in our school premises, please. **(PST-2)**

It is carried out in the school compound. Our schools sometimes wrote to DOVVSU requesting for a talk to educate the children in the school. So, they came to our school. **(PTT-1)**

This depends on the availability of venue and, it varies depending on the localities. In schools, it is usually carried out on the school compound or assembly hall. In the churches, it is carried out in the chapel, and in the community, it is either the community centre or the chief’s palace or the market centre. So, you see it may vary. **(PTT-1)**

Honestly, it is mostly done at the community centres. Ahaa, mostly it is at the community centre where a cross-section of the community gathers. **(PPT-1)**

Any convenient place that can accommodate the anticipated population such as community centres, school compounds, market places, and church premises. We normally go the community centre where the people, mostly gather for such programmes. At times the chief’s palace is also another centre at a giving point in time. We use any place at all if only it can accommodate the anticipated number. **(PDO-1)**

The venue depends on the community and the number of anticipated participants. In the school, it is obviously the school compound or any other designated place within the school premises. In the community, it usually takes place at the community centre. There are occasions when we had these programmes in the chief’s palace, and in the market places. In case we are invited by churches, we usually do that in the chapel or church compound. **(PDO-2)**

Table 4.21 Information on whether DOVVSU involves the mass media in disseminating information on child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Yes	55	46	10	46	26	47	22	100
No	45	37	6	27	16	29	0	0
I can’t remember	21	17	6	27	13	24	0	0
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.21 gives information on whether DOVVSU involves the mass media in disseminating information on child rights promotion and protection activities in the

Ayawaso East sub metro, Accra. A fair number (55 or 46%) of the pupils, teachers (10 or 46%), parents (26 or 47%), and all the DOVVSU personnel answered in the affirmative. Conversely, 27% to 37% of the respondents held incongruent views, between 17% and 27% of them could not remember.

In response to the same question by interviewees, that is, whether DOVVSU involves the media in the dissemination of information on child rights promotion and protection, some respondents indicated this;

Yes, I think DOVVSU involves the media in disseminating information on child rights promotion and protection in the community. This is because the last time they came to our school there was this camera man following them and he covered whatever they did. I believe he was from the media. They also organize programmes on the television. **(PST-1)**

Well, I may say yes so long as I see some officials on TV and hear some on radio. I even read about some of their activities in the newspapers. I don't think media men follow them to the communities. In my school, I did not see any media man or anything to show there was media person among them. **(PST-2)**

I cannot say for a fact whether in our school they used the media, although I saw a young man taking videos of the proceedings. I could hardly confirm whether he was a media man or DOVVSU official. **(PTT-2)**

Yes, they do. Sometimes, it is the community that invites the media to come. We would like whatever that has been shared with participants to benefit the general public. Basically, we involve the media to cover the programme so that it can be shared with the outside. **(PPT-1)**

This I cannot tell. Although I see some people holding cameras and recorders, I cannot tell whether they are from the media or within DOVVSU. But I believe involving the media will be the best since they can help carry the message far. **(PPT-2)**

Yes, at times we do involve them, but not always. There are at times that we involve them simply because we would like the information to be sent to the general public so that it will not be for the consumption of only the people available at that particular moment. (PDO-1)

Yes, we do. Oftentimes, we invite the media. I mean camera men, and journalists who record the proceedings. They cover one programme, and make it gets to people who are not even closer to the venue. I think the media offers DOVVSU the platform to sell our messages. They help in the dissemination of information. Although we might not have the means to carry out our programmes as expected, through the support of the media, we get the message across to a greater portion of the population. At times we are given the platform to speak through their medium to the public. (PDO-2)

Table 4.22 Materials used by DOVVSU for disseminating information on child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Material/resources	DOVVSU				Rank
	Pupils	Teachers	Parents	Personnel	
Leaflets/brochures	90(74)	13(59)	32(58)	18(82)	1 st
Microphone/megaphone	25(21)	6(27)	18(33)	3(14)	2 nd
TV/Video/Film shows	6(5)	3(14)	3(5)	1(5)	3 rd
Other	0(0)	0(0)	2(4)	0(0)	4 th

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

The result in Table 4.22 indicates that leaflets and brochures (1st) were mostly used as materials by DOVVSU for disseminating information on child rights promotion and protection activities. This is followed by the use of megaphone/microphone as public address system (2nd). The least used media and materials include TV, video and films (4th), and other materials (5th)

Answering the question “*what resources (human and materials) are required by DOVVSU to effectively disseminate information on children’s rights in the community and what the sources are*”, some respondents express the following views;

Erm, I think they need loud speakers, projector and screens to show videos that capture child rights abuses and some of the effects. I may say Government is the main source. I heard at times they get support from NGO’s and international organizations such as UNICEF and others. **(PST-2)**

As someone who works in close collaboration with DOVVSU, I think the resources required to efficiently carry out their activities are varied and many. This may include finance, logistics, and human resources. DOVVSU needs vehicles, motorcycles, bicycles, computers, office accommodation, counseling suites, furniture, stationeries, communication gadgets such as phones and megaphones, and other education materials. It seems they have very little. To be honest with you, I cannot say the above resources are not available. They may have them, but just that they are not adequate. They obviously have cars, personnel, office accommodation, some computers and other logistics, but apart from the head office where almost all of these can be found, at the regional, divisional, district offices and desks, you cannot get them. They are not in existence. **(PPT-1)**

Hmmmm!!! In fact we need a wide range of resources to be able to carry out our tasks effectively, but sadly we have virtually no resource. As I speak to you now, we have over 110 offices all over the country, and the strength of our staff stood around 600. Ideally, a branch of DOVVSU is supposed to be manned by at least 6 officials, but in some units it is less than 3 officials. In terms of vehicles, I tell you we have just about 12 serviceable vehicles for the whole DOVVSU for the over 100 offices. Out of this, you will be surprised to know that about 4 of them are with the national secretariats. No motor vehicles, no bicycles for the branches. To the best of my knowledge, the unit sometimes ago received and distributed about 30 megaphones to some offices leaving the rest. Indeed, these are affecting our ability to disseminate information on children’s rights promotion and protection. Emm, we do receive support from NGOs, as mentioned earlier, International Link Ghana, an NGO helped us carry out some sensitization programmes in

some schools in Nima and Maamobi. We received support from International Organizations such as UNICEF and UNDP. Other public institutions such as CHRAJ, the Department of Social Welfare, Ministry of Gender, children and Social Protection also partner with us. **(PDO-1)**

As an institution funded by the government, the sources of these resources are supposed to be government. Since the establishment of the unit, it has been relying virtually on donors and corporate bodies for funding to carry out its programmes. There are even occasions when some office accommodations are built and donated to the unit for use. A typical example is the Kpeshie DOVVSU office, which was funded by Maa Sherawall, an Indian woman’s organization. I must say whilst government does its part, donors and corporate bodies fund its programmes on child rights promotion programmes. DOVVSU need a whole lot of resources to be able to function effectively if it is to achieve its objective of promoting the rights of its clientele including children. Apart from the skilled human resource, the unit needs logistics such as vehicles, communication gadgets, finance, office accommodation and shelter for victims, motor cycles and even bicycles to go round the communities to carry out its education programmes **(PDO-2)**

Table 4.23 Institutions or people that support DOVVSU in disseminating information on child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Institution/People	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
CHRAJ	22(18)	12(54)	20 (36)	2(9)	2 nd
Department of social welfare	18(15)	0(0)	5(9)	4(18)	3 rd
NGOs	81(67)	10(46)	24(44)	12(55)	1 st
Social workers	0(0)	0(0)	4(7)	1(5)	5 th
The media	0(0)	0(0)	2(4)	3(14)	4 th

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

Table 4.23 gives information on the institutions and people that support DOVVSU in disseminating information on child rights promotion and protection activities in the

Ayawaso East sub metro, Accra. The data shows that DOVVSU is mostly supported by NGOs (1st), and CHRAJ (2nd). Other benefactor or support agencies included the Department of social welfare (3rd), the media (4th) and social workers (5th).

This study revealed that very little is known about the existence of DOVVSU in the Ayawaso East sub-metro in Accra. The quantitative and interview data also pointed out that DOVVSU rarely organizes child rights promotion activities in the area. The data confirm that DOVVSU annually organized child rights promotion and protection activities at community centres and school premises/park, and this is mostly targeted at school children and the general public in the area. This study also established that DOVVSU mostly carried out arrest and prosecution of perpetrators of child rights violations in the area. This means that DOVVSU, oftentimes, investigates, arrest and prosecute offenders or violators of children's rights as affirmed by DOVVSU report (2013). This approach is however contrary to the proactive and preventive model of community policing as noted by the Ghana police annual report (2009). This finding seems to suggest that most of the activities which are carried out by DOVVSU are rather crime control and reactive in nature intended to serve as a deterrent to other potential offenders rather than preventive measures.

This finding further implies that DOVVSU provides very little support, welfare and rehabilitation services, including counseling and free medical care services to victims of abuse as noted by DOVVSU report (2013). This observation is in sharp and apt contradiction with the mandate of the DOVVSU, which is to protect the rights and promote the welfare of children and women by preventing and prosecuting crimes committed against them in both the domestic and community setting. This preventive function, which should be carried out through sensitization during outreach and awareness programmes as

noted by the Ghana Police Service Annual Report (2009; 2010), is less and seldom carried out by the DOVVSU unit in the East Ayawaso sub-metro. This observation is not consistent with other studies by Afari (2004) who noted that the major role of the police is crime detection and prevention as well as protection of life and property. This is also not in line with Gobah (2009) who suggested that the police as the hallmark of internal security need to adopt methods and strategies to detect and prevent crime.

4.3.3 Effectiveness of child rights promotion programmes: Advocacy and outreach programmes by DOVVSU

The data presented and analyzed under this theme, seek to answer research question 3 which states “*How effective are DOVVSU’s child rights promotion and protection programmes in the Ayawaso East sub-metro?*” To measure this objective, response to items (questions) 42 - 48 in the questionnaire, and interview questions 8, 10, 12, 13 and 14 data were analyzed to draw conclusions.

Table 4.24 Frequency of follow-up visits to assess child rights promotion and protection activities by DOVVSU in the Ayawaso East Sub Metro, Accra.

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Monthly	0	0	0	0	0	0	0	0
Quarterly	0	0	0	0	0	0	0	0
Biannually	0	0	0	0	0	0	2	9
Once a year	19	16	2	9	0	0	3	14
Never	102	84	20	91	55	100	17	77
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.24 gives information on the rate at which DOVVSU carries out follow-up visits to assess child rights promotion and protection activities carried out in the Ayawaso East sub

metro, Accra. A few (19 or 16%) pupils, 2 (9%) teachers and 3 (14%) DOVVSU personnel mentioned that it was done once a year. The majority of the respondents: pupils (84%), teachers (91%), parents (100%), and DOVVSU personnel (77%) indicated that it was never done.

In reaction to the same question some interviewees express the following opinion about follow-ups on the child rights promotion and protection programmes;

Hmmm, sir as I stated earlier, they do not follow-up after they have carried out their programmes. Never do they come again to visit us to find out if what we were told to do is yielding result. **(PST-1)**

Do you mean DOVSSU follow-up on their programme? No! No! I am not sure. I think it is just the best to always cross check on whatever programme one has carry out to assess the impact, but I am afraid to say that is not the case with DOVVSU. So, DOVVSU should make follow-ups. **(PTT-1)**

Follow-up might be the ideal thing to do, but as things stand now it is not the case with DOVVSU. Maybe, DOVVSU when it gets good financial standing. For now, I doubt **(PTT-2)**.

We do make follow-ups so as to see the impact it has made on the people. This is because we do teach the people not to put in practice what they have been taught. **(PDO-1)**

We do not follow-up on our programmes after they have been carried out. Imagine, the resources we shall use for the follow-up could have been used for a new programme elsewhere. So if you are fortunate to have a programme carried out in your community, what is follow-up needed for? **(PDO-2)**

The result in Table 4.24 established that DOVVSU never or seldom carried out follow-up visits to assess child rights promotion and protection activities in the Ayawaso East sub metro, Accra. This view was shared by all the interviewees.

Table 4.25 Output of DOVVSU in terms of the number of child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Very high	0	0	0	0	0	0	0	0
High	0	0	0	0	0	0	0	0
Moderate	0	0	0	0	0	0	0	0
Low	31	26	4	18	16	29	5	23
Very low	90	74	18	82	39	71	17	77
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.25 above gives information on the output of DOVVSU in terms of the number of child rights promotion and protection activities organized in the Ayawaso East sub metro, Accra. A lesser number (31 or 26%) of pupils, teachers (4 or 18%), parents (16 or 29%), and DOVVVSU personnel (5 or 23%) stated that the output was low. The majority of the respondents: pupils (74%), teachers (82%), parents (71%), and DOVVSU personnel (77%) indicated that the output of DOVVSU was very low. It could be concluded from the data that the output of DOVVSU was relatively low with regard to the number of child rights promotion and protection activities organized in the Ayawaso East sub metro, Accra.

The interview data indicated the following are the responses to the question, “*What is the output of DOVVSU in terms of coverage (the number activities or programmes) of child rights promotion and protection activities in the community?*”

Average, please. (PST-1)

Sir, I do not know and cannot measure the output. I guess it must be average. (PST-2)

In fact, it would be difficult for me to tell because I do not go out with DOVVSU personnel in carrying out their programmes. I think the people who should accurately evaluate the output are personnel of DOVVSU. (PTT-1)

What I can say is that the output is low. They do not have much resource, so what they can put out there will definitely be lower. This is affecting their output. Therefore, the number of programmes that is carried out and the number of people that benefit from these programmes in my opinion is insignificant. (PTT-2)

Table 4.26 Output of DOVVSU in terms of coverage or number of participants/beneficiaries in child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Very high	0	0	0	0	0	0	0	0
High	0	0	0	0	0	0	0	0
Moderate	14	12	0	0	10	18	0	0
Low	38	31	8	36	17	31	9	41
Very low	69	57	14	64	28	51	13	59
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

When respondents were asked during interview to rate the output of DOVVSU in terms coverage (the number) of people involved in child rights promotion, some articulated the following views;

I think their output in terms of coverage has been very low. In my opinion, only about 2% of the target population is reached. (PST-2)

In fact sir, I do not know and cannot measure the output. I guess it must be average (PST-1)

Err that will be difficult to tell because it is honestly low. That is to say that the message has not gone well to the people. Because day in-day-out, there is an increase in cases of abuse. (PTT-1)

This is quite not clear, but if I got it well, then rating our output, I may say it is average. In fact, what we put out there as a result of our activity includes information in leaflets, brochures, posters, among others. We have covered, in terms of number of people, quiet a substantial whilst a number of programmes to promote children's rights have been carried out, but in all it is not enough. In that regard, I will say output is below average. (PDO-2)

What I can say is that the output is low. We do not have much as such what we can put out there will definitely be lower. Therefore the number of programmes that is carried out and the number of people that benefit from these programmes is insignificant thereby affecting the output **(PDO-1)**

It is evident in Table 4.26 and the interview response that coverage in terms of the number of participants who attended child rights promotion and protection activities organized by DOVVSU in the Ayawaso East sub metro, Accra was relatively low. Only 14 (12%) pupils and 10 (18%) parents confirmed average attendance. Thirty-eight (31%) pupils, 8 (36%) teachers, 17 (31%) parents, and 9 (41%) DOVVSU personnel mentioned low attendance. A greater number of the respondents: pupils (57%), teachers (64%), parents (51%) and DOVVSU personnel (59%) indicated a very low attendance.

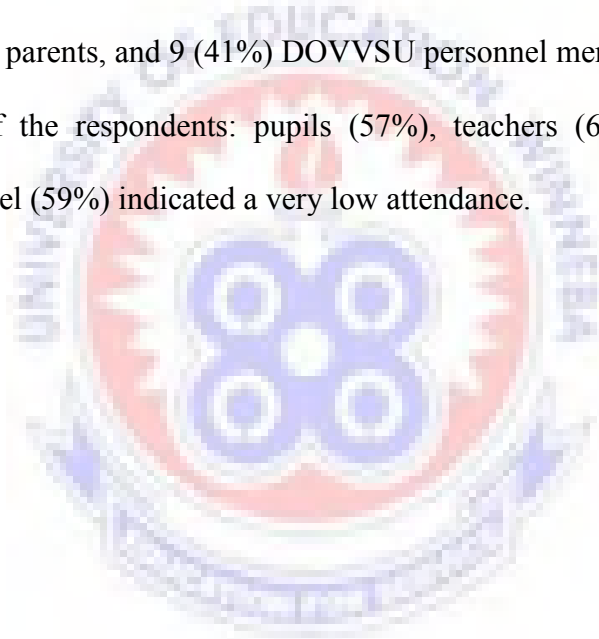


Table 4.27 Overall output of DOVVSU in terms of coverage of child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Statement		Response			
		Pupils	Teachers	Parents	DP
Increased number of advocacy, education & awareness program on abuse of children	SA	12(10)	1(5)	3(5)	2(9)
	A	16(13)	6(27)	8(15)	4(18)
	U	5(4)	0(0)	2(4)	0(0)
	D	60(50)	10(45)	33(60)	11(50)
	SD	28(23)	5(23)	9(16)	5(23)
Increased number of arrest & prosecution of perpetrators	SA	31(26)	5(23)	8(15)	5(23)
	A	32(26)	8(36)	16(29)	10(45)
	U	0(0)	0(0)	0(0)	0(0)
	D	38(31)	6(27)	20(36)	6(27)
	SD	20(17)	3(14)	11(20)	1(5)
Increased number of counselling & support services to re-integrate & rehabilitate victims of abuse	SA	0(0)	0(0)	0(0)	4(18)
	A	0(0)	0(0)	3(5)	5(23)
	U	0(0)	4(18)	2(4)	0(0)
	D	41(34)	12(55)	9(16)	13(59)
	SD	80(66)	6(27)	41(75)	0(0)
Increased referral of victims & perpetrators of abuse for counselling, pre hospital care, emergency services & treatment	SA	0(0)	0(0)	0(0)	1(5)
	A	0(0)	0(0)	0(0)	4(18)
	U	5(4)	2(9)	5(9)	0(0)
	D	88(73)	9(41)	31(56)	13(59)
	SD	28(23)	11(50)	19(35)	4(18)

Source: Fieldwork data (2015).

SA = Strongly Agree; **A** = Agree; **U** = Undecided; **D** = Disagree; **SD** = Strongly Disagree; **DP** = DOVVSU Personnel

Note = the numbers in parentheses are in percentages.

Table 4.27 presents responses on the overall output of DOVVSU in terms of coverage of child rights promotion and protection activities in the Ayawaso East sub metro, Accra. A few of the respondents: pupils (28 or 23%), teachers (7 or 32%), parents (11 or 20%), and DOVVSU personnel (6 or 27%) admitted the increased number of advocacy, education and awareness programmes on abuse of children. The majority of the pupils (73%), teachers (68%), parents (76%), and DOVVSU personnel (73%) held opposing views. Only 5 (4%)

pupils and 2 (4%) parents were undecided. Sixty-three (52%) pupils, 13 (59%), 24 (44%) parents, and 15 (68%) DOVVSU personnel had affirmed an increased number of arrests and prosecution of perpetrators. However, 58 (48%) pupils, 9 (41%) teachers, 31 (56%) parents, and 7 (32%) DOVVSU personnel held contrary views.

Only 3 (5%) parents, and 9 (41%) DOVVSU personnel mentioned an increased number of counseling and support services to re-integrate and rehabilitate victims of abuse. All (100%) the pupils, 18 (82%) teachers, 50 (91%) parents and 13 (59%) DOVVSU personnel disagreed with this claim. Only 4 (18%) teachers and 2 (4%) parents were irresolute.

Only 5 (23%) DOVVSU personnel stated an increased referral of victims and perpetrators of abuse for counseling, pre hospital care, emergency services as well as hospital for treatment. A considerable number (116 or 91%) of pupils, teachers (20 or 91%), parents (50 or 91%) and DOVVSU personnel (17 or 77%) held incongruent views. Five (4%) pupils, 2 (9%) teachers and 5 (9%) parents were uncertain.

In response to the above question, a zealous DOVVSU official has this to say;

As far as the outreach programmes are being carried out, people are educated, people are being enlightened, and they also tend to educate others. In all, you will realize that it is making an impact. It has an effect on people. The rate at which some of these things are being done in the past, has reduced drastically. This has led to increased knowledge of child rights, and violations have decreased too. It has led to increase in reportage to the police. Nowadays, children usually come to the police station to report their fathers or my mothers for refusing to pay for their school fees. Hitherto, it has not been like that. It has made the people aware that violence in any way cannot be justified, and that every violence should be reported to the police. In a nutshell, I may say the output in terms of coverage is average. **(PDO-1)**

The results in Table 4.27 established that there was an increased number of arrests and prosecution of perpetrators of child rights abuses by DOVVSU in the Ayawaso East sub metro, Accra. The evidence is that between 44% and 68% of the respondents held this view. This finding seems to suggest that very little was accomplished with regard to child rights promotion through advocacy, education and awareness programmes, and the prevention of child rights abuses.

In the course of the interview, some respondents were asked to comment on some achievements of DOVVSU in child rights promotion and protection in this community, and below are their respective opinions;

I am aware that most children in Nima are now going to school; the rape cases have reduced, and assault (beating) on children has also reduced. School children now know their rights and parents have taken full responsibility over their children. All these I think is because DOVVSU has educated the people. **(PST-1)**

Some achievements that I can recollect immediately is the swift arrest of one woman in our area who burnt the hand of her grandchild because the child had taken meat from the soup. Also, most children in my school now know something about human rights through the education by DOVVSU. Some parents who hitherto are not responsible in bringing up their children are becoming responsible. A lot of children in my area are now going to school. **(PST-2)**

Yes, DOVVSU I may say has become proactive than before. Irrespective of their challenges, they have gone the extra mile to make some successes. They have adopted some strategies of getting closer to the communities, going straight to the people, talking to them, and educating them on measure to put in place so as to avert some of these violations. Despite the challenges they have made tremendous achievements. The strategy of going to the community, organizing the

people in a particular place, and disseminating information to them is yielding results. **(PTT-1)**

It is heartwarming to say that, notwithstanding the challenges, DOVVSU has done marvelously well. In my school, for instance, DOVVSU has sensitized the children on their rights. DOVVSU has also arrested and prosecuted those who have involved themselves in child rights abuses. Some traumatized children have been referred for counseling and supported in various forms. **(PTT-2)**

Their presence alone is an achievement, and I have witnessed some workshops that have been organized by DOVVSU in enhancing the capacity of the community members or volunteers in terms of reporting procedures, what constitutes an abuse and on other issues. Some cases have been successfully prosecuted and this has brought justice to the victims. **(PPT-1)**

I cannot pinpoint a specific achievement. I am not privy to what actually they might have done. In this community, I do not think there is any achievement. This time we talk about crime prevention and not the other way round. The emphasis is on proactive policing. Here we see DOVVSU officials go and arrest, come and prosecute. I do not see their crime preventive activities. They are not proactive in that direction. **(PPT-2)**

Hmm, in fact notwithstanding the numerous challenges, the unit through the support of NGOs and international organizations, as well as the police administration has been able to train some personnel within and outside the country to sharpen their skills in handling of child victims, and also on the promotion and protection of children's rights. Some NGOs have also helped the unit to carry out its child rights promotion programmes in some communities and schools. This has actually made the community members and the pupil or students conscious of their rights and the need to protect them. The unit as one of its mandates has made several arrests of those who have abused the rights of children. These people have been successfully prosecuted and sentenced by a court of competent jurisdiction. Indeed, the unit has intensified its community policing where our men are seen in the community, educating the populace on rights of the vulnerable including child rights and rights of other vulnerable groups. In short, the unit has been proactive now than before. Also, the unit has put up some structures while some additional offices and desk to ensure easy access,

and conducive environments to victims. DOVVSU needs to employ more personnel, and give them training to ensure that they become vexed and abreast with child rights issues. **(PDO-1)**

Despite the challenges, the unit has chalked some unprecedented successes. For instance, the unit has been able to expand its branches; it has also organized a series of seminars and workshops for its personnel to keep them abreast with issues pertaining to child rights promotion. The unit, with the support of some groups and individuals, has been able to put up edifice for some of its branches including the Nungua DOVVSU office. The unit has been able to procure some equipment involving megaphones and distributed same to some of its branches. In fact, DOVVSU has become proactive these days, and this has led to a decrease in crimes. In fact, personnel of the unit recently participated in about 90 workshops and seminars organized by DOVVSU on child protection, child trafficking, child labour among others. In 2011, the national secretariat of DOVVSU, with sponsorship from the police administration embarked on some programmes to sensitize some communities, schools, churches among others. In 2012 more than 200 advocacy programmes were organized countrywide as crime preventing measures. In 2013, DOVVSU organized outreach programmes in six basic schools on the role of DOVVSU in child protection at Nima and Maamobi. In 2013 alone, about 400 advocacy programmes were carried out in schools, market places, community and churches as crime preventive measure towards proactive policing method. **(PDO-2)**

Table 4.28 Outcome of Child Rights Promotion and Protection Activities by DOVVSU in the Ayawaso East Sub Metro, Accra

Programme outcome/impact	Pupils	Teachers	Parents	DP	Rank
Increased knowledge of child rights abuse by victims, perpetrators, parents, teachers & community members	30(25)	6(27)	13(24)	4(18)	1 st
Increased reportage of cases of child rights abuses by victims, parents, teachers & community members	26(21)	4(18)	11(20)	4(18)	2 nd
Safe and secured home, school & community created for children	0(0)	3(13)	1(2)	4(18)	5 th
Increased child rights protection as well as child abuse, prevention & rehabilitation practices	7(6)	2(9)	4(7)	1(5)	7 th
Reduced incidence of child abuse, enhanced human rights & welfare of children fully protected & guaranteed	8(7)	1(5)	4(7)	0(0)	9 th
Increased community surveillance by DOVVSU to track abusive perpetrators	3(2)	0(0)	0(0)	1(5)	11 th
Gender specific data established on violence against children by DOVVSU	11(9)	1(5)	5(9)	2(9)	6 th
Established reporting & protecting mechanisms for complainants of violence against children	0(0)	1(5)	0(0)	1(5)	10 th
Changed & positive attitudes to reporting of child rights abuses. Children, parents, teachers & community members are supported & empowered to secure the rights of children	12(10)	2(9)	8(15)	2(9)	3 rd
Enhanced co-operation & commitment from victims, parents, teachers & community members to report cases & perpetrators to DOVVSU	13(11)	0(0)	3(5)	1(5)	8 th
	11(9)	2(9)	6(11)	2(9)	4 th

Source: Fieldwork data (2015). **Note:** The figures in parentheses are in percentages. DP – DOVVSU Personnel.

Table 4.28 gives information on the outcome and impact of child rights promotion and protection activities by DOVVSU in the Ayawaso East sub metro, Accra. The top 5 impacts of the activities, as noted by the respondents, were: increased knowledge of child rights abuse by victims, parents, teachers and community members (1st); increased reportage of cases of child rights abuses by victims, parents, teachers and community members (2nd); changed and positive attitudes to reporting of child rights abuses (3rd); enhanced co-operation and commitment from victims, parents, teachers and community members to report cases and perpetrators to DOVVSU (4th); safe and secured home, school and community created for children (5th).

Other impacts include: gender specific data established on violence against children by DOVVSU (6th); increased child rights protection as well as child abuse, prevention and rehabilitation practices (7th); children, parents, teachers and community members are supported as well as empowered to secure child rights (8th); reduced incidence of child abuse, enhanced human rights and welfare of children fully protected and guaranteed (9th). The least impacts are established reporting & protecting mechanisms for complainants of violence against children (11th). and increased community surveillance by DOVVSU to track abusive perpetrators (12th).

In reaction to the interview question “*what is the outcome (impacts) of the child rights promotion and protection programmes in the community*”?, some respondents express the beneath sentiments;

Children now know their rights, and they report any violation of their rights. It has led to a reduction in child rights violation cases. **(PST-1)**

As a result of education by DOVVSU, children, especially those in my school now know their rights, and children now feel protected. There is also a reduction in the incidence of child rights abuse cases. **(PST-2)**

Well, I think the impact is somehow positive. I said this because ever since the school children were sensitized, any time one does something which they found to have been in line with what the officials said constituted abuses, they quickly alert us. **(PTT-1)**

Well, the outcome has not been entirely bad. I will say it has led to, among other things, positive attitude to reporting of child rights violations, increased knowledge of child rights abuses by children, and this consequently leads to increased reportage or reporting of child rights violations cases. At times, when I pick cane to discipline one of them, the other will stand up and say madam, this is an abuse. So, in all I think it has increased the knowledge of these children about child rights abuse. **(PTT-2)**

DOVVSU has contributed to a bit of an increase in reporting cases because few people know about reporting to DOVVSU or social welfare. Indeed, this has brought increase in knowledge in the terms of reporting cases. However, reporting issues of abuses are affected by traditional practices, and when the offence is committed by a well-known person in society, for instance, a teacher in the school, the chief himself will intervene, and all these affect the reporting of child abuse cases. **(PPT-1)**

The impacts have been significant. As earlier indicated these programmes have led to increases in some level of knowledge. Children are now confident to report cases of abuse of their rights. **(PPT-2)**

DOVVSU programmes if I am not be self-praising, I may say it has resulted in so many positive actions. The programme has inevitably led to increased knowledge of children's rights abuses by the children themselves, their parents and community members including the perpetrators of violations. Besides, victims, parents as well as community members are willing to report child rights abuses to the police without fear thereby resulting in increases of reported cases. Although, reporting of cases has increased, the incidence of child rights abuses has reduced as a result of DOVVU's education and sensitization programmes. In addition, attitude towards reporting has changed and

has been positive instead of the lukewarm attitude that existed. (PDO-1)

The programmes and activities carried out by DOVVSU in the community have resulted in so many positive things. It has resulted in reportage or reporting of cases of child rights violation or abuses. As a result, our records show an increase in reportage of cases of child rights violation cases. There is a reduction in the incidence of child abuse or rights violations. People’s attitude towards reporting of child rights abuses has been positive. The victims themselves are forthcoming to report perpetrators and some adults are also taking interest in assisting victims to report perpetrators. All these are the results of the education and sensitization programmes carried out by DOVVSU. (PDO-2)

Table 4.29 Effectiveness of DOVVSU in child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Response	Pupils		Teachers		Parent		DOVVSU Personnel	
	Freq.	%	Freq	%	Freq	%	Freq.	%
Very effective	0	0	0	0	0	0	0	0
Effective	0	0	0	0	0	0	0	0
Satisfactory	49	40	10	45	24	44	11	50
Not effective	41	34	9	41	20	36	7	32
Not very effective	31	26	3	14	11	20	4	18
Total	121	100	22	100	55	100	22	100

Source: Fieldwork data (2015).

Table 4.29 presents data on the effectiveness of DOVVSU in child rights promotion and protection activities in the Ayawaso East sub metro, Accra. The result indicates that it was satisfactory as noted by 49 (40%) pupils, 10 (45%) teachers, 24 (44%) parents, and 11 (50%) DOVVSU personnel. A few pupils (41 or 34%), teachers (9 or 41%), parents (20 or 36%) and DOVVSU personnel (7 or 32%) observed that it was not effective or ineffective. Similarly, 31 (26%) pupils, 3 (14%) teachers, 11 (20%) parents and 4 (18%) DOVVSU personnel held the view that it was not very effective. Generally, 50% to 60% of the respondents held the view that DOVVSU was less effective in child rights promotion and protection activities in the Ayawaso East sub metro, Accra.

Probing further with the interview to find out about respondent's opinion on how effective the child rights promotion and protection programmes or activities organised by DOVVSU in the community are, some respondent gave their opinion as;

Not all that effective as it is supposed to be. Absolutely sir, DOVVSU itself is not effective. The programmes are effective. Exactly! DOVVSU needs resources, logistics among others to function effectively, but these are not available thereby affecting its effectiveness. **(PST-1)**

I think it is somehow effective. The programme and its elements are very effective, but it is the institution itself that to me is not effective in carrying out these programmes. DOVVSU always complain of lack of resources, and which I think is typical of public institutions. **(PST-2)**

Generally, I think the programmes are somehow effective, although a lot more needs to be done to enrich the programme. I must say it is rather the ineffectiveness of DOVVSU itself as an institution resulting from lack of funds, logistics, and other resources including well trained officials that make their programmes seem to be ineffective. In fact, it is DOVVSU and not its programmes. It is exactly so. DOVVSU is ineffective as it lacks the needed resources to carry out children's rights promotion and protection programmes. I am sure if DOVVSU is well resourced, it will become effective. **(PTT-1)**

I would like to say that DOVVSU is not acting in certain direction. This scenario where somebody has been found, and it is not a crime, but they look at it with a criminal eye, trying to find out whether a crime has been committed. If there is no element of crime they will tell you that they cannot receive the person, although the person involved is a child. They will base their excuse on logistic constraint. There was a case involving a woman who found a child who seemed to be mentally deranged. When she was being sent, a police report was demanded from the police, but the police declined to issue the report because the child's issue does not bother on criminality. I think this is out of place. The welfare, safety and security of this child should be paramount to DOVVSU. DOVVSU should not wait for somebody to come and make complaint before they take action. For instance, if you see a child selling ice water during school hours, as DOVVSU officer, you do not wait for somebody to come and make complaint before taking

action. To me DOVVSU is not effective at all and same can be said about its programmes. **(PTT-2)**

They are doing woefully, woefully. The sensitization workshop and all those things that will even make the children conscious of their rights are not done. Most of these children do not even know they have a right that needs to be protected. They see the violation as normal. The only role they play is the arrest of offenders. That is the only role they play. Any other thing that they will do to curb the menace is not done. They are very reactive in that regard. **(PPT-1)**

The programmes itself when implemented, would be effective, but the programmes are not consistent. When they do education in the community, it takes 6 months or a year before they go back to the community, and at times they don't go back at all. In this case the people might have forgotten everything. They might even forget that you were there in the first place. On paper, the programmes are well packaged, but its implementation is not effective. I mean the concept is good, but its implementation is not effective because it is not consistent. Sometimes, prosecution becomes a problem because you cannot get a medical report to prosecute a case or a person. In that case the perpetrators go back to the community, and he/she is free. It is like nobody can touch him/her. In short, DOVVSU's programme is effective, but DOVVSU itself is ineffective because of its numerous challenges. **(PPT-2)**

Generally, it is effective, but not all that effective. It is because of the hitches that we have at our office. Most of our setbacks are such that we cannot operate without certain things. I mean non-availability of resource, logistics, and funds affect our effectiveness in one way or the other. This notwithstanding, we are making some progress. I think the programmes per se are very effective. Absolutely, that is correct, my brother. The unit has left no stone unturned, but in all these the unit finds it difficult to achieve its set targets due to non-availability of needed resources. The programmes are well tailored towards the achievement of its goals, that is, the promotion and protection of children's rights. The problem has to do with the capacity of the unit to effectively carry out the planned activities or programmes. In short, the programmes are effective, but because of the logistical and financial constraints of the unit, the unit is unable to effectively carry out these programmes as planned or expected. **(PDO-1)**

Effective? Hmm, I think the content of our programmes are well structured to achieve the desired results. The problem, however, is the means to achieve those results. The non-availability of resources (human and material) is rendering us ineffective. We are not able to carry out our mandate as expected. In fact, no institution can perform without the necessary resources. As the saying, “an empty sack cannot stand upright”, so it is in our case. These resources are sine-qua non to our success. Our ability to achieve our objective is dependent on the level of available resources. As I always say, the programmes per se on paper cannot make any impact, but how they are carried out. Therefore, with all these programmes in place without the resources to implement them, its effectiveness cannot be felt. It is the lack of the resources to carry out these programmes that make it look like the programme is ineffective. Notwithstanding, the programmes are effective. It is rather the unit that lacks the needed resources to implement these programmes. **(PDO-2)**

It was evident from the result of this study that very little was accomplished with regard to child rights promotion through advocacy, education, sensitization and awareness creation programmes, and the prevention of child rights abuses. Overall, 50% to 60% of the respondents held the view that DOVVSU was less effective in child rights promotion and protection activities in the Ayawaso East sub metro, Accra, although majority of the respondents interviewed believed DOVVSU’s child rights promotion and protection programme itself is effective. The findings of this study further showed that there is a relatively low coverage, in terms of attendance at child rights promotion and protection programmes organized by DOVVSU in the Ayawaso East sub metro, Accra. This finding is in tandem with Zdunnek, Dinkelaker, Kalla, Matthias, Szrama and Wenz (2008) who stated that DOVVSU and allied institutions have not been effective in doing their work; hence the increase in the incidence of child rights violations in Ghana.

The findings of this study revealed that the top 5 impacts of DOVVSU activities on the people, as noted by the respondents, were an increased knowledge of child rights abuse by victims, parents, teachers and community members; an increased reportage of cases of child rights abuses by victims, parents, teachers and community members; a changed and positive attitudes to reporting of child rights abuses; an enhanced co-operation and commitment from victims, parents, teachers and community members to report cases and perpetrators to DOVVSU; safe and secured home, school and community created for children. A previous research by Hague (2001) indicated that violence prevention programmes may change attitudes. This observation affirms Mullender's (2001) view that supportive anti-violence work in schools may play a role in setting out guidelines for healthy relationships.

This survey also established that DOVVSU has made an increased number of arrests and prosecution of perpetrators of child rights abuses in the Ayawaso East sub metro in Accra. The evidence is that between 44% and 68% of the respondents held this view. This is the reason why DOVVSU has data source on gender, domestic violence and children's rights. This result confirms the Ghana Police annual report (2009) that DOVVSU has become one of the most dependable data sources on gender, domestic violence and children's rights. Nevertheless, sexual violence against children (SVAC) including child marriage remains under reported due to perceived stigma, shame and secrecy associated with it as well as the perceived negative repercussions it has on the family and individual as noted by Ampofo et al. (2007).

4.3.4 The challenges facing DOVVSU in the promotion and protection of child rights in Ayawaso East Sub Metro, Accra.

The data presented and analysed under this theme seek to answer research question 4 which states “*What are the challenges facing DOVVSU in the promotion and protection of child rights in the sub metropolis?*” To measure this objective, response to items (questions) 49 and 50 in the questionnaire, and interview guide questions numbers 11, 16 and 17 data were analyzed.

Table 4.30 Resource capacity of DOVVSU for child rights promotion and protection activities in the Ayawaso East Sub Metro, Accra

Resources	Responses	Responses						Rank
		VAF	AF	AVF	IF	VIF	NA	
Personnel	Pup	0(0)	0(0)	29(24)	60(50)	32(26)	0(0)	4 th
	Trs	0(0)	0(0)	9(41)	13(59)	0(0)	0(0)	
	Par	0(0)	0(0)	11(20)	30(55)	14(25)	0(0)	
	DP	0(0)	0(0)	10(45)	11(50)	1(5)	0(0)	
Logistics	Pup	0(0)	0(0)	46(38)	51(42)	24(20)	0(0)	2 nd
	Trs	0(0)	0(0)	7(32)	15(68)	0(0)	0(0)	
	Par	0(0)	0(0)	9(16)	35(64)	11(20)	0(0)	
	DP	0(0)	0(0)	8(36)	12(55)	2(9)	0(0)	
Material resources	Pup	0(0)	0(0)	46(38)	51(42)	24(20)	0(0)	2 nd
	Trs	0(0)	0(0)	7(32)	15(68)	0(0)	0(0)	
	Par	0(0)	0(0)	9(16)	35(64)	11(20)	0(0)	
	DP	0(0)	0(0)	8(36)	12(55)	2(9)	0(0)	
Transport	Pup	0(0)	0(0)	29(24)	60(50)	32(26)	0(0)	4 th
	Trs	0(0)	0(0)	9(41)	13(59)	0(0)	0(0)	
	Par	0(0)	0(0)	11(20)	30(55)	14(25)	0(0)	
	DP	0(0)	0(0)	10(45)	11(50)	1(5)	0(0)	
Funds/money	Pup	0(0)	0(0)	27(22)	70(58)	24(20)	0(0)	1 st
	Trs	0(0)	0(0)	6(27)	16(73)	0(0)	0(0)	
	Par	0(0)	0(0)	11(20)	30(55)	14(25)	0(0)	
	DP	0(0)	0(0)	9(41)	11(50)	2(9)	0(0)	

Source: Fieldwork data (2015)

VAF = Very Adequate & Functional; **AF** = Adequate & Functional; **AVF** = Average & Functional; **IF** = Inadequate but Functional; **VIF** = Very Inadequate but Functional; **NA**= Not Available. **Note:** The figures in parentheses are in percentages.

Table 4.30 gives information on the resource capacity of DOVVSU for carrying out child rights promotion and protection activities in the Ayawaso East sub metro. The major resource constraint of DOVVSU was inadequate or limited funds for activities (1st). This was followed by inadequate logistics and other resource materials (2nd). The least constraints were inadequate personnel, and transport facilities (4th). The findings of this survey established that inadequate or limited funds and logistics were the main constraints of DOVVSU.

Respondents expressed the following views when they were asked during the interview to state the resource capacity of DOVVSU and how the availability or non-availability of the resources affects its activities and programmes;

Honestly speaking, you can see from what I told you earlier that our resource capacity is nothing to write home about. As someone will put it, DOVVSU has no spine to work with. Obviously, the availability of resources could directly be linked to high productivity and effectiveness in performance. As long as we lack them, our work is not all that efficient. I mean we lack the necessary materials which will propel our work. This has made the dissemination of information on children's rights problematic. **(PDO-1)**

I must admit that with the non-availability or inadequacy of these resources at DOVVSU, personnel are unable to travel to hinterlands to educate the vulnerable including children. Even the need to open more branches requires resources such as office accommodation, furniture, computers and several other material resources. DOVVSU is unable to carry out effective community policing because there are not even bicycle for use by personnel to access hard-to reach areas. Simply put, this is affecting our effectiveness. **(PDO-2)**

Table 4.31 Factors which mostly affect the effective organization of child rights promotion and protection activities by DOVVSU in the Ayawaso East Sub Metro, Accra

Factor	Pupils	Teachers	Parents	DOVVSU Personnel	Rank
Lack of/inadequate personnel	4(3)	2(9)	0(0)	2(9)	4 th 2 nd
Lack of/inadequate logistics	41(34)	7(32)	19(35)	7(32)	
Lack of/inadequate funds	48(40)	8(36)	26(47)	9(41)	1 st
Lack of/inadequacy of other resources	26(21)	5(23)	10(18)	4(18)	3 rd
Cultural, traditional & religious beliefs & activities	2(2)	0(0)	0(0)	0(0)	5 th

Source: Fieldwork data (2015).

Note: The figures in parentheses are in percentages.

The result in Table 4.31 indicates that inadequate funds was the barrier which mostly affected the effective organization of child rights promotion and protection activities by DOVVSU in the Ayawaso East sub metro, Accra. This was followed by inadequate logistics (2nd), inadequacy of other resources (3rd), and inadequate personnel (4th). The least factor was cultural, traditional and religious beliefs (5th). The inadequacy of funds and logistics are the main limiting factors to the effective organization of child rights promotion and protection activities by DOVVSU in the Ayawaso East sub metro in Accra.

In response to the interview question, “What are some of the challenges of DOVVSU in child rights promotion and protection in the community?” the interviewees expressed the following views:

DOVVSU has numerous challenges just as any other public institution. I think the major challenges is funding. The government does not give them the needed funding. They also lack logistics which they use in carrying out education and sensitization. Obviously, it is faced with logistical constraint which hampers its programmes. **(PST -1)**

Yea, I think some of the problems have to do with inadequate logistics, leaflets, stationeries, proper place where victims can be kept, and they need money to support some of these victims. I think they lack all those things. I think DOVVSU lacks support from the government. They have inadequate facility in order to properly educate Ghanaians. Also, individuals do not take their advice seriously. **(PST -2)**

Well, I believe emm probably financial would be one, lack of logistics and other equipment necessary for dissemination of information. My brother, when you talk about availability, I find it somehow ambiguous. I must say almost all those mentioned are somehow available, but their adequacy is the problem. Yes, yes, it does. It does, it does, and it is one of the most difficult aspects of reporting. Assuming it is your father who is involved. Would you go and report it to the police who will arrest the father of the child or a situation where the mother calls for the police to arrest the father. If the children are hungry, they will say you sent your father to the police station or jail. These are challenging, and it is affecting reporting. I believe DOVVSU has no support system for the victims. Ahaa! They do not have a support system for the victims. **(PTT -1)**

See, I learnt there are currently over 107 DOVVSU offices and desks spread all over the country and the staff strength currently is about 600. There is therefore the need for men, but they are inadequate. Yes, it does. As you rightly put it, customs and tradition play a vital role in our society, and it has also affected some of their activities. We know and have come to believe that men are the head of the home or household. In this regard, men can do whatever pleases them in the house, and nobody dares call them to order. A man can raise his hand and beat his wife or child indiscriminately and nobody has the power to report him to the police. Somebody will tell you why you should report your father to the police. Yes, these are all cultural beliefs simply because what we know is that a man is the head of the home, the bread winner of the home, he pays school fees, and he gives “chop” or housekeeping money. There is no way you could report a misconduct of a father to a police; this is affecting the operations of DOVVSU. Some traditional rulers are so cruel to the extent that they violate the rights of people including children in their palaces. DOVVSU finds it difficult to even go there to arrest them simply because they are traditional rulers. Some of these things have become a setback as far as the work of DOVVSU is concerned. **(PTT -2)**

In some of the communities, DOVVSU does not even exist at all. They are not there. The coverage is not wide; their activities are not carried out at where most of these abuses occur, especially in the remote communities. They are unable to reach these communities, and there are even communities that do not know there is a unit called DOVVSU where they can report cases of. So, it is a major challenge. Some of the police officers or stations do not have DOVVSU unit. In such communities, an ordinary police officer who is not trained in the issues of child rights protection will be detailed to handle such cases. In most of these cases, they are unable to do what is expected of them, and they also lack logistics to go to the communities so as to arrest perpetrators. They often complain of no cars, and on the issue inadequacy of finance. They are supposed to have a fund, a public fund under the Domestic Violence Act to support abuse. For example, you need a medical report in cases of defilement. The DOVVSU officer needs a medical report to prosecute the case. Here is the case he does not have money to give to the victim, and the victim does not have money to go to the hospital for a medical report. So, how is the officer going to prosecute that case? Sometimes, some of these cases become a foolish case. The police do not have money to go for a medical report. The victim too does not have money to go for a medical examination and report. So, they come to the police station alright to make a report, but nothing comes out of it. **(PPT -1)**

Challenges!! Hmmm, they are enormous. More than anyone can think of just like any other public institution that relies solely on the central government for funding. DOVVSU also gets its sources of funding from the government, and this often we do not get or even when we get, it is inadequate. As regards vehicles, we have no more than 10 serviceable vehicles for use by the over 107 DOVVSU offices and desks. As I indicated earlier, we need vehicles, accommodation, as well as other essential logistics; their absence poses a serious difficulty for our work. It is also interesting to know that at times the people do not take our education seriously because of their belief in some customs and traditions. For instance, education against female genital mutilation and child marriage has been a daunting task because both victims and the perpetrators think it is their culture. If you try to help the victim, the victim rather resists you for fear of incurring the wrath of the gods or custom. So you see, vehicles are also available, but they are not adequate. So, I will say almost all the resources required are available, but just that they are not adequate. Yes, belief in customs and traditions

make our work difficult in some way. It is difficult to change the modesty of the people from traditions that violate their rights once they are submerged or embedded in that culture or tradition. **(PDO -1)**

These challenges are numerous. They range from finance, logistics, and other resources, including human resources. For instance, money for imprest to regional coordinators to take care of medical bills, clothing and baby food among others of children who are traumatized is GHC500.00. As I speak with you now, the unit has only two clinical psychologists, and both stationed in Accra thereby making it extremely difficult for those in other areas to access the services of these essential people. There is no adequate office space for personnel, and state-owned temporary shelter to shelter personnel who have been recruited. In terms of violence, there are only 12 cars available to the unit which has over 100 branches all over the country. There are no motorcycles and no bicycles to enhance transportation to the hinterland. Even out of these 12 serviceable vehicles, 4 are at the head office of DOVVSU. Also, traditional and cultural beliefs also pose challenges to our work. They believe in customs and tradition by both victims and perpetrators which make it extremely difficult to disabuse them of the fact that certain actions which they consider as part of their custom violates the rights of the child. Children are brainwashed to believe that child rights are not tantamount to because of those customs. As a result, they fail to report any abuses. **(PDO -2)**

The findings of this survey established that inadequate or limited funds and logistics were the main constraints of DOVVSU. The inadequacy of funds and logistics are the main limiting factors to the effective organization of child rights promotion and protection activities by DOVVSU in the Ayawaso East sub metro, Accra. This finding substantiates the Ghana Police Service Annual Report (2011; 2013) which also identified insufficient funding from the central government through the police administration; lack of and/or inadequate material resources, including decent office accommodation, furniture, computers and means of transport; inadequate and lack of qualified and competent

personnel as major problems confronting the police service, and by extension the DOVVSU.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study assessed the effectiveness of DOVVSU in the promotion and protection of the rights of children in the Ayawaso East Sub-Metro in Accra. This study, which is purely descriptive in nature, employed a combination of the quantitative and qualitative paradigms using the mixed-methods sequential explanatory design. The sample size for the study is 220 comprising 121 JHS pupils, 22 teachers, 55 parents and 22 DOVVSU officials. They were sampled for the study using a combination of simple random, proportionate quota, and purposive sampling techniques. The pupils, teachers and parents were sampled through simple random and proportionate quota sampling techniques, whereas the DOVVSU personnel were selected through purposive sampling technique. A structured questionnaire (Cronbach's alpha = 0.75) and semi-structured interview guide were used as main research instruments. The quantitative data were analyzed descriptively and presented in tables as well as figures as frequencies and percentages. The qualitative data were transcribed and presented in themes as narratives, verbatim or direct quotations. This chapter highlights the summary of the study, conclusions and recommendations drawn from the study. Suggestions for further studies are also put forward.

5.2 Summary of findings

The major finding that is drawn from this study is that the DOVVSU is not effective in the promotion and protection of children's rights in Ayawaso East Sub Metropolis. Results from the study show that the DOVVSU does not have sufficient resources. However, the

Paris principles, which is considered to be the founding document for the establishment of NHRIs identifies sufficient resource allocation as pivotal in the effectiveness of NHRIs.

The detailed findings of the study are summarized and presented below:

- a. The forms of child rights abuses prevalent in the East Ayawaso sub-metro in Accra, are physical abuse, sexual abuse, child labour, emotional/psychological abuse, expulsion from school, teasing and stigmatization, child neglect or abandonment, and child non-maintenance as noted by 68% to 80% of the respondents.
- b. Child rights abuses are mostly perpetrated by parents or families and teachers, and they occurred in homes and schools in the area.
- c. The DOVVSU rarely organized child rights promotion activities or programmes in the Ayawaso East sub-metro in Accra.
- d. The DOVVSU accomplished very little with regard to prevention of child rights abuses, and child rights promotion through advocacy, education and awareness programmes in the East Ayawaso sub-metro in Accra.
- e. The DOVVSU mostly carried out arrest and prosecution of perpetrators of child rights violations in the East Ayawaso sub-metro in Accra.
- f. The DOVVSU was less effective in the child rights promotion and protection activities in the Ayawaso East sub metro, Accra as confirmed by 50% to 60% of the respondents.
- g. There is a relatively low coverage, in terms of attendance at child rights promotion and protection programmes organized by DOVVSU in the Ayawaso East sub metro, Accra.
- h. The activities of DOVVSU had led to an increased knowledge of child rights abuse; reportage of cases of child rights abuses; a changed and positive attitudes to reporting of

child rights abuses; an enhanced cooperation and commitment from victims and people in the area.

- i. The DOVVSU has made an increased number of arrests and prosecution of perpetrators of child rights abuses in the Ayawaso East sub metro in Accra as affirmed by 44% to 68% of the respondents.
- j. The DOVVSU lacks the capacity in terms of human and material resources to carry out its child rights promotion and protection activities in the Ayawaso East Sub Metro. The DOVVSU lacks decent office accommodation, furniture, computers and means of transport to effectively embark on outreach and education programmes in the communities.
- k. Inadequate or limited funds and logistics were the main constraints of DOVVSU in the Ayawaso East sub metro in Accra.
- l. The inadequacy of funds and logistics were the main limiting factors to the effective organization of child rights promotion and protection activities by DOVVSU in the Ayawaso East sub metro, Accra.

5.3 Conclusions

The following conclusions were drawn from this study:

- a. Child rights abuses are prevalent in society, even though statutory and customary laws prohibit these violations. It has been proven over the years that child rights abuses occurred and still occur very often in societies, and children in the East Ayawaso sub-metro in Accra are no exemptions. The increases in the number of reported cases of child rights violations to the DOVVSU give an indication of the situation.
- b. Generally, child rights abuse or violation undermines a number of rights such as the right to education, the right to be protected from all forms of physical or mental violence, injury or

abuse, including sexual abuse, the right to the enjoyment of the highest attainable standard of health, the right to educational and vocational information and guidance, and the right to protection against all forms of abuse.

- c. The availability of resources impacts greatly on the success of every programme. The promotion and protection of children's rights therefore can only be done accurately if the DOVVSU is adequately resourced. Due to non-availability of resources, the DOVVSU's activities including child rights promotion programmes are obviously undermined, as the officers' desire to achieve target is thwarted.
- d. The existence of human rights and/or child rights treaties created awareness on the international, regional and national levels with regard to protecting and guaranteeing children's rights, but more needs to be done by various stakeholders and institutions, including DOVVSU to reach the desired impact.
- e. It is recognized that for the development and well-being of children, their rights should be respected and guaranteed, but there are a lot shortcomings in the implementation of these rights by institutions. The government, through the Ministry of Gender, Children and Social Protection, would have to take a leading role, but also cooperate with the DOVVSU, CHRAJ, the Department of Social Welfare, civil society organizations (CSOs), faith-based organizations (FBOs), the media, and NGOs to tackle child rights abuses. .

5.4 Recommendations

The key is to prevent child rights abuse or violation before it occurs. Among the model for prevention of violence based on World Health Organization's (WHO, 2002) intervention model document is primary intervention, which focuses on approaches that prevent

violence before it occurs. These approaches include, but not limited to community surveillance, advocacy and child rights education and promotion programmes. In the light of the findings of this study, the following recommendations are put forward:

- i. For the DOVVSU to discharge its child rights responsibility effectively, it needs to first and foremost be properly resourced. Resourcing not only in terms of money but also logistic and personnel with up-to-date skill and knowledge on the job.
- ii. The DOVVSU of the Ghana Police Service in partnership with the East Ayawaso sub-metro Assembly, FBOs, NGOs, CSOs, as well as media institutions should carry out and/or intensify public education to sensitize people in the community on child rights prevention, promotion, and protection. It must collaborate with other institutions which are into child rights promotion as well, and they should embark on advocacy, education and awareness programmes targeted at parents especially to prevent child rights violations.
- iii. The DOVVSU of the Ghana Police Service should partner with the East Ayawaso sub-metro Assembly, CHRAJ, Social Welfare Department, FIDA, NGOs, FBOs, CSOs, the media, and other government agencies to frequently organize awareness, education and advocacy programmes on child rights prevention, promotion and protection.
- iv. The Ghana Police Service, especially the DOVVSU unit of the East Ayawaso sub metro Police Command should sensitize or educate the public/communities on child rights violation and protection issues as well as the consequences of child rights violations. They should partner with the sub-metro assembly (MDAs), Commission on Human Rights and Administrative Justice (CHRAJ), Social Welfare Department, traditional authorities, media institutions, Non Governmental Organizations (NGOs) such as PLAN Ghana, Care

International, Challenging Heights and Action Aid International, FIDA and other agencies to campaign against child rights violations.

- v. The DOVVSU of the Ghana Police Service should liaise with the East Ayawaso sub-metro Assembly, CHRAJ, Social Welfare Department, FIDA, Action Aid International, PLAN Ghana and World Vision International, other NGOs and enforce legislations on child rights abuse.
- vi. The DOVVSU of the Ghana Police Service, CHRAJ, and Social Welfare Department in collaboration with school authorities in the East Ayawaso sub metro should track child rights violations. They should identify and track abusive parents/guardians and other perpetrators.
- vii. The Ghana Police Service of the East Ayawaso sub metro Police Command should track child rights violations through case surveillance. They should establish community surveillance teams and use them as key informants to track abusive parents.
- viii. The Ghana Police Service of the East Ayawaso sub metro Police Command should team up with social workers, including counselors who would offer guidance and counseling services to the victims/perpetrators of child rights abuses.
- ix. The DOVVSU of the Ghana Police Service of the East Ayawaso sub metro Police Command should protect the identity of key informants who feed them with information on child rights abuses by hiding their identities, and keeping information provided confidential.
- x. The Ghana Police Service of the East Ayawaso Police Command should guarantee or ensure police and legal protection of the victims/perpetrators of child rights abuse.

- xi. The Ghana Police Service of the East Ayawaso Police Command should arrest and prosecute perpetrators of child rights violations to serve as deterrent to potential violators of children's rights.
- xii. The Ghana Police Service Administration should introduce human rights studies into the curricular of police training institutions. It should periodically organize workshops/seminars on human rights abuse and protection to its personnel. Also, it should sponsor personnel of the DOVVSU unit to pursue further studies in human rights including children's rights. This will ensure that personnel skills are up-to-date.
- xiii. DOVVSU should make more of pictures and videos in their child rights promotion activities and such activities should be filmed publicly in the communities. Mayhems meted out to children and their impacts on them should be telecast on various television stations for the public to watch.

5.5 Suggestions for further research

From the information provided by the study, the following are suggestions for further research:

- a. There is the need for DOVVSU and other institutions to carry out further research on why some cases of child rights abuses or violations are either over reported or under reported. A case control study to track barriers to under reporting of some cases of child rights abuse is recommended.
- b. There is the need to carry out a prospective, but a comparative study to track the effectiveness of child rights promotion and protection programmes by governmental agencies (DOVVSU, NCCE, CHRAJ, Department of Social Welfare), and those of NGOs, FIDA, CSOs and FBOs in Ghana.

- c. The current study covered only one Sub Metropolitan Assembly in the Greater Accra Region out of the total of 10. A repetition of the study in the other sub metros is suggested to confirm or disprove the results of the study.



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APPENDIX

APPENDIX (A)

Questionnaire for School pupils/Teachers/Parents/ & DOVVSU personnel

Introduction:

I am an MPhil student of the University of Education, Winneba. I am carrying out a study on the effectiveness of the Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service in child rights promotion. The information is needed to evaluate the advocacy and outreach programmes on child rights which are carried out by DOVVSU to sensitize the public including school children in the Ayawaso East Sub-metro of the Accra Metropolitan Assembly. All information provided here shall be kept confidential and shall be used for research purpose only.

Thank you.

SECTION A: SOCIO-DEMOGRAPHIC DATA (Please write or tick (✓) as appropriate

1. Gender: Male [] Female []
2. Age (in yrs): 11- 14 [] 15 - 18 [] 19 - 22 [] 23 - 26 [] 27-30 []
31 - 34 [] 35 – 38 [] 39 – 42 [] 43 – 46 [] 47 & Above []

3. Religion: Christianity [] Islam [] Traditional [] Pagan []

Other (list) [] :

4. Ethnicity: Akan [] Ewe [] Ga-Adangbe [] Mole-Dagbane []

Other (list) [] :

5. How would you describe the Socio-Economic Status (SES) or background of most of the children in your area?

Very High [] High [] Satisfactory/Average [] Poor [] Very Poor []

6. Generally, most children in my community are exposed and vulnerable to abuses or bad treatment (maltreatment) at home, school and in the community.

Yes [] No [] I don't know []

SECTION B: PREVALENCE OF CASES OF CHILD RIGHTS ABUSES OR VIOLATIONS AT HOME, SCHOOL AND IN THE COMMUNITY
(Please write or tick (✓) as appropriate

7. Do you think most children in your community are well catered for and protected by their parents, teachers and other community members at home, school or in the community?

Yes [] No [] I don't know []

8. Do you think most children in your community are well-secured and safe in the hands of their parents, teachers and community members?

Yes [] No [] I don't know []

9. Do you think most children in your community are exposed to many risks/dangers at home, school and in the community?

Yes [] No [] I don't know []

Have you ever experienced or witnessed any of the following abuses or mal-treatments from any parent, teacher or community member against any child or group of children in your area of residence, home, and school or in the community?

EXPERIENCES/TREATMENTS	YES	NO
Sexual violence/abuse (rape, defilement, incest, harassment, sexualized touching)		
Economic violence/child labour (portage, domestic servitude/ usemaid, excessive house work or school work		
emotional abuse (threat, public shaming, verbal degradation or		

humiliation		
Physical abuse (severe pushing, caning/beating, slapping& any form of corporal punishment)		
Child marriage (betrothal)		
Child non-maintenance		
Denial or deprivation of food/shelter		
Child abandonment/neglect,		
Expulsion of child from class/school or Denial of access/opportunity to school/education		
Child trafficking		
Puberty rite (“Dipo”, “Bragoro”, etc)		
“Trokosi”		
Female circumcision/Female Genital Mutilation (FGM)		
Teasing and other forms of social stigmatization		
Labelling of child as witch		
Other forms of bad treatment of children (list them)		
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26. Generally, children in my community face major threats to survival, lack opportunities for quality education, health and social care; and they are victims of child labour, sexual exploitation and abuse, diseases, family/community conflicts, harmful traditional/church/religious practices, and various forms of violence.

Strongly Agree [] Agree [] Uncertain [] Disagree []
 Strongly Disagree []

27. How often/frequently do you see children experience or witness abuse or mal-treatment by other children, group of children, or by any parent, teacher or community member in your area of residence, home, and school or in the community?

Very frequent [] Frequent [] Sometimes/Occasionally []
 Rarely/Seldom [] Never []

28. Rank (1st, 2nd, 3rd, etc) where these abuses commonly/repeatedly take place (**Please tick (√)**)

Place of abuse	Ranking				
	1 st	2 nd	3 rd	4 th	5 th
Home					
School					
Church					
Community					
Other, Specify:					

29. Who are mostly the perpetrators of these violations or abuses?

Parents [] Teachers [] Friends [] Relatives [] Other [], **Specify:**

30. Who do you first report this/these abuse(s) to?

Parents [] Teachers [] Chiefs & elders [] Religious leader/Church elders []

Opinion leaders/assembly man/woman [] The Police []

Other [], **Specify:**

SECTION C: CHILD RIGHTS PROMOTION: ADVOCACY AND OUTREACH EDUCATION PROGRAMMES BY DOVVSU IN THE COMMUNITY (Please write or tick (√) as appropriate

31. Does the Domestic Violence and Victims Support Unit (DOVVSU) of the Ghana Police Service exist in your community?

Yes [] No [] I don't know []

32. If yes, have you ever benefitted or received any support or service from the DOVVSU?

Yes [] No [] I can't remember []

33. Rank (1st, 2nd, 3rd, etc.) the activities or programmes that are mostly carried out by DOVVSU to promote and protect children's rights in the community ((Please tick (√)

Child rights promotion & protection activities or programmes	Ranking						
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
Community surveillance to track abusive perpetrators							
Case search & establishing gender specific data on violence against children							
Establishing a reporting and protecting mechanisms for complainants of violence against children							
Advocacy, education and awareness campaign on violence against children							
Arrest and prosecution of perpetrators							
Counseling & support services to re-integrate and rehabilitate victims of abuse							
Referral of victims/perpetrators of abuse for counseling, pre hospital care, emergency services and treatment							
Other, Specify:							

34. How frequently/often does the DOVVSU carry out the activities or programmes to promote and protect children's rights in the community?

Daily [] weekly [] Fortnightly [] Monthly [] Quarterly []
 Biannually [] Annually [] Never []

35. Who are the beneficiaries/target group (s) of the activities or programmes which are carried out by the DOVVSU to promote and protect children's rights in the community?

Children (out-of school and school children) [] Youth/Adult Parents & non-parents []
 Market women [] Teachers [] The general public/community []

36. Where (venue) does the DOVVSU normally organize or hold the activities or programmes which are meant to promote and protect children’s rights in the community?

School premises/park [] Church/Mosque [] Market place [] Lorry park []
Community Centre [] Other [], **Specify:**

37. Rank (1st, 2nd, 3rd, etc.) the methods or approaches which DOVVSU mostly use in disseminating information on children’s rights in the community (**Please tick (√)**)

Methods/Approaches	Ranking				
	1 st	2 nd	3 rd	4 th	5 th
drama/role play					
radio discussion					
talks, symposia or seminars					
Fora and peer review seminars or clinics					
Other, Specify:					

38. Which medium (languages/dialects) does the DOVVSU mostly use in disseminating information on children’s rights in the community?

English Language [] Ga Language [] Akan Language (Twi/Fante, etc) []
Ewe Language [] Other [], **Specify:**

39. Does the DOVVSU usually involve the mass media or use media coverage (TV, Radio/FM stations, Journalists/reporters) in disseminating information on children’s rights in the community?

Yes [] No [] I can’t remember []

40. Rank (1st, 2nd, 3rd, etc.) the group(s) of people or institutions that mostly support the DOVVSU in disseminating information on children’s rights in the community (**Please tick (√)**)

Support group(s) of people or institutions	Ranking				
	1 st	2 nd	3 rd	4 th	5 th
The Commission on Human Rights and Administrative Justice (CHRAJ)					
The Social Welfare Department					
Non-Governmental Organizations (NGOs)					
Other social workers					

The Media					
None of the institutions/groups/individuals					
Other, Specify:					

41. Which physical resources/educational materials does the DOVVSU mostly use while disseminating information on children’s rights in the community?

Leaflets/brochures [] TV/Video/Film shows [] Microphone/megaphone []

Other [], **Specify:**

42. How often do DOVVSU officials make a follow-up visit to your community/locality to evaluate or assess the activities or programmes which they carry out to promote and protect children’s rights?

Monthly [] Quarterly [] Biannually [] Once a year [] Never []

43. How would you rate the output of DOVVSU in terms of the number of advocacy, educational outreach and other child rights promotion and protection activities/programmes in the community per annum?

Very High [] High [] Moderate/Average [] Low [] Very Low []

44. How would you rate the output of DOVVSU in terms of the coverage or number of people who have benefitted from child rights promotion and protection activities/programmes in the community per annum?

Very High [] High [] Moderate/Average [] Low [] Very Low []

Note: Use the Likert scale: SA – Strongly Agree; A – Agree; U – Undecided; D – Disagree; SD – Strongly Disagree to answer question 45 below:

45. What is the overall output of DOVVSU in terms of the coverage of child rights promotion and protection activities/programmes in the community?

- a) increased number of advocacy, education and awareness campaign on violence against children. SA [] A [] U [] D [] SD []
- b) increased number of arrest and prosecution/imprisonment of perpetrators by DOVVSU. SA [] A [] U [] D [] SD []
- c) increased number of counseling & support services to re-integrate and rehabilitate victims of abuse. SA [] A [] U [] D [] SD []
- d) increased referral of victims/perpetrators of abuse for counseling, pre hospital care, emergency services and treatment. SA [] A [] U [] D [] SD []
- e) Other [], **Specify:**

46. Rank by writing (1st, 2nd, 3rd, etc.) in the **ranking column** the outcomes (impacts) of the child rights promotion and protection activities/programmes which are carried out by the DOVVSU in the community. **(Please write in the ranking column)**

Programme outcome/impact	Ranking
increased knowledge of child rights abuse or violation by the victims (children), perpetrators, parents, teachers and community members	
increased reportage or reporting of cases of child rights violations or abuses by the victims (children), perpetrators, parents, teachers and community members	
safe and secured home/school/community environment created for children	
increased child rights protection as well as child abuse prevention and rehabilitation practices	
reduced incidence of child abuse or violence against children	
enhanced human rights and welfare of children fully protected and guaranteed	
increased community surveillance by DOVVSU to track abusive perpetrators	
gender specific data established on violence against children by DOVVSU	
Established reporting and protecting mechanisms for complainants of violence against children	
changed & positive attitudes to reporting of child rights violations or abuses	
children, parents, teachers & community members are supported and empowered	

to secure the rights of children	
enhanced or increased co-operation and commitment from victims (children), parents, teachers & community members to report cases and perpetrators to the DOVVSU	

47. Generally, how would you rate the effectiveness of DOVVSU in child rights promotion and protection activities/programmes in the community?

Very Effective [] Effective [] Satisfactory []
 Not Effective/Ineffective [] Not Very Effective/ Very Ineffective []

SECTION D: ACHIEVEMENTS OF DOVVSU IN THE PROMOTION OF CHILD

RIGHTS IN THE COMMUNITY (Please write or tick (√) as appropriate

48. What are some of the achievements of DOVVSU in the promotion and protection of children’s rights in the community?

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SECTION E: CHALLENGES OF DOVVSU IN THE PROMOTION OF CHILD

RIGHTS IN THE COMMUNITY (Please write or tick (√) as appropriate

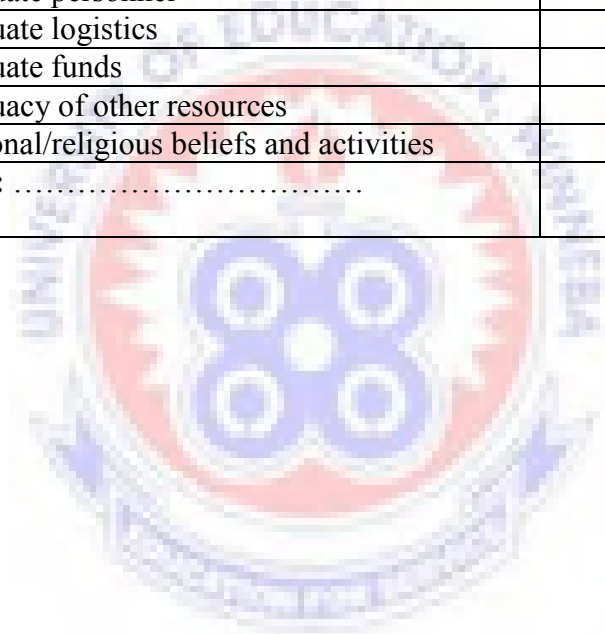
Note: Use the Likert scale: VAF – Very Adequate & functional; AF – Adequate & functional; AVF – Average & functional; IF – Inadequate but functional; VIF – Very Inadequate but functional; NA – Not available to answer question 49 below:

49. How would you rate the following resource capacity of DOVVSU (in terms of availability, number and functionality) for child rights promotion and protection activities/programmes in the community?

- a) PersonnelVAF [] AF [] AVF [] IF [] VIF [] NA []
- b) Logistics VAF [] AF [] AVF [] IF [] VIF [] NA []
- c) Material resources VAF [] AF [] AVF [] IF [] VIF [] NA []
- d) Transport facilities VAF [] AF [] AVF [] IF [] VIF [] NA []
- e) Funds/money VAF [] AF [] AVF [] IF [] VIF [] NA []

50. Rank (1st, 2nd, 3rd, etc.) the factors which mostly affect the effective organisation of child rights promotion and protection activities/programmes by DOVVSU.

Factor	Ranking				
	1 st	2 nd	3 rd	4 th	5 th
Lack of/inadequate personnel					
Lack of/inadequate logistics					
Lack of/inadequate funds					
Lack of/inadequacy of other resources					
Cultural/traditional/religious beliefs and activities					
Other, Specify:					



APPENDIX B (I)

Interview Guide for DOVVSU Officials

Section A: Background of Respondents.

Gender: Age: Marital status: Position: Educational Background:

Working Experience:

Section B: Questions

1. What types of child rights violations cases come to your attention and who are mostly the perpetrators?
2. How often/frequently do these violations come to your attention and where do they mostly occur?
3. Which one of the child rights abuses cases mentioned above are most or least reported and how often or frequently do occur?
4. How safe, secured and protected are children in the community from violations/abuses?
5. What activities/programmes does DOVVSU carry out to promote and protect children's rights in the community and how are they carried out in terms of method/approach and language/dialect?
6. How frequently does DOVVSU carry out these activities and programmes?
7. What categories of people attend this this programmes , and what is usually the central message?

8. How frequently does DOVVSU follow-up on its programmes/activities?
9. Does DOVVSU involve the media in disseminating information on child rights promotion and protection in the community?
10. What are some of the achievements of DOVVSU in the promotion and protection of children's rights in the community?
11. What are some of the challenges of DOVVSU in the promotion and protection of children's rights in the community, and what could be done to address the challenges?
12. How will you rate the output of DOVVSU in terms of coverage (the number) of people, activities/programmes involved in child rights promotion?
13. How will you rate the outcome (impacts) of the child rights promotion and protection programmes/activities in the community?
14. Generally, in your opinion how effective are the child rights promotion and protection programmes/activities organized by DOVVSU in the community?
15. What advice and recommendation will you give to DOVVSU in their quest to promote and protect children's rights effectively?
16. What resources (human and material) are required by your outfit to effectively disseminate information on children rights in the community, and what is the source?
17. What is the resource capacity of DOVVSU, and how is the availability or non-availability of these resources affecting its child rights promotion and protection programmes or activities in the community?

APPENDIX B (II)

Interview Guide for Teachers and Parents

Section A: Background of Respondents.

Gender: Age: Marital status: Educational Background:
Occupation: Type of Employment: Work Experience:

Section B: Questions

1. What types of child rights violation cases in the community come to your attention and who are mostly perpetrators?
2. How often/frequently do these violations come to your attention and where do they mostly occur?
3. Which of these abuses occur most?
4. How safe, secured and protected are children in the community from violations?
5. What activities/programmes does DOVVSU carry out to promote and protect children's rights in the community, and how are they carried out in terms of method/approach and language/dialect?
6. How frequently does DOVVSU carry out these activities and programmes?
7. What categories of people attend the programmes, and what is the central message?
8. How frequently does DOVVSU follow-up on its programmes or activities?

9. Does DOVVSU involve the media in disseminating information on child rights promotion in the community, and how?
10. What are some of the achievements of DOVVSU in the promotion and protection of children's rights in the community?
11. What are some of the challenges of DOVVSU in the promotion and protection of children's rights in the community, and what could be done to address it?
12. How will you rate the output of DOVVSU in terms of coverage (the number) of people, activities/programmes involved in child rights promotion programmes?
13. How would you rate the outcomes (impacts) of the child rights promotion and protection programmes in the community?
14. In your opinion, how effective are the child rights promotion and protection programmes/activities of DOVVSU?
15. What advice and recommendations will you give to DOVVSU in their quest to promote and protect children's rights effectively?

APPENDIX B (III)

Interview Guide for school children

Section A: Background of Respondents.

Gender: Age: Name of School:
Class: Guardian:

1. What types of child rights violations have you or your colleagues ever witnessed or experienced in your community, and who are mostly the perpetrators?
2. How frequently or often do you or your colleagues experience or witness these abuses, and where do they occur?
3. Which of these abuses occur most?
4. How safe, secured and protected are you and your other colleagues from human rights violations in the community?
5. What activities/programmes does DOVVSU carry out to promote and protect children's rights in the community, and how are they carried out in terms of method/approach and language/dialect?
6. How frequently does DOVVSU carry out these activities and programmes?
7. What categories of people attend the programmes, and what is the central message?
8. How frequently does DOVVSU follow-up on its programmes or activities?

9. Does DOVVSU involve the media in disseminating information on child rights promotion in the community, and how?
10. What are some of the achievements of DOVVSU in the promotion and protection of children's rights in the community?
11. What are some of the challenges of DOVVSU in the promotion and protection of children's rights in the community, and what could be done to address it?
12. How will you rate the output of DOVVSU in terms of coverage (the number) of people, activities/programmes involved in child rights promotion programmes?
13. How would you rate the outcomes (impacts) of the child rights promotion and protection programmes in the community?
14. In your opinion, how effective are the child rights promotion and protection programmes/activities of DOVVSU?
15. What advice and recommendations will you give to DOVVSU in their quest to promote and protect children's rights effectively?