UNIVERSITY OF EDUCATION, WINNEBA

SOCIAL MEDIA FRAMING OF THE COMPREHENSIVE SEXUALITY

EDUCATION CURRICULUM IN GHANA

NANA KOJO M. DADZIE

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A dissertation in the Department of Communication and Media Studies, School of Communication and Media Studies, submitted to the School of Graduate Studies in partial fulfillment of the requirements for the award of the degree of

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DECLARATION

STUDENT'S DECLARATION

I, **Nana Kojo Mensah Dadzie** declare that this dissertation, with the exception of quotation and references contained in published works which have all been identified and acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ……………………………

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 dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. MAVIS AMO-MENSAH

SIGNATURE: …………………………

DATE: …………………………………

DEDICATION

I dedicate this work first of all to the Almighty God for giving me the utmost ability and strength, favour and all I needed, to enable me complete this programme.

I further dedicate this work to Mrs. Grace Dadzie for her enormous encouragement, prayers, support and care given to me to complete the course.

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ABSTRACT

The study focuses on framing the comprehensive sexuality education policy in Ghana, drawing data on social media, specifically Facebook. In particular, the study examined social media and how it is used to champion a social cause and government policy. The study highlighted how Ghanaian citizens reacted to government's policy on young people receiving a range of messages about sexuality and gender on a daily basis. The literature suggests, that a curriculum-based sexuality education programme can help children and young people navigate these messages, and develop positive norms about themselves, about their relationships, about their health, and about being responsible citizens. This study utilised framing theory and relied on cyber-ethnography. The findings indicated that social media (Facebook) has given freedom to all categories of people to air their views on government policies. The study also indicated that Facebook users framed comprehensive sexuality education policy within the context of culture, religion, politics and economic perspectives, with culture being the dominant frame. The study also revealed that messages and posts on the comprehensive sexuality education differed from one person to the other. The study concludes that social media has proven to be a powerful vehicle for bringing policy issues to the attention of a wider audience in a two-way symmetrical manner that focuses on dialogue and sustains mutually beneficial relationships.
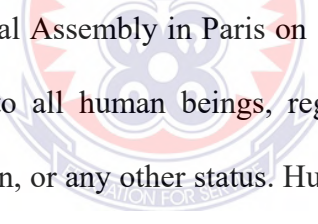
CHAPTER ONE

INTRODUCTION

1.0   Introduction

There have been numerous calls on governments by international agencies such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to be more open and transparent and treat sexuality and reproductive health as a right-based issue (Stillman, 2018). The UNESCO is a specialised agency of the United Nations aimed at promoting world peace and security through international cooperation in education, the sciences, and culture in collaboration with the United Nations Population Fund (UNFPA), formerly the United Nations Fund for Population Activities.

The United Nations General Assembly in Paris on 10 December 1948 defines human rights as rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination (Universal Declaration of Human Rights, Article 19). The right of access to Comprehensive Sexuality Education (CSE) is therefore grounded in fundamental human rights and is a means to empower young people to protect their health, well-being and dignity.

In alignment with the 1994 International Conference on Population and Development (ICPD) Programme of Action, the Commission on Population and Development (CPD) 2012, UNESCO's International Technical Guidance on Sexuality Education

(ITGSE), among other international agreements, UNFPA defines comprehensive sexuality education (CSE) as a right-based and gender-focused approach to sexuality education, whether in school or out of school.

In low- and middle-income countries, young people aged 10–24 years account for just over one quarter of the population (UN Population Division, 2017). As they transition to adulthood, young people need information and skills to enable them to lead healthy and safe sexual and reproductive lives and nurture fulfilling and positive relationships (Biddlecom et al. 2007). Yet many young people lack access to reliable information on sex, gender, relationships and sexuality, manifesting in poor knowledge and inadequate skills to protect their sexual and reproductive health and rights (SRHR) (Woog et al. 2015).

School-based comprehensive sexuality education (CSE) provides a structured opportunity for students to gain knowledge and practical skill, to explore their attitudes and values, and to practice the skills necessary for making healthy informed choices about their sexual lives and relationships (Kirby 2007; UNFPA 2014; UNESCO 2018). CSE programmes that focus on human rights, gender equality and empowerment have been shown to improve young people's knowledge, self-confidence and self-esteem; positively change attitudes, gender and social norms; strengthen decision-making and communication skills; and build self-efficacy (Fonner et al. 2014; Gallant and Maticka-Tyndale 2004; Haberland 2015; Haberland and Rogow 2015; Kirby, Obasi, and Laris 2006; UNESCO 2015).

Reproductive health problems such as HIV, unwanted pregnancy and unsafe abortion among adolescents are closely linked to insufficient knowledge about sexuality and

reproduction and lack of access to contraceptives. (Haberland & Rogow, 2015). Supported by international agencies, Ghana has proposed and introduced a nation-wide programme for Comprehensive Sexuality Education (CSE) to be implemented into basic school curricula, to be taught by teachers. The curriculum is to be firmly based on a discourse of sexual and reproductive rights, not commonly found in the public debate on sexuality in Ghana.

According to the UNFPA, as cited in Awusabo-Asare (2017), every young person will one day have life-changing decisions to make about their sexual and reproductive health. Yet research shows that the majority of adolescents lack the knowledge required to make those decisions responsibly, leaving them vulnerable to coercion, sexually transmitted infections and unintended pregnancy (UNFPA 1994). International human rights law lays down the obligations of governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups (OHCHR, 1945).

Leurg (2019) asserts that traditionally sexual education in schools limit its scope to biological / physiological functions of the human body. The concept of teaching sex/sexual education has evolved over time into the current situation where UNESCO wants all children (including pre-school ones) to be given Comprehensive Sexuality Education (CSE) globally. (International Technical guidelines on sexuality education, revised edition, 2014). According to the United Nations charter (1945), the UNFPA works with governments to implement comprehensive sexuality education, both in schools and through community-based training and outreach. UNFPA also promotes policies for, and investment in, sexuality education programmes that meet internationally agreed standards.

Comprehensive sexuality education enables young people to protect their health, well-being and dignity (OHCHR, 2014) Since these programmes are based on human rights principles such as dignity, fairness, equality, respect and independence and further advance gender equality and the rights and empowerment of young people. (UNESCO. 2018).

The right to comprehensive and non-discriminatory sexuality education is based on rights protected by several human rights agreements and documents. To this end there have been various international conferences all committed to promoting Youth and Reproductive health as human rights. Notable amongst the International conferences and human right treaties/agreements include: International Convention on the Elimination of all forms of Racial Discrimination (ICERD) 1969, Convention on the Elimination of all forms of Discrimination against Women (CEDAW) 1979, the 1989 Convention on the Rights of the Child, the 1994 International Conference on Population and Development, the 2001 U.N. General Assembly Special Session on HIV/AIDS. These establish the right to education and information about sexuality, thus affirming the need for high quality Sexuality and Reproductive education.

UNESCO (2018) avers that Comprehensive Sexuality Education is curriculum-based education that aims to equip children and young people with the knowledge, skills, attitudes and values that will enable them to develop a positive view of their sexuality, in the context of their emotional and social development. This sexuality education is to include a holistic vision of sexuality and sexual behaviour, which among others focus on prevention of pregnancy and sexually transmitted infections (STIs).

Allen (2005) asserts that exploring and nurturing positive values and attitudes towards sexual and reproductive health, and develop self-esteem, respect for human rights and gender equality is comprehensive sexuality education, in effect empowering young people to take control of their own behaviour and, in turn, treat others with respect, acceptance, tolerance and empathy, regardless of their gender, ethnicity, race or sexual orientation. The Sexuality Information and Education Council of the United States (SIECUS) avers that developing life skills that encourage critical thinking, communication and negotiation, decision-making and assertiveness is comprehensive sexuality education. These skills can contribute to better and more productive relationships with family members, peers, friends, and romantic or sexual partners. When CSE is started early, provided over time and involves all of the elements listed above, young people are more empowered to make informed decisions about their sexuality, including their sexual and reproductive health, and can develop the life skills necessary to protect themselves while respecting the rights of others. (UNESCO 2014).

The Plan Parenthood Association of Ghana (PPAG) in adding their voice to the issue defined comprehensive sexuality education as a systematic approach to equip young people with the knowledge, skills, attitude and values they need to determine and enjoy their sexuality-physically, emotionally, individually and in relationships (Bekoe, 2013), a lifelong process that begins in childhood and progresses through adolescence and adulthood.

1.1   Ghana's Case For Comprehensive Sexuality Education

The United Nations (1948) says fundamental human rights are rights enjoyed by individuals from birth until the time of their deaths. Human rights cannot be separated from the person, meaning they can never be taken away from the person who enjoys them. These rights are universal as they apply to people regardless of their different skin colour, religion, sex and ethnicity. Fundamental human rights in Ghana, as in any other country, are based on some values including; Fairness, Respect, Equality of persons and Dignity. (Miedema, 2020).

The human rights in Ghana are enshrined in the 1992 constitution of Ghana under article five. Human rights in Ghana's constitution are very precise. The chapter of the Ghana constitution begins by giving the individual rights the force of law by declaring that the rights are enforceable by the courts in Ghana. It goes further and gives the categories of people who enjoy these fundamental rights (it entitles fundamental rights to every individual).

According to the Office of the United Nations High Commissioner for Human Rights (OHCHR), cited by Awusabo-Asare in 2017, Ghana, is a signatory to the global treaties on human rights thus presents herself for the United Nations Universal Periodic Review. The Universal Periodic Review (UPR) is a unique process which involves a periodic review of the human rights records of all 193 United Nations Member States. The UPR is a significant innovation of the Human Rights Council which is based on equal treatment for all countries. (Suellentrop 2011). It provides an opportunity for all States to declare what actions they have taken to improve the human rights situations in their countries and to overcome challenges to the enjoyment of human rights. (UNFPA 2016). Ghana appeared for the third time at the

UPR in November, 2017, having appeared in 2012 and 2008. At the 2017 UPR, Ghana received a number of recommendations related to Sexual and Reproductive Health and Rights (SRHR) topics. It means that the international community increasingly considers SRHR as a prioritized topic, a trend that Ghana took into consideration.

Ghana's quest at promoting SRHR using the UPR process has seen efforts to the adoption of the National Guidelines on Comprehensive Sexuality Education (CSE). According to Manu, Lorena and Shulman (2015) the introduction of interventions such as the Clinical Methods of Family Planning in the National Health Insurance Scheme, availability and affordability of contraceptives, the adoption and implementation of the Family Planning Implementation, among others, reflects efforts of promoting sexuality health.

Bishop, Pereira and Smith (2016) aver that Ghana has had reproductive health education since the 1990s, but its original content was limited. It did not cover central SRH themes such as gender relations, sexual behaviour, information on contraceptive methods as well as values, attitudes, and self-realization life skills which have now been included in the new CSE framework. Ghana has had the introduction of subjects such as Life Skills, Religious and Moral Education, all aimed at educating the youth on their reproductive health.

In February 2019, at the joint launch of Comprehensive Sexuality Education (CSE) between UNESCO and Ghana, the UNESCO made it very clear that six countries in Africa (Ghana, Eswatini, Malawi, Tanzania, Zambia and Zimbabwe) have been selected for full implementation of CSE in 2019. As mentioned in the same ceremony,

the objective of CSE is to have convergence of perceptions on sexuality across the globe and that CSE is part of the Educational Goals (SDG 4) of the 17 Sustainable Development Goals (SDGs) adopted by member countries of UNESCO of which Ghana is a signatory (Awusabo-Asare 2019).

Prior to the joint launch of the Comprehensive Sexuality Education (CSE) between UNESCO and Ghana, the Plan Parenthood Association of Ghana (PPAG) in 2017, launched in Accra the *'know it, own it, live it'* document as a 'sexuality education material for the youth'. These processes together with the contribution and coordinated efforts of Civil Society Organisations (CSOs) on SRHR to work towards a common national agenda of ensuring access to CSE by all young people as a fundamental human right has seen the continued efforts by CSOs to galvanise support for the implementation of the age-appropriate Comprehensive Sexuality Education policy.
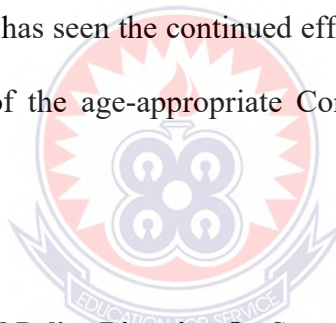
1.1.1 Ghana's Legal And Policy Direction On Sexuality Education

The legal and policy environment on sexual and reproductive health education has a long history in Ghana, and several policies and programme developments have shaped Ghana's Legal Sexuality current policy provision. At the national level, there is a legal framework as well as a supportive policy environment for the development and implementation of Sexual and Reproductive Health education.

However, while several policies and commitments address adolescents' rights, and issues related to Sexual and Reproductive Health, fewer directly address Sexual and Reproductive Health education in schools. In 2000, the government published its first Adolescent Reproductive Health Policy (ARHP) which adopted a multi-sectoral

approach to addressing adolescent reproductive health issues. The policy explicitly encouraged and led to the inclusion of a reproductive health component in the educational curriculum at the primary, junior high and senior high school levels.

However, the 2000 Adolescent Reproductive Health Policy was revised in 2015 and renamed the Sexual and Reproductive Health Policy for Young People in Ghana. The vision for the new policy is to have young people who are well informed about their sexual and reproductive health and rights, and are healthy. (African Population and Health Research Centre, 2020). In 2013, the National HIV and AIDS, STI Policy advocated the inclusion of age-appropriate Sexual and Reproductive Health education in the school curriculum which includes lessons on HIV/AIDS and other STIs. (National Population Council, 2016). Ghana has agreed to several international declarations (e.g., the Abuja and Maputo Declarations) that have informed governmental decisions and actions on Abuja and Maputo Declarations, including specific changes relating to improving access to services and information for adolescents (Quarshigah et al., 2014).

Notwithstanding the present favourable political and policy environment for CSE, successful translation of the CSE guidelines into an age-appropriate CSE programme that is integrated into the school curriculum and with the necessary Teaching and Learning Materials (TLM) to facilitate its implementation will require sustained efforts by all stakeholders (Awusabo-Asare, 2019). In particular, continued advocacy to change community norms and values and to prepare parents, teachers and healthcare workers to adopt and implement the programme when it is ready is necessary.

In line with this, the National Population Council (NPC) which spearheaded the development of the national guidelines on CSE has already begun engaging religious and traditional leaders on the need for CSE for young people and on plans to implement CSE in basic and high schools (National Population Council, 2016) These steps taken by the NPC is very essential for acceptability of the CSE programme at the school level where the actual implementation of the programme will take place. Again, the ongoing review of curriculum of basic schools by the National Council for Curriculum and Assessment (NaCCA) of Ghana, an independent statutory body committed to improving learning experiences, under the Ghana Education Service presents a window of opportunity for Comprehensive Sexuality Education to be included in the curriculum.

Ghana's case of introducing the Comprehensive Sexuality Education is heavily supported by the success in some African countries according to UNESCO (2018). Landry, Kaeser and Richards (2014) posit that Zambia rolled out its framework for Comprehensive Sexuality Education (CSE) targeting children and adolescents enrolled in grades 5–12 in schools across the country. In Zambia, Sexual and Reproductive Health (SRH) knowledge is inadequate and unevenly distributed, leading to considerable SRH-related problems among Zambian adolescents. Aimed to address such unequal access to knowledge about SRH, the development of a CSE programme was heavily supported by UNESCO (2018).

Despite these stakeholder engagements and the seemingly favourable environment, the implementation of the policy has taken a snag/faced resistance (Awusabo-Asare, 2019). This largely may be attributed to the frames audiences, journalists, policy

expects et cetera have given to the Comprehensive Sexuality Education implementation.

1.1.2   Social Media and News Framing

The diverse effects of news media on public opinion have been extensively documented in literature (Haberland & Rogow, 2014; Henrichs, 2014). However, the consequential or causal effect of the news media on intended audiences or policies is highly determined by the media's ability to present the stories in a style that adequately informs, and thus, strongly influences their intended audience to change a behaviour, engage a certain policy in a debate, and adopt an issue for social change (Ofori-Birikorang, 2009). In performing this function, the media have been noted to consciously or unconsciously enact a pattern of reportage that involve active selection of some issues and making them more salient (Fajemisin, 2018). This concept of selection and salience is known as framing.

The internet has drastically changed the way we communicate in our daily lives. Social media offers people several benefits and opportunities, including access to information, extended social networks, social skills practice, identity expression, informal learning opportunities, interest-based groups, development and maintenance of friendships, and fun. People all over the world are taking advantage of the new technology to engage their stakeholders on issues of concern. Cornelissen (2014) explains that the advent of web 2.0 presents opportunities as well as challenges to information dissemination. Cornelissen (2014) asserts that audiences have the opportunity to develop their own content so as not to become over reliant on journalists for publication. Thus, the views of the general public, policy makers and

even journalists do not encounter censorship. The challenge, as Cornelissen (2014) pointed out, is that individuals may also create content that may not necessarily go through any form of supervision or gate-keeping and this could be presented in a certain way that causes readers to think in a certain or particular direction. All this said, it is evident that the emergence of the social media has a lot of advantage and increases access to information.

Stoneman (2015), states that the advent of social media has not only changed how audiences, journalists and policy implementers communicate with their stakeholders, it has also made the call on governments and governmental agencies even sterner to be more dialogic, open, and transparent with the citizenry, and government and governmental agencies in response to these calls are moving towards having social media presence. Corroborating this, Crump (2011) argued that governmental agencies in general, around the world are constantly developing social media strategies to meet the current demands of engaging, dialoging and interacting with the citizenry. This gives citizens the opportunity to air their views about policy decisions of government. This has received some level of endorsement and sponsorship as government of Ghana and its agencies have corporate social media account (McIntee, 2016).

All of these activities fall in line with the reasoning behind the concept of *listening government.* Thus, the government being dialogic or interactive in communication with its citizens regularly and promptly. Meijer and Thaens (2013) put it right when they argued that in the era of financial constraints and budget limitations, social media appears to be the most suitable alternative tool for governments to reach and engage with the citizenry at lower costs. Government and government agencies therefore use

Facebook posts and other online posts of the citizens as a feedback tool to policy formulation and implementation.

1.2   Statement of the Problem

The Comprehensive Sexuality Education Policy in Ghana has generated divergent views among politicians, religious leaders, traditional leaders, civil society groups and the general public. Much of the available research on effective CSE has focused on characteristics, quality and inadequacies at the programme level (Haberland 2015; Kirby 2007; UNESCO 2015). Yet several studies show that a key prerequisite for a successful CSE programme is the existence of a sound policy framework (Kippax, Smith and Weaver 2005; UNESCO 2010). In addition to establishing young people's right to and need for CSE and catalysing government commitment and action, the policy and legislative context is important in supporting and guiding CSE implementation in schools.

In August 2019, the government rolled out the Comprehensive Sexuality Education policy for age-appropriate school children to be taught about their sexuality in the classroom. This triggered public outrage with the National Democratic Congress (opposition government) some religious leaders and civil society groups discredited the government for what was described as a promiscuous act and exposing innocent school children to immorality, and calling for the withdrawal of the policy.

These varied views on the issue were espoused mostly on the traditional media (Newspapers, Radio and Television) as well as social media (Facebook, Twitter et cetera). Eventhough the mass media in Ghana promotes national development (Asante, 1996; Bougault, 1995; Singleton, 2006), there have been a systemic

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relationship between government and the media especially the state-owned or controlled media (Asante, 1996). For the general public, the media do not only represent the agenda setters for public policy but also construct their mediation of the relationship with government and public officials to the extent of providing legitimacy to the policy. Along this circuit of media−government relationship, one could also locate expressions of public sentiments with the media as the agents of such expressivities (Ofori-Birikorang, 2009). However, the social media platform 'Facebook' provided the major forum for the dissenting views on the comprehensive sexuality education.

Social media is a growing phenomenon in our present information age. For many persons, particularly the youth, social media provides the platform to create, disseminate and share information with persons of shared ties. The power and influences of the social media phenomenon in shaping our world today cannot be overlooked. Its impact is witnessed as a coordinating tool for a significant number of the dominant class. (Cornelissen, 2014). Grasha and Yangarber-Hicks, (2007) assert that majority of the populace now resort to reading and accessing information online instead of the traditional media, thus, social media tremendously affect the growth and influence of the traditional media. However, "The real importance of the media lies not in its content, but in the way the media alters our social world" (Grossman,1995, pg.46).

There have been numerous studies conducted around Social Media and Framing in general and more specifically, the framing of reproductive health issues (Awusabo-Asare et. al., 2019; Culotta & Hemphill, 2014; Haberland & Rogow, 2014; Henrichs, 2014). In a comparative study, Awusabo-Asare (2019) sought to understand the

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policy environment governing school-based Comprehensive Sexuality Education (CSE). He studied four low-and middle-income countries at different stages of the implementation of the Comprehensive Sexuality education. His study focused on Ghana, Peru, Kenya and Guatemala. In an analysis of current policy and legal frameworks focusing on seven policy-related levers that contribute to successful school-based sexuality education programmes. His findings showed that all four countries benefit from a policy environment that, if properly leveraged, could lead to a stronger implementation of CSE in schools. However, each country of study faced several key challenges that must be addressed to ensure the health and wellbeing of their young people. According to Koegh (2018), Latin American and African countries show notable differences in the development and evolution of their CSE policy environments, providing valuable insights for programme development and implementation.

Culotta and Hemphill (2014) also studied the United States Congress usage of Twitter Hashtags to frame political issues in the United States of America. The study was to ascertain how social media offers politicians an opportunity to bypass traditional media and directly influence their audience's opinions and behaviour through framing. Using data from Twitter on how members of the U.S. Congress use hashtags, Culotta and Hemphill (2014) examined the extent politicians participate in framing, which issues received the most framing efforts, and which politicians exhibited the highest rates of framing. The study found that politicians actively use social media to frame issues by choosing both topics to discuss and specific hashtags within topics. What was unclear was how social media helped the US congress in shaping their political strategy. Their study only focused on Twitter and it is unclear whether the dynamics

will change if other social media platforms were employed in the study. It is also unclear if the dynamics will change in a jurisdiction like Ghana with totally different cultural and structural constraints. Again, even though the study was on framing in the social media space it was not on the issue of sexuality.

A content analysis of the International Conference on Population and Development and related resolutions by Haberland and Rogow (2014), called on governments to provide adolescents and young people with comprehensive sexuality education (CSE). Drawing from documentary reviews and meta-analyses of programme evaluations, the authors concluded that CSE presents the policy and evidence-based rationales for emphasising gender, power, and rights within programmes - including citing findings that such an approach has a greater likelihood of reducing rates of sexually transmitted infections and unintended pregnancy. The study did not capture the perspective of the youth or civil society organisations in order to ascertain what they make of the comprehensive sexuality education.

Henrichs (2014) focused on how social media is transforming the educational sector in England. She sought to understand how students, through social media, are changing and adapting to current technological trends. She found that the students have become more assertive and pronounced in voicing their views in the name of human rights due to the use of social media.

In Ghana, there have been minimal studies on various facets of the CSE. Awusabo-Asare (2019) explored the policy environment governing school-based Comprehensive Sexuality Education (CSE). In the aforementioned study, as recent as 2019, it became clear there is paucity or very little attention given to understanding

social media framing of sexuality education. In literature, attention has been concentrated on advanced democracies like United States of America and England and not a young and dynamic democracy like that of Ghana (Shiffman, 2018). This study therefore investigates the frames Facebook users applied in covering the policy implementation of the Comprehensive Sexuality Education curriculum on social media within the Ghanaian context.

1.3   Research Objective

This research seeks to achieve the following:

1. To determine the dominant frames through which the Comprehensive Sexuality Education Policy was covered on Facebook

2. To investigate activists use of Facebook to discuss the Comprehensive Sexuality Education policy in Ghana

1.4   Research Question

Based on the research objectives, the following research questions seek to be answered:

1. What are the dominant frames through which the Comprehensive Sexuality Education curriculum was covered on Facebook?

2. How did activists use Facebook to discuss the Comprehensive Sexuality Education Curriculum in Ghana?

1.5   Significance of the Study

This study focused on the use of social media in framing the comprehensive sexuality education curriculum in Ghana. The study is significant as it will support in identifying and exploring how applicable modern technologies can be used to facilitate dominant ideologies which are essential for shaping society.

Literature on the Comprehensive Sexuality phenomenon in younger democracies like that of Ghana is virtually unavailable as mentioned in the statement of problem. This study therefore becomes one of its kind and a tool that contributes to the body of scanty literature on the use of social media in framing a phenomenon in younger democracies with different cultural dynamics like Ghana.

For future researchers in areas like social media framing this study becomes a good basis for them. It provides empirical and theoretical foundations for their future studies.
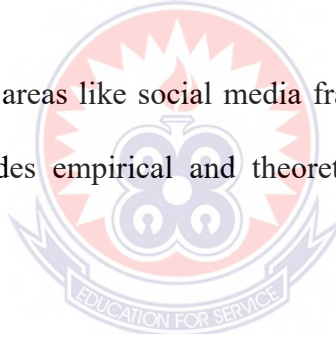
1.6   Organisation of the study

This study is organised into five (5) chapters. Chapter one looks at the introduction of the study. The chapter focuses on the background of the study, problem statement, research objectives and questions, significance of the study, scope of the study, limitation of the study and the organisation of the study. Chapter two provides the literature review of the study and the theoretical framework. Here, relevant and related works are reviewed in order to establish existing research gaps. It also discussed the theoretical underpinnings of the study. Chapter three focuses on the methods used for the study. The chapter explains the research approach, the study

design, and sampling technique, data collection procedure and strategy for data analysis. Chapter four presents and analyses the results of the study. Chapter five provides the summary, conclusion of the study and makes recommendations for industry and future researchers based on the results obtained.

1.7   Chapter Summary

This chapter provided the background to the study. It provided justification for the research by enumerating the aims and objectives, key research questions that the study aims in answering, the significance of the study. The chapter concludes with the organisation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter discusses relevant literature on the research problem. The chapter shows a relationship between existing knowledge and the problem being investigated. According to Creswell (2014), literature review provides insight into ways in which the researcher can limit the scope to a needed area of inquiry. The chapter also discusses the theoretical underpinnings of the study.

2.1   The Media and Public Policy

The mass media, serve as the source of information flow for public policy issues, and determine the ground upon which public opinion gets shaped on those policy initiatives (Ofori Birikorang, 2009). This statement positions the mass media as an essential tool for communicators to carry across their ideas and consequently seek to promote their ideologies or attempt to change existing ones. When the mass media produce news for consumption by the public, they invariably pass on knowledge which consequently helps influence people's opinions about issues (Collins et al 2006; Domfeh, 1999). In varying situations and forms, citizens who are conscious about public policy issues draw on the media as the source of information and education so that they can be more informed about the issues and happenings of the day (lyengar, 1997).

News is a commodity and thus can be bought, sold and traded in the hegemonic world of theoretical concepts (Shoemaker, 2006). Castells (2007) states that the media have

always carried some form of social power which has the potential of controlling the minds of readers or viewers and through news production the media provide knowledge to their audiences and this becomes important in determining the direction of discourse and understanding. This invariably means that the media carries the social power to control what information goes out there and what the members of society discuss.

The extent to which the public or the policy-conscious citizen can become well informed is intrinsically yoked to the accuracy and the quality of the news story (Ofori-Birikorang, 2009). Since different and competing media house abound within particular media landscapes, difference in news reportage can generate different reactions and responses from the public (Bunce, Baird and Jones, 2017). Media houses more likely will report events in support of their ideological inclinations. This means that based on what the media house stands for, it will choose and select specific news stories or otherwise ignore some particular newsworthy items as it makes its reportage.

Furthermore, with the coverage of a particular news story being put into the public domain, the media always select a few salient issues from within the range of issues that are available in the real-world situation (Obijiofor & Hanusch, 2003). By extension, as the media houses select which stories to report on, they again filter the facts of the story and give prominence to some while ignoring others. These ideologies that the media follows or uses as a yardstick to determine what events are newsworthy and which facts are more salient than others can be consequence of the ownership of the media. This is asserted in the aversion that the nature of media

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ownership and control also to an extent determine how the media can be used for information dissemination and developmental processes. (Shardow 2015)

Ofori-Birikorang (2009) avers that many news reports receive considerable attention because events described in the narrative or news contents assume the characteristics of the local cultural images that may have the consequential significance of being positive, negative, catastrophic, posing potential threat, celebratory, providing a solution, or explaining an event. He further suggested that engagement in the social process may results in "perceptions, biases, beliefs and prejudices that in themselves may be factual, inaccurate or erroneous." Pg. 34. However, these factors do not by themselves negate the power of individuals to construct their own social realities (Steinberg, 2010).

The media are often seen as important constituents in the determination of how events and conditions of individual group experiences are socially defined (McGivern, 2016). It means that the experience is a culmination of the definitions given to the occurrences by the media through what facts it reports. However, according to Rupar (2007), if news making is socially constructed, then it is imperative that any form of news be representative and indeed be a strong reflection of the cultural images embedded in the local environment. Van Dijk (1988) believes that these cultural frameworks, thus, become tools or interpretive devices for media and their audience to define occurrences as particularized events of considerable significance. What this infers is that most news reports get considerable attention because events described in the narrative or news contents assume the characteristics of the local cultural images that may have the significance of being positive, negative, devastating, conflicting or providing and explanation to an event or occurrence.

Media are the communication outlets or tools used to store and deliver information or data. Media has been classified into traditional and new media.

Traditional media are the types of media that were used before the advent of the internet. Traditional media refers to mediums that are part of our culture for over half a century. These forms include television, radio, print advertisements, and billboards. It is termed as the most expensive form of marketing – television ads – having the power to reach broad and targeted audiences, depending on the reach of the channels selected (Van Djik, 2009). Radio is another medium that can broadly target audiences. Print advertisements such as those in newspapers and magazines, and billboard ads continue to be used to attract large groups of people at once (Okwuchukwu, 2014).

However, over the years traditional media are not only mediums that were used before the internet, they are mediums that have been outdated by a new one. Hence it could be said that, what is now called old media was once a new media and what we have now as web 2.0, will become old media when a newer version of web 3.0 comes. However new media, operates only on digital devices. Therefore, it is easy to access new media content anytime, anywhere, on any digital device (Manovich, 2001).

Kaplan and Haenlein (2010) argued that the Web 2.0 technological ideology was what changed the face of internet-based communication by allowing users to be able to generate and share content like text, images and videos. This is to say that a key feature of the internet such as receiving and also sharing information only became possible due to the Web 2.0 technology (Weber, 2009). The emergence of the internet in general has revolutionised the way interactions take place within our social confines.

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2.2   Social Media And Sexuality Education

As observed by Hendricks (2019) the earliest means of communicating across vast distances used written correspondence mainly delivered by hand from one person to the other. Typically seen as letters. To get messages through to another person takes a lot more efforts in the early years than now. Hendricks (2019) added that the earliest form of postal service dates back to 550 B.C., and this primaeval distribution system later became more widespread and streamlined in future centuries. In 1792, the telegraph was developed and it allowed information to be distributed over a long distance a lot faster than a horse and rider may perhaps carry them. Although telegraph messages were short, they were a revolutionary way to convey news and information (Hendricks, 2019).

The history of social media is often linked to the advancement in communications technology since the end of the 19th century. A common starting point is Samuel Morse's first telegraph, which he sent in 1844 between Washington, D.C. and Baltimore (Keith, 2018). Currently, social media is an essential fragment of the lives of people around the globe. Entirely, about 2.62 billion people are social media users around the world, and this number will continue to grow to over 3 billion by 2021 (Miller, 2016). The history of social media is comparatively brief in terms of time, nonetheless, it has not lost its influence and relevance as the modern channel for message delivery.

Several innovations emerged in the media to better deliver information or messages and the advent of computers has made it better. As noted by Keith (2018), although it is stimulating to think of social media as being part of a much larger continuum of media evolution, the real history of social media starts in the 1970s with the

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emergence of the internet. Media developed to social media subsequently as internet technology is combined with computers, tabs and smartphones and so on (Vardhan, 2017). These two technologies have connected the whole world irrespective of time and space (Ibid). Another scholar, Kaplan and Heanlien (2010), gave different scenario leading to the advent of social media. Social media began in 1979 with Tom Truscott and Jim Ellis creating Usenet, which permits people to send and receive messages throughout the world (Ibid). Even though social media emerged that long ago, it was not until 2000 that many social networking sites emerged to ease interaction with people that share a common interest in music, education, movies and so on (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011). This implies that the traditional media has competition now; Lugaye and Slabbert (2014) opined that social media has taken over the diminishing circulation of traditional media such as television, radio, newspapers and magazines. Another perspective about the birth of social media was given by Kaplan and Heanlien (2010), social media of contemporary times can be traced back to "Open Diary" which aimed to gather together the internet users who created online diaries, created by Bruce and Susan 20 years ago. The concept of the blog emerged with this. After the invention of blogging, social media began to blow up in popularity. To some people, social media are merely apps on their smartphone or tablet, however, it is more than that; social media started with computers first (Hudson, 2018). In current times, social media is the most popular among all other means of communication and information. 30 per cent of the World's population is active social media users whereas (Vardhan, 2017).

Websites like MySpace and LinkedIn gained prominence in the early 2000s, and sites like Photobucket and Flickr enabled online photo sharing. Edosomwan et al., (2011)

added that in 2000 social media received a great boost. This witnessed the springing up of many social networking sites. This extremely boosted and altered the interaction of individuals and organisations who share a common interest in music, education, movies and friendship, bases on social networking. For example; six degrees, Cyworld, Ryze and Wikipedia. This was followed by a few others and in 2004, Facebook emerged. YouTube emerged in 2005 and created a distinctly fresh means for people to communicate and share across great distances (Hendricks, 2019). Two of the most widespread social networking sites became accessible to users all over the world by 2006 and their dominance as the most used sites continues to date.

Additional sites like Tumblr, Spotify, Foursquare and Pinterest started popping up to seal specific social networking niches spaces (Hendricks, 2019). The most outstanding changes are the revolutions in information technology and social media. Today, the use of social media is not only changing the whole sectors of society, but it also offers several potentials for modern, evocative and equal participation and deliberation. Progressively, campaigns done using social media by political organisations seem more striking to citizens at the expense of traditional party-political activism (Murthy, 2013). Social media is becoming an agent of change.

It is changing the way information is communicated to and from people around the world. Its use is increasing day by day with a high rate all over the world (Vardhan, 2017).

Social media is media for social interaction beyond social communication. There are merits and demerits associated with the use of social media. One most noteworthy merit is the online sharing of knowledge and information among the different groups

of people (Baruah, 2012). Web social media support a sort of knowledge and information 'democratisation' transforming people from content consumers into content producers or producers (Patrut & Patrut, 2014). As explained by another scholar, social media serves as a platform whereby content and applications are no more created and published by individuals, in its place are unceasingly altered by all users in a participatory and concerted manner (Adubato, 2018). As the Internet gained currency, particularly among the younger generation, personal web pages, reference works like the Encyclopedia Britannica Online, and the idea of content publishing became popular. Then, more interactive blogs and wikis emerged. As social media evolved further, it allowed the creation and exchange of user-generated content (Menon, 2018).

Social media is establishing itself as a dominant share of how we all communicate. Its online communities bear a strong and persuasive voice and there is much to be gained from engaging directly with people through these (Bell, 2014). The essential principle of social media is the capability to share content with other people. To upload content, users typically register and create a profile. Contingent on the actual platform and purpose, users are at liberty to select whether their entire profile or selected content will be openly accessible to all or only visible to certain audiences (Osterrieder, 2014). According to Sharma (2017), among the most powerful features of social media is that it offers a milieu and a medium for people to express themselves independently, and yet find community. This "hashtag unity," as a term, is equally real and powerful as a group of individuals physically assembled in the same space. It can instruct, settle and provoke change by sheer strength of vocal numbers (Ibid).

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One important aspect of social media is the space that it offers for us to be able to interact across nations. Coyle and Vaughn (2008) opined that social media or social network is a giant virtual platform whereby people are connected via interactive links that form online communities. Among many others, the relevance of social media permeates just the interaction functions; it cuts across politics, education, health and so on. Social media and easy access to mobile phones enhanced people's enthusiasm across the health spectrum: access to supplemental research data, rapid and instant communication, pertinent health information (Dosemagen & Aase, 2017). People's interest in the internet as a health promotion tool has grown over the past decades (Korp, 2006). The internet has become a powerful global communication method for health interventions, providing public access to a wide range of health promotion programmes, and opportunities for people to communicate with others and health professionals (Cassell, Jackson, & Cheuvront, 1998). Several people have adopted the internet as a health communication tool, and many argue it has a positive impact on life and also improves their health (Neuhauser & Kreps, 2003). Also, even though social media were not created for political use, politicians have swiftly found their way to connect with the public, particularly the youth through the use of various social media sites. In the 2008 election, Obama's utilization of social networking is often credited for his appeal among America's youth- even those who have not reached the age to vote (Dalton, 2009; Nagourney, 2008).

Nowadays the Internet and new technologies are playing a powerful role in informing, educating, and connecting people around the world. Through social media platforms (such as blogs, wikis, social network sites, video sharing sites, et. cetera) companies can spread news and messages quickly and inexpensively compared to traditional

media (Vasquez & Velez, 2011). Access to people and companies is possible at any time and from anywhere and this affects how the interactions between individuals and companies occur (Brown 2009). The relevance of social media is also seen in the world of public relations. As expounded by Falls (2008), social media is essentially public relations in the online world. Falls (2008) further categorised this into; blogs, social networks, microblogging, podcasts / Web TV, wikis/collaborative software.

Social media has altered how organisations communicate with their stakeholders; consequently, businesses must learn how to gain from this new media, particularly for communication purposes. Social network sites seem to offer great prospects for establishments to engage stakeholders in dialogic communication (Rybalko & Seltzer, 2010).

Social media allows reaching a target audience, attracting potential customers, securing the loyalty of clients, increase the number of people visiting the website. Social media support subscribing/following other social media users or pages to automatically receive content. They allow tagging other social media users to bring them into conversations (Gretzel, 2017). The social media campaign is a powerful industry that is here to stay and will help people around the world (Baker, 2018).

Simply put, the best social media campaign uses various social media channels: product/service promotion, brand awareness building, creation of a sense of community (Sukhraj, 2018). Rouse (2015), sees Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are

among the different types of social media. This virtual life that one spends time following takes and distracts one from living his real life at the present moment (Emily, 2018). The power of social media lies in its interactivity and its strength to amplify the reach of content. At the same time, this has the potential to quickly turn into a pitfall. It is therefore essential to be aware of basic rules for using social media (Osterrieder, 2014).

Social media allow different forms of communication from other media. On social media, one-to-one, one-to-many, one-to particular others, few-to-few and many-to-many as well as synchronous and asynchronous conversations are all possible. Social media not only make it easy to create and post contents but also to share contents posted by others (Gretzel, 2017). The high level of internet penetration, availability of inexpensive smartphones and PCs and a wide variety of social media platforms present vast opportunities to consume global content and interact with local and foreigners alike (Kosnazarov, 2019). Social media such as Facebook, blogs, YouTube have become major sources of interaction. LinkedIn is another similar source used by recruiters, and about 80 per cent of companies use it for the recruiting process. Social media has also become one of the easiest ways to improve productivity and to generate a natural interest in the work carried out by the employees (Edosomwan, et al, 2011).

Social Media has not only transformed the mode of communication but has also arguably bridged the physical gaps and distances that existed between people and countries all over the world (Croteau & Hoynes, 2014). With the development of technology, the communication between people has changed rapidly. Social media can be described as that aspect of new media that allows for social interaction

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between persons with shared values and interests who are as well diverse in locations such that they might never meet each other in reality (Boyd & Ellison, 2008). Social media is the democratisation of content and the understanding of the role people play in the process of not only reading and disseminating information, but also how to share and create content for others to participate (Solis, 2007). Social media empowers user to be 'producers' (Bruns & Jacops, 2006) and offers a much more effective and efficient method of communication (Tench & Jones, 2015).

Social Media also has its dark side. Allowing people all over the world access to your thoughts and feelings opens up the potential for (sometimes very harsh) criticism. Cachia (2008) posits that often people hesitate to publish articles or blog posts out of fear of inadvertently stepping on an ideological land mine and bringing down the wrath of online enforcers. Corroborating Cachia's postion, Mitchell (2019) is of the view that post on social media always stands the risk of being attacked by ignorant people or people whose ideas differ from the source and that posting can sometimes be a scary thing.

Mutuku (2018) states that one of the main issues of digital communication is the increasing 'digitalfatigue', which is due to the rise in social media channels. Thus, making it more difficult to stand out from others and fight for the attention of a target audience, especially as associations often target the same audiences, be they policy makers, prospect members or stakeholders. Communication styles tend to be more and more aggressive, increasing the difficulty for users to differentiate between false and true information (Drahosova, 2017).

People use social media to post content they love, but they also use it to share experiences they didn't love (Saunders, 2014). If someone had a poor experience with your business, it opens a door of opportunity for them to share their poor experience with others. This negative feedback comes in different forms. On platforms like Facebook, someone can leave a negative review on your page and share their negative experience. When someone checks out your business next, they will look at the reviews and see the negative feedback. On sites like Twitter, users can tag a company in their posts and share their negative experience. People can retweet that poor experience and spread it across the network.

Social media platforms are catalysts for complaining and leaving negative feedback. People use their profiles to help others understand their poor experience. Many people feel there is a social obligation to share their experience to prevent others from having the same experience. Having too much negative feedback can negatively impact your future marketing efforts (Price-Mitchell, 2019).

Despite the dark side of social media, its merits are enormous and makes it an avenue for policy discourse by activists' as it has the ability in reach and also gives anonymity to its users. This makes it an avenue to discuss the Comprehensive Sexuality Education curriculum.

One of the major characteristics of CSE is its understanding of sexuality as a source of pleasure, going beyond a mere focus on health issues. Fine's (1988) influential call to include pleasure and desire in the Western approach to adolescent sexuality, was according to Lamb (2010) perceived as an antidote to women's objectification and victimisation, and stereotypes of female passivity by feminist scholars, such as

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herself. For Fine, this focus on pleasure would offer a more comprehensive model that envisions girls experiencing 'entitlement rather than victimisation, autonomy rather than terror' (1988, p50) and becoming negotiating 'sexual subjects' (1988, p46). Receiving education on sexual desire, others have argued, would enable girls to know what they really want, to love themselves and to gain self-esteem (Tolman 2002; Bay-Cheng 2003; Horne and Zimmer-Gembeck 2006; Impett and Tolman 2006). This individual-oriented sex-positive approach, Lamb argues (2010, p94) was in opposition to past traditions that have taught that sex for women is dirty and shameful and over-emphasised women's partnering in such sex as objects of pleasure rather than explorers of such.

Like Lamb, Rasmussen (2010, 2012) has drawn attention to an overemphasis on individual autonomy in CSE in the work of several 'progressive' scholars (Fine 1988; Elliott 2003; Connell 2005; Addison 2006). These scholars argue for a model which sees young people as sexually active autonomous subjects who have the right to be educated by experts on issues of sexuality in order to make informed decisions. Rasmussen (2010, 703) highlights the importance of the 'inner world' of young people in this understanding of adolescent sexuality and the task ascribed to sexuality education to enable youth to become agentic sexual subjects through examining and mastering their internal feelings.

Lesko (2010), correspondingly, points to the promise of CSE to produce confident and empowered individuals by overcoming feelings of shame and repression. This pleasure discourse, moreover, links empowerment to broader socio-political and economic domains of life (Fine and McClelland 2006). According to Fine (1988, 42), 'If we resituate the adolescent woman in a rich and empowering educational context,

she develops a sense of self which is sexual as well as intellectual, social and economic'. The position from which the adolescent woman is resituated is one that trains her 'through and into a position of passivity and victimisation' (Fine 1988, 43). Pleasure and desire-based CSE would, instead, turn her into an active, individual agent liberated from different kinds of oppression.

In Ghana, the Ministry of Education and the Ghana Education Service, with support from the Ministry of Health, implement the School Health Education programme in schools as a justification for proposing CSE at the basic level include: Enrollment in primary and junior high school is high (85–90%), but only 48% of 15–17-year-olds continue on to senior high school. Most students (77%) had received some SRH education by the time they completed primary school; 20% first learned about the topics in junior high, and the remainder were first exposed in senior high. (GES 2019)

Again, Forty-eight percent and 60% of students who started learning in junior and senior high school, respectively, would have liked to have started learning earlier. (GES 2019).

Furthermore, almost all students in Forms 2 and 3 (95%) considered SRH education useful or very useful in their personal lives. Half (48%) reported that they did not receive this information from their parents. (GES 2019).

In Zambia, as many as 25% of married girls aged 15–19 have an unmet need for family planning and about 30% of girls aged 15–19 have begun child bearing. Moreover, Zambia has high rates of early marriage with as many as 31% of those aged 20–24 reporting to have married before the age of 18. While abortions in Zambia are allowed on the broad grounds spelled out in the Termination of Pregnancy Act of

1972, the same law also severely restricts access to safe and legal abortion services by demanding written consent of three medical doctors including a specialist for a legal abortion to take place. This is problematic in a country with critical shortage of health workers. Data on abortion in Zambia is scarce, but recent policy documents from the Ministry of Health estimate that 30–50% of all acute gynecological admissions are caused by abortions and that as many as 6 per 1000 women in reproductive age die from abortion-related causes annually. The problem affects teenage girls in particular; approximately 80% of women taken to health facilities for abortion-related complications are adolescents. (Ministry of Health, Zambia, 2015).

Further studies in Africa by Halabi and Oncol (2016) indicates that Botswana, Nigeria and South Africa have shown that sexuality education may contribute to overcoming the adolescents SRH challenges that Zambia and other countries face. At the core of the Zambian sexuality education policy is the idea that there is a substantial need to support adolescents in delaying their sexual debut, to reduce the number of sexual partners and to increase safer sexual practices. Backed by evidence on its positive effects on adolescents' level of knowledge, skills, attitudes and values related to sex and sexuality, CSE has been promoted in a series of global policy guidelines and recommended to be integrated into ordinary school curricula. It is anticipated that the positive effects on knowledge, skills, attitudes and values will empower adolescents to realize their health, well-being and dignity; to develop respectful and pleasurable social and sexual relationships; and to understand and ensure the protection of their rights throughout their lives.

Social media is a growing phenomenon in our present information age, making it a platform for views on the CSE to be sampled. For many persons, particularly the youth, social media provides the platform to create, disseminate and share information on the CSE with persons of shared ties. The power and influences of the social media phenomenon in shaping our world today cannot be overlooked in the light of contributing their views on the government's CSE curriculum introduction. The most essential advantage of social media is that web-based social media allows individuals to share messages with other people free from the limit of time and space (Boyd & Ellison, 2007).

Regardless of the increasing knowledge of the power of social media, Chui and Manyika (2012) additionally emphasise that businesses are now learning how to create significant value with this new tool. They further suggest that the speed of adoption of social media and other online activities has exceeded that of other technologies.

In reality, the society is now faced with a very fast growing and globalizing world and every development now is due to real improvement on old ways of doing things, eventual modernization and new technology. Through the introduction of technology, communication has gone through serious scrutiny base on the fear that there might be some challenges with the technology (Grasha & Yangarber-Hicks, 2007).

It can be said that print and electronic media contributed massively in information delivery and they both have their respective advantages as well as disadvantages. But to neglect or ignore one for another would not be the ideal way because each form has its own significance. (Owen, 1999). Books, for example, cannot be replaced by

television, while the attraction of internet and web cannot fully overtake the charm of newspapers and magazines. Meanwhile, there is the tendency of the conventional media facing difficulties to survive in the new electronic system of communication and losing its power and influence in society. Another significant challenge facing the traditional media is the emergence of the social media which has taken over the audience of traditional media in diverse ways. This has led to high patronage of the social media to the detriment of the traditional media (Grossman, 1995). Majority of the populace now resort to reading and accessing information online instead of the traditional media thus social media tremendously affecting the growth and influence of the traditional media. However, "the real importance of the media lies not in content, but in the way the media alters our social world" (McLuhon, 1964).

The merchandise of the traditional media in the areas of products – news and adverts; ideas / worldview – concepts and policies as well as media personalities are gradually losing their role as the centre of shaping society, promoting worldview of "dominant" ideology or the powerful and being the centre of cultural wars, as social media does not require physical structures to disseminate it messages and ideologies. It is obvious that the "social media" environment has questioned the role of media in being a purveyor of ideology, as traditional media cannot provide the entire citizenry and the public with quality information delivery, to accommodate meaningful discourse, or to encourage engagement. Therefore, social media can be a powerful tool for gathering and disseminating information. (Roth, 2011)

2.3   Comprehensive Sexuality Education And Public Policy

Hemphill and Culotta (2014) conducted a study which sought to examine the extent to which politicians participate in framing which issues received the most framing efforts, and which politicians exhibited the highest rates of framing. A common question in their political research on how to gain support for legislation and government action for a given issue. The study was underpinned by Druckman and Leeper (2012) who posited that Public opinion is important because "it serves as the foundation on which democratic governmental action is based" (p.50). Their study utilized content analysis as a data collection tool in analysing content from social media platforms. The study concluded that when an important issue requires action, public support can be a significant factor in how it is handled. It further posits that government or interest groups motivate this support via framing; and that framing is an important part of achieving this goal, and proponents often use framing strategies in an attempt to gain support. This study is related to mine in the sense that it was exploring content on social media to see how engaging they were and whether social media present features that had the potentials of engaging stakeholders. The main variation is that the study employed quantitative content analysis whereas mined employed qualitative content analysis.

Haberland and Rogow (2014) explored policies and practices in Europe that have contributed to more effective sexuality education and the use of Comprehensive Sexuality Education as a tool to empower the youth to reducing rates of sexuality transmitted infections and unintended pregnancy and lower rates of teen pregnancy and STDs. Their study brought to the fore that, adolescent sexual development is seen as both normal and healthy. The education provided to these students involves

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instruction in making informed choices and engaging in sexual behaviour in a responsible manner. In a very similar study, Huberman (2001) research in the United States was however of the view that sexuality education frequently involves conflict between schools, parents, and the community regarding moral issues, such as premarital sex and sexual orientation.

Haberland and Rogow (2014) referred to specifically Netherlands, Germany, and France, public education campaigns work with school programmes, providing condom and contraceptive access, with very few topics forbidden from classroom discussion. These three governments work with the media, rather than viewing it as a source of the problem, as often happens in the United States. Radio and television advertisements, billboards, and health care professionals are all part of a network committed to providing long-term education regarding safe sexual practices to the public. It must be noted that no social media was employed in this media collaboration. National health insurance for all three countries also provides youth free access to contraception. Even though these youth use condoms at a rate consistent with that in the United States, significantly more youth in these countries use other effective methods of contraception, such as oral contraceptives.

Huberman (2001) also includes extensive recommendations for public policies, reproductive health services, sexuality education, mass media and public education, families and communities, and religious institutions, based on the examination of a European approach to sexuality education.

Haberland and Rogow (2015) contend that programmes which emphasised gender and power relations were much more likely to show positive effects on STIs and

pregnancy than programmes which ignore gender and power (conventional CSE). For example, a programme in Kenya which used critical thinking methods for girls in school to highlight the increased risk of HIV from older men (sugar daddy relationships) managed to reduce pregnancy by 28 per cent. A programme in South Africa reduced herpes simplex by 33 per cent. The authors attribute these significant health outcomes to the programmes' emphasis on empowerment. Haberland (2015) conducted a comprehensive follow-up review of programmes addressing gender or power against programmes not explicitly addressing these. It shows that programmes addressing gender or power were five times more likely to be effective: 80 per cent of these achieved lower rates of STIs or unintended pregnancies. This new evidence suggests that a gender and power approach to CSE is significantly more likely to achieve results than CSE which does not include these factors. However, few programmes as yet implement a gender or power approach.

Mitchell, Ollis, and Watson (2000) undertook a study in Australia on using education to curb the spread of HIV/AIDS. This programme is part of the Health Promoting Schools (HPS) model which is a whole-school approach to health. The study indicated that while Comprehensive Sexuality Education was still in its early stages. Talking Sexual Health has been received favorably and has shown significant success in the primary grades, with secondary schools beginning to show successes with the programmes as well. The HPS framework was not designed to replace the needs of individual schools in addressing these issues, but rather to help in providing information to schools in a variety of areas using recent research, curriculum development, and including parents and local agencies in programmes. The HPS model is based on these five key components: taking a whole school approach:

developing partnerships; acknowledging that young people are sexual beings; acknowledging and catering to the diversity of all students; providing an appropriate and comprehensive curriculum context; and acknowledging the professional development needs of the school community. (p.264) The study proposed that it is important for schools to have parents well informed and work to keep them as valuable helpers in the sexuality education of their children (Mitchell, Ollis, & Watson, 2000).

Nicole (2014) study on *Sexuality Education: Emerging Trends in Evidence and Practice* explored CSE as a tool to empowering the youth to reducing rates of sexuality transmitted infections and unintended pregnancy. The study posits that CSE reduced sexual activity (including postponing age at first intercourse and promoting abstinence); reduced number of sexual partners; lower rates of child marriage and lower rates of early, unwanted pregnancy that results in abortions.

Awusabo-Asare, Stillman, Keogh and Doku (2017) conducted a study on a comparative analysis of the policy framework environment governing school-based Comprehensive Sexuality Education in four low-and middle-income countries (Ghana, Peru, Kenya and Guatemala) at different stages of programme implementation. All four countries benefit from a policy environment that, when leveraged, could lead to a stronger implementation of CSE in schools. However, each country faces several key challenges that must be addressed to ensure the health and wellbeing of their young people. These four countries present diverse contexts with respect to sexual and reproductive health issues for young people. The proportion of 15–19 year-olds who have initiated sex ranges from 28% in Guatemala (MSPAS 2010) to 39% in Kenya (Kenya Bureau of Statistics 2015), and few of those sexually

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active are using contraception, with modern method prevalence as low as 22% in Ghana (Ghana Statistical Service, Ghana Health Service, and ICF International 2015) and 31% in Guatemala (MSPAS 2010).

To address challenges related to sexual and reproductive health and rights, these four governments have devised policies that, although varying in scope, include some form of school-based sexuality education. A comparative policy analysis can elucidate the current practices in different contexts and help to understand the degree to which clear policy guidelines, or lack thereof, can enhance or limit the effectiveness of programmes to address the sexual and reproductive health and rights of young people. Such an analysis may also indicate key areas to be addressed in terms of further research and policy action. The study failed to mention any of the several key challenges mentioned in the findings.

The cross-country comparative studies that do exist have focused on developed countries (Lewis and Knijn 2002; Weaver, Smith, and Kippax 2005; Parker, Wellings, and Lazarus 2009). Reports published by international agencies have reviewed CSE policies in Asian countries, but fall short of a comparative analysis (Clarke 2010; UNESCO 2012). In Latin America, a diagnostic study examined CSE policies in various countries, but the paper, which also covered programme content and implementation, did not go in-depth into the policy environment and framing of CSE in social media (DeMaria et al. 2009). CSE policies have also been systematically analysed using self-reported data for 17 countries in Central and Latin America as part of the evaluation of the Mexico Ministerial Declaration Preventing through Education (UNFPA and DEMYSEX 2010; Hunt, Castrejon, and Mimbela 2015). In

Africa, Obare and Birungi (2013) have conducted a comprehensive analysis of policies in Kenya, but does consider its reporting in the social media.

The studies by Awusabo-Asare et al. (2019), Mitchell, Ollis, and Watson (2000), Haberland and Rogow (2014) and Huberman (2001) looked at the characteristics, quality and inadequacies at the programme. However, there is paucity of literature on studies that have focused on the social media framing of the Comprehensive Sexuality Education curriculum. This thus makes my study which seeks to fill the gaps by empirically exploring how CSE was framed on social media as a news frame in Ghana relevant. None of the programmes in this comprehensive review had any negative effects on outcomes, but the results were not overwhelmingly positive. Overall, including programmes from the USA and Europe, nearly all programmes increased knowledge and two-thirds changed behaviours, including delayed sexual debut, frequency of sex, number of partners, increased contraceptive use, and reduced risky sex (Boonstra, 2011). In developing countries, most of the programmes demonstrated no significant impact, while a smaller number produced positive results. In total, UNESCO (2009) suggests that the evidence is quite strong for improved condom use, contraceptive use and sexual risk-taking. However, the magnitude of the effect is quite small, lowering risky sexual behaviour by one-third to one-fourth.

A systematic review (Mavedzenge, Doyle & Ross, 2011) states that there is enough positive evidence to recommend the large-scale implementation of adult-led, curriculum-based HIV/AIDS programmes. Other types of programmes did not have enough evidence to support roll-out, although there are positive indications for: youth-friendly health facilities; community interventions; peer-led school interventions. These require further research to establish effectiveness. Despite evidence that

abstinence-only programmes are ineffective, many countries still rely on these (Haberland & Rogow, 2015). There is a large body of evidence showing that abstinence-only education is not effective in postponing sexual initiation, frequency of sexual activity, number of sexual partners and preventing unintended pregnancy (Braeken & Cardinal, 2008).

2.4   Internet and Social Media Usage in Ghana

Internet usage among Ghanaians is on the increase, per scholarly works reviewed. For example, a January 2020 *Hootsuite* report, has shown that 14,760,000 Ghanaians representing 48% of the total population use internet for various reasons. According to the report, this is about 13% increment when compared with the January 2019 figures. This falls within the general continental increment of 15% in Africa as the continent is touted as showing the fastest growth rates in internet penetration in the world (Zurek, 2020).

According to the Hootsuite report (2020), millions of Ghanaians are exposed to social media. The statistics and the general breakdown of users within the digital space in Ghana are depicted in Figure 1.0 below.
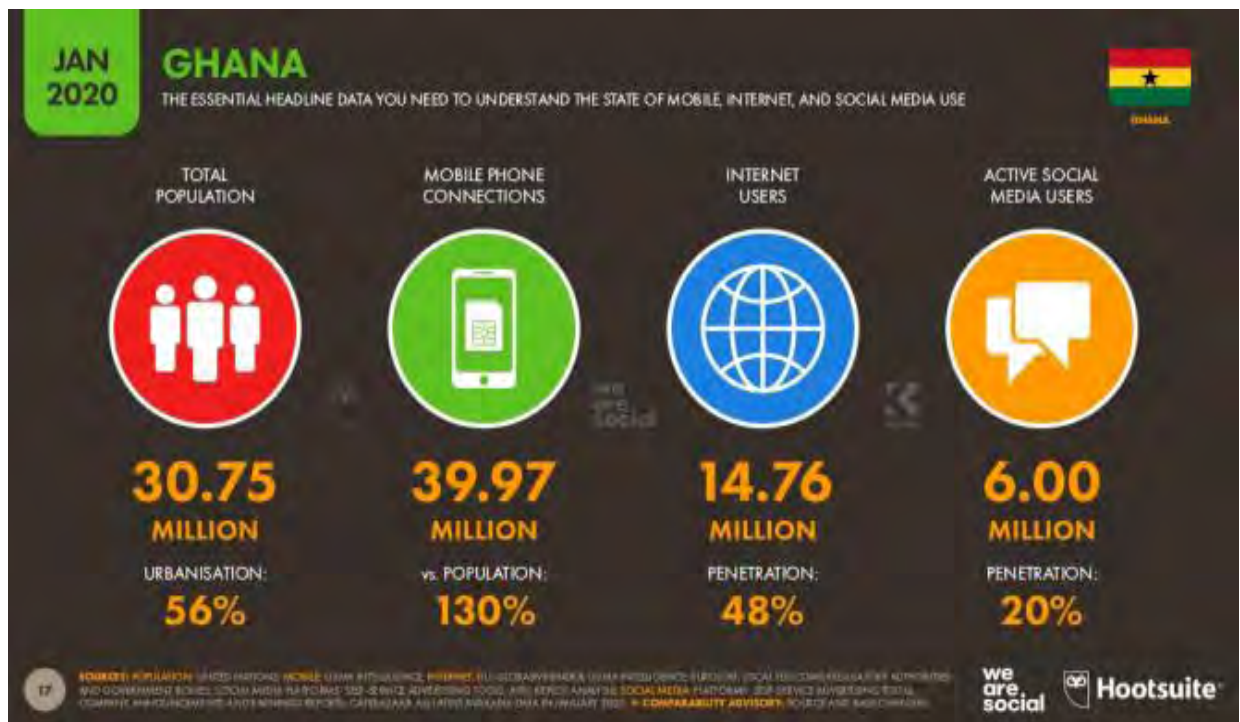
Figure 1.0 Hootsuite report (2021).

The figure below also shows the share of the most-used social media platforms that are used by Ghanaians and it reveals that a chunk of the users use WhatsApp (82%) followed by Facebook (71%). (Hootsuite report, 2020).
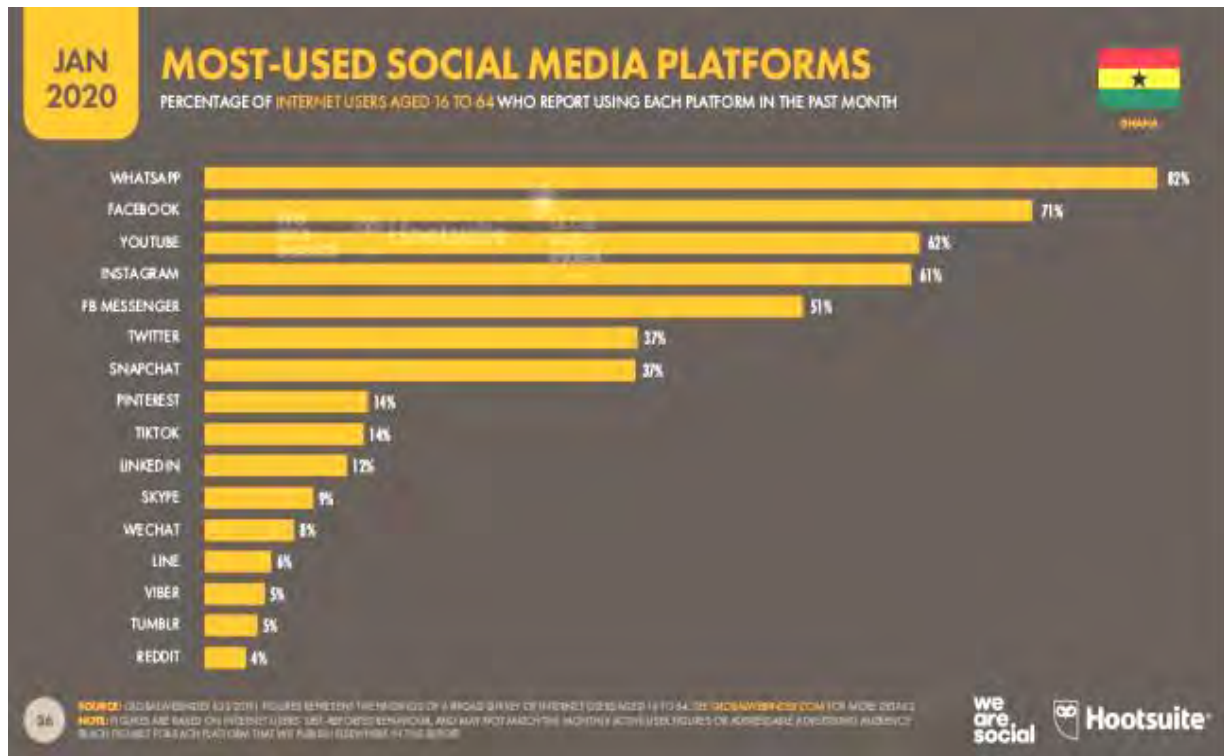
Figure 2.0 Hootsuite report (2021).

The *Hootsuite* report (2020) further asserts that majority of Ghanaians access information on Facebook via their mobile phone only with 1.8% users accessing information via laptop or desktop computers, while 7.9% uses both their phones and computers as the devices of accessing information on Facebook.

The statistics justifies social media as an interactive platform that has a lot of people setting agenda and causing interaction on issues such as the comprehensive sexuality education policy in Ghana. The statistics further gives credence to Facebook as a huge platform that gives the opportunity to connect with fans and followers every time they log in to be entertained and informed with content such as government policies.

Figure 3.0 Hootsuite report (2021).

Ojebode, Togunde and Adelakun (2011) conducted a study that sought to, among other things, investigate how younger generations are appropriating social media as a tool for engaging in cross-generational dating. The study centered on issues of security and secrecy as key features that propel the use of social media by female undergraduate students who engage in cross-generation dating online in Nigeria. Their study employed ethnographic fieldwork in soliciting information from these female students through three different university campuses. Ojebode et al (2011) employed the Uses and Gratification Theory as the theoretical basis for another study. The study found that social media has augmented the celerity of cross-generational dating especially among female students in Nigeria.

The study also discusses some of the reasons users of social media publish their opinions on issues online.

Boadi (2013) also conducted a study on how University of Ghana students use social media in engaging in civic discourses. The study employed the Social Capital Theory and cyberethnography in soliciting information from some selected Facebook groups of students of the University of Ghana. Boadi (2013) found that members who belong to these virtual platforms behaved as though they were bounded physically and would rally support for one another. The study also revealed the support and influence posts have on readers by social media users.

Facebook is a social networking site that makes it easy for people to connect and share with family and friends online. Individuals can communicate and share information instantly and independently from their geographical location (Zarrella, 2010). In addition, people can now tell the world what they think and do easily form online communities based on affinities, interests, political and religious views, and common causes. Among these social networking websites, Facebook indeed stands as the most popular and influential social networking website (Safko & Brake, 2009). On Facebook most individuals or users are fishing for friends, or trading information, opinions, and experiences on their mutual and common interests (Ridings & Gefen, 2004). A factor determining people's use of Facebook is social influence. Teo, Seng and Fu (2009) carried out a study and hypothesized that the user's willingness to join and use Facebook is directly related to the following: the number of associates using the social network, the belief that Facebook has the most active users globally, and finally the belief that Facebook is the most used networking site among an individual's peers. Also, Teo et al. (2009) projected that the use of the website grows with the size of a person's social network and with the usefulness of the functions and applications on the website.

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2.5 Theoretical Framework

Generally, researches are underpinned by some theoretical constructs. This helps draw research findings and analysis within certain theoretical frameworks and goes a long way to help appreciate these theories some more. It also helps the researcher to confirm the existence of a theory in a phenomenon, challenge the existence of the said theory or even show some extensions or variations that may exist in the theory. According to Grant and Osanloo (2014, p.12), a theoretical framework "serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions". The theory becomes the foundation upon which the study is based on, and it guides the researcher to achieve the stated research objectives. In this study, the researcher adapted the Framing theory by Goffman (1974).

2.5.1 Framing

Framing is a central concept in mass communication research. Framing is concerned with how we construct the stories we tell about the world (Chong and Druckman, 2007). One of the first to introduce the concept was sociologist Erving Goffman (Goffman, 1974), using the concept of frames to show how people organise their perceptions of society as a whole and of specific aspects of society. Framing relates to attitudes, and can be measured as the sum of positive and negative associations with a given issue (Chong and Druckman, 2007). Lyengar (1991) first applied framing theory in the analysis of media studies. The theory suggests that the media are capable of presenting issues in a way that could influence what and how people think about the causes of the problems. Each news item has a theme that structures it (Gamson

and Modigliani, 1989; Pan and Kosicki, 1993). This theme connects different semantic components of a story into a coherent whole (Pan and Kosicki, 1993). Pan and Kosicki (1993) call these themes "frames" due to their structuring function. In functional terms, Dunwoody and Peters (1992) define a frame as "a knowledge structure that is activated by some stimulus and then employed by a journalist throughout story construction" (p. 213).

The mass media construct or interpret social realities through framing (McQuail,1994; Scheufele, 1999; McQuail, 2005). Employed widely in television news, framing is also seen in the way the print media assign stories to prime pages, and the way they repeat or use culturally familiar symbols in news discourse (Entman, 1993; McCombs and Ghanem, 2001). Frame is underpinned by the idea that people must somehow classify their experience if they are to grasp its significance and communicate the experience to others. Frame analysis exists in a variety of disguises. Goffman (1974) argues that definitions of social situations are built up in accordance with basic 'frames' of understanding. These frames permit us to make sense of events by permitting us to dissect experience into easily manageable wholes. Goffman's approach is based on the idea that making sense of social situations is done by constructing meaning through frames of understanding.

Entman (1993) defined framing as a process by which the media "select some aspect of a perceived reality and make them more salient in a communication text in a way that can promote a certain definition, interpretation, moral evaluation or treatment recommendation (pg.52)" Entman's (1993) concept of framing as selecting some aspect of a perceived reality and making them more salient in a text gives the selected variables an edge over other variables. (Altheide, 2000; Gilaser, 1999). The media

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highlight a certain piece of information about a main topic of a news story, which raises the salience of the issue. The term salience means "making a piece of information more noticeable, meaningful, or memorable to audience" (Entman, 1993). An increase in salience improves the possibility that the audience will remember the information. Information can be added or taken out according to the message that media want to communicate to the public. In a similar light, the comprehensive sexuality education curriculum may be perceived as bad depending on the way views are presented. More negative posts on Facebook over positive posts, are most likely to influence the minds of stakeholders.

Framing has been shown to help audiences understand political, social, and economic issues (Carter, 2013). Also, these frames influence audience responses (Entman, 1993; Gitlin, 1980; Nisbet, 2010). Gitlin (1980) defined framing theory as "Frames are principles of selection, emphasis and presentation composed of little tacit theories about what exists, what happens, and what matters" (1980, p.6). In other words, frames are essential cognitive structures that provide a perception to audience reality.

Ajrouch (1998) stipulated the social construction of news to the personal perspective of the journalist. According to Ajrouch, in constructing news for public consumption, media professionals also rely on their own perspectives and experiences. By subjecting the construction of news to this concept of personalisation journalists link their own human element in constructing news as a social reality to the human element of the audience. This contends the assumption of news stories as an equation of facts devoid of personal experience and emotions.

Personal attitudes, experiences and emotions go into the selection of what particular news is of 'value' and what is not. This alone puts news construction in the context of human relationships an important factor of social constructivist perspective. News as a product of social construction then becomes a presentation of the way phenomena are *framed and thematised as a feature of daily discourse* (Altheide, 2000).

News reports or news stories provide interpretive frames through which we understand or explain events that happens around us. Basically, these frames are nothing more than the images through which phenomena are situated. News professionals organise their stories around basic cultural products or images. From the social constructivist perspective, news story is nothing more than defining events, their causes, and consequences through an organised basic frame embedded in the local culture.

Reese (2001) avers that frames are more than phrases. They are the organising principles that are socially shared and persistent over time, that work symbolically to meaningfully structure the social world. When journalists attempt to present information in the form of news stories, the way they present the information is sometimes affected by their own biases and perceptions. Although the presentation and the facts of information may be true, the elements the journalist chooses to include and emphasis can affect and shape reader's perception (Campbell, 1995). Thus, if two journalists from different media organisations are sent to cover an event of a given ethnic group with one of the journalists belonging to that ethnic group, chances are that the stories by both journalists may come out different. For instance, should there be a major scuffle at the event; the journalist who belongs to that ethnic

group may entirely ignore the scuffle in his presentation. The other journalist may however, use the fight as his angle of presentation.

Entman (1993) pointed out that "frame is to select some aspects of a perceived reality and make them more salient in a communication text, in such a way as to promote a particular problem definition, casual interpretation, moral evaluation, and/or treatment recommendation for the item described" (Entman, 1993, p. 52). Many factors will be considered due to the mass variety of presenter and audience. These presenters as well as audiences all may have different belief systems, culture, social background, education level, etc. A message a presenter wants to deliver might not be received in its intended way by the audience unless proper framing has been considered.

There are two different concepts of framing, media frames and individual frames (Scheufele, 1999). Scheufele, 1999 defined media frames as the news frame that organises everyday reality and the news frame is part and parcel of everyday reality; is an essential feature of news. Media frames allow people to identify information quickly and will also influence people's thoughts regarding the information. There is much support for the impact of framing theory in political communication (Entman, 2012). Entman (1993) points out that frames call attention to some aspects of reality while obscuring other elements, which might lead audiences to have different reactions. He points out that framing theory provides a theoretical foundation for systematic studies of bias, especially in political communication.

Scheufele (1999) also describes media frames as dependent variables that focus on extrinsic and intrinsic factors influencing the production and selection of news including ideology, social norms and values. The ideology of the news source and

values of the country one lives, in for example, can affect news production. Even the most objective journalist can be manipulated by their sources' imposition of dominant frames on the news (Entman & Rojecki, 1993).

Robinson (2001) points out that frames offer ways of explaining understanding and making sense of events. This research will use framing theory to identify how the Comprehensive Sexuality Education was framed within social media since framing can influence reader's opinions, interpretation, and reflection as Entman (1993) noted that frames have several locations, including the communicator, the text, the receiver, and the culture.

Millions of citizens tend to get their daily news from "the media". One influential way that the media may shape public opinion is by framing events and issues in particular ways. Framing involves a communication source presenting and defining an issue. The notion of framing has gained momentum in the communication disciplines, giving guidance to both investigations of media content and to studies of the relationship between media and public opinion (De Vreese 2005). The term framing is referred to with significant inconsistency in the literature (Nisbet, 2010). Moreover, most previous studies of framing have focused on either content (e.g., frames in news) or framing effects. De Vreese (2005) argues that becoming aware of different types of frames is necessary to understand when and why different frames are at work. The paper defines framing as a process and it outlines an integrated process model of framing that includes production, content, and media use perspectives. Based on a review of previous studies of media frames a typology of issue-specific and generic frames is proposed (Garrett, 2009). A case study shows how generic news frames may be identified and used to understand cross-national differences in news coverage. The

study is an illustration of how framing can be used as a tool to study media content. This falls in line with the framework of analysing dialogic elements of Facebook and provided a good theoretical frame within which my findings were discussed.

2.6   Social Media framing and Engagement

Engagement has been examined across a range of academic disciplines, including sociology, psychology, political science, and organisational behaviour (Hollebeek, 2011) and there are multiple perspectives on engagement. For example, 'student engagement' in educational psychology is defined by London, Downey, and Mace (2007) as students' academic investment, motivation, and commitment to their institution, and their perceived psychological connection, comfort, and sense of belonging toward their institution. Student engagement was found to be essential in a student's receipt of teacher support and achieved results (Bryson & Hand, 2007; Skinner & Belmont, 1993). Saks (2006) defined 'employee engagement' as the amount of cognitive, emotional, and physical resources an individual is prepared to devote in the performance of one's work roles. A high level of employee engagement potentially contributes to increased productivity and profitability, so many organisations measure employee engagement and look for ways to maximize it (Greenwood, 2007).

In social psychology, Achtenberg (2003) conceptualized "social engagement" as a sense of initiative, involvement, and adequate response to social stimuli, participating in social activities, and interacting with others. With the increasing number of Internet users, the social media has gradually connected people into a virtual society. Today around 70% Americans use social media to connect with one another, engage with

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news content, share information, and entertain themselves (Pew Research Center, 2018). "Social media engagement" can be considered a concept under the umbrella of social engagement, because social media serve as platforms for individuals to participate in social activities and interact with others.

Engagement activities include how users interact with the social media site and the brand. This type of engagement can be defined as users' brand-related cognitive, emotional, and behavioural activity during or related to interaction between user and brand on social media (Hollebeek, Glynn, & Brodie, 2014). In this definition, Hollebeek and his colleagues (2014) addressed the user as the focal engagement subject, while the brand was considered as the specific engagement object.

Malthouse, et al. (2013) indicated that individuals could engage with content on social media platforms at two levels, lower engagement and higher engagement. Jain, Zaher, and Roy's (2017) built on Malthouse et al. (2013), and defined lower engagement as referring to those individuals that are casually involved without engaging in deep cognitive thought processes, and higher engagement as referring to those individuals that process content in a more thorough manner.

On Facebook, users can provide simple feedback such as liking or instantly sharing the content (low-level engagement); the more engaged users can comment on the content or share the original post by re-writing a post (high-level engagement). Based on Jain, Zaher, and Roy (2017) and Malthouse et al.'s (2013) definition, simply clicking a "like" button or instantly sharing a post without adding any personal thought belong to the lower form of user engagement, since they require very little processing of brand meaning; alternatively, a user who posts a lengthy, thoughtful

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comment on fashion brands' Facebook accounts or shares the original post with personal thoughts added displays a higher level of engagement.

Besides the two levels of user engagement, researchers (e.g., Jain, Zaher, & Roy, 2017; Malthouse, Haenlein, Skiera, Wege, & Zhang, 2013) have indicated users that invest deeply and process content in a thorough manner will promote long-term engagement. In other words, a higher level of engagement potentially leads to a longer-term relationship.

Both long-term and short-term engagement have implications for the organisation; however, a more enduring and positive long-term relationship (e.g., positive comments and positive rewriting of posts on Facebook) can generate stronger connections, a wider user base, brand advocates, user-generated content, and ultimately a loyal user base willing to spread positive word of mouth about the brand (Malthouse et al., 2013). This study builds on prior social media engagement research to investigate what frames encourage high-level engagement. This study used the framing theory to better understand what motivates users to engage on social media in the first place as it potentially serves as the significant first step for creating effective social media content.

2.7   Relevance of the theory to the study

This theory is relevant to the study because it gives an insight into the extent to which the frames used on Facebook in posting views on the Comprehensive Sexuality Education policy initiative in Ghana have the power to shape public perception of the

policy initiative and thus incline readers towards the policy by the government and also throw light on the expectations readers may have on the government policy.

Schcufele and Tewksbury (2007) explained that news framing is based on the notion that how an issue is characterised in news reports can have an impact on how the audience interprets the story. The way individuals classify information also adds to the framing theory and framing is a macro level and a micro level construct (Schcufele & Tewksbury, 2007). "As a macro construct, the term 'framing' refers to modes of presentation that journalist and other communicators use to present information in a way that resource with existing underlying schemes among their audience" (Schcufele & Tewksbury, 2007, p.12). Journalists use framing as a way to reduce the complexity of the story. Micro construct explains how individuals use the information they receive to form impressions about the issue (Schcufele & Tewksbury, 2007). Each of these variables contributes to the public's view of certain issues. Social media thus has the power to generate a specific reaction from the public by the way the story is portrayed.

Framing does not have a one-dimensional meaning. According to Schcufele (1999), media and individual frames have to be considered when reading a news story. Media frames are defined as a main organising objectives or story line that delivers meaning to events that are unfolding Schcufele (1999) further explained that by "viewing media or news frames as necessary to turn meaningless and unrecognizable happenings into discernible event" can lead to the story being framed. The way in which news events are covered by the media can affect how receivers of that news come to understand the events. Recipients of a news story build their opinion based on how the news story was framed and their own individual frames. Viewers interpret

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and process information based on the tone of the news story (Schcufele, 1999). Posts on Facebook play an important role in the development of opinion among the public and when the focus is framed only negatively or positively toward the subject, the other aspects of the story are excluded.

According to framing theory, framing of a story is important for dissemination (McCombs and Ghanem, 2001), as it defines the attributes and themes for how we discuss and engage with different issues (Weaver, 2007). It is this very process of shaping the message which is known as framing: "Framing is the process by which a communication source, such as a news organisation, defines and constructs a political issue or public controversy" (Nelson et al., 1997, p.567) Framing theory is relevant to this study as it explains how everyone's mind thinks differently to a similar event due to different factors. To understand one's presumption, his or her culture and background will be heavily considered. A successful frame also depends on pre-existing schema, often events that are widely known by the general public. For example, Scharrer, Weidman, and Bissell (2003) pointed out prominent use of the popular cultural product culpability frame.

The focus of this study was to understand how social media is used in framing issues of CSE and to also determine the tones on social media platforms particularly Facebook. Framing theory therefore is of essence as it attempts to explain the effects of mass media on audience perception of issues. Frame is "a central organising idea for news content that supplies a context and suggests what the issue is through the use of selection, emphasis, exclusion, and elaboration" (Severin & Tankard, 2001, p. 277).

Other scholars have studied how and why framing works. A study found that framing alters the weight assigned to beliefs (Lecheler and de Vreese, 2012). The introduction of new ideas and new information, showing content, we had no previous awareness of, i.e. reading about Comprehensive Sexuality Education for the first time, is another way that framing affects us. A literature review found that successful framing had effects related to the dissemination of information and persuasion of readers (Tewksbury and Scheufele, 2009).

Several studies have examined the effects of framing on the public's perceptions of an issue. These studies show that framing has a clear impact on our perceptions, especially when we do not have a clear preference on the issue, or if the framing supports our own views (Hardisty et al., 2010). In Norway, the protest group ATTAC was successful in gaining media attention and managed to become an important voice in the late 90's and early 2000's debate on globalisation. This success was due to the successful framing of their message (Sandberg, 2003). With the controversy surrounding the introduction of the Comprehensive Sexuality Education in Ghana, it is clear that the framing theory is relevant as it cements the issue of no clear preference on the issue on CSE.

Framing relates to attitudes, and can be measured as the sum of positive and negative associations with a given issue (Chong and Druckman, 2007). These attitudes influence how we choose to talk about the issue. This study also seeks to understand how positively or negatively the issues around the Comprehensive Sexuality Education were framed and how they affected their target readers decision making.

The researcher employed the framing theory in this study considering that these notable researchers (Bullock et al., 2001; Chauhan & Foster, 2014; Parkyn, 2018; Redden, 2011; Rose & Baumgartner, 2013) have used the theory in their works relating to media reportage of poverty outside Ghana. Ofori-Birikorang (2009) also used the framing theory to analyze media reportage of a new health policy in Ghana, Azanu (2011) used the framing theory to analyze newspaper frames of women leaders in Ghana and de-Graft Aikins et al. (2015) used framing theory to analyze media constructions of 'socio-psychological epidemics' in 11 countries in sub-Saharan Africa, taking genital shrinking as a case. This theory will help examine the types of frames activists used in presenting their views on social media on the comprehensive sexuality education in Ghana. Frame analysis also provides a conceptual tool useful for considering how particular idea frames persist across time (Redden, 2011). Identifying dominant idea packages or frames provides an efficient way to quantify patterns and to quickly identify similarities and differences.

Identifying the frames that dominate coverage is significant because how an issue or event is framed will often tacitly suggest what should be done about it (Redden, 2011). Edelman (1993) mentions that the character, causes, and consequences of any phenomenon become radically different as changes are made in what is prominently displayed, what is repressed, and especially in how observations are classified.

Finally, Kuypers 2009 posits that frames operate in four key ways: they define problems, diagnose causes, make moral judgments, and suggest remedies and these are in tandem with this study. The problem identified is the issue of Comprehensive Sexuality Education, with the diagnosed cause being western culture, providing moral judgement which brings to the table the controversy surrounding the CSE with its

suggested remedies of either having the issues receiving a positive or negative feedback.

2.8   Chapter Summary

The chapter focused on making the conscious effort of not replicating a study that already exists; hence teased out research gaps that exist in previous studies with the sole aim of grounding this research. It is also to allow for this study to contribute to a large extent fresh ideas and perspectives to body literature on communication studies in general, and media communication or dialogic communication to be specific. It is evident from the literature reviewed that there is very little attention drawn to social media framing of the comprehensive sexuality education and particularly in growing democracies like Ghana. This study will therefore attempt to fill these voids together with other methodological gaps mentioned in the ensuing chapters.
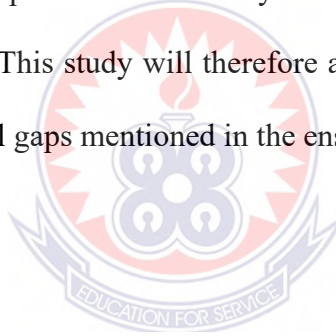
CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter pays attention to research methodology; the step-by-step procedure employed to gather and analyse data. The chapter discusses the research approach, the research design that was chosen for the purpose of this study and the reasons for this choice. The data collection methods are also described including the procedures that were followed to carry out this study.

3.1   Research Approach

In relation to the research focus and objectives, this study employed the qualitative research approach. The qualitative approach to research forms part of the three main approaches and these are Quantitative, Qualitative and Mixed Method approaches to research (Cresswell, 2014). O'Leary, (2013) states that research approach moves hand-in-hand with the research philosophy of a study as both are interconnected with each other. Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Cresswell, 2014). Qualitative research is concerned with qualitative phenomenon involving quality (Rajasekar, Philominaatha & Chinnathambi, 2013).

Williams (2007) makes the argument that qualitative research is a holistic approach that involves discovery. Brennen (2017) also posits, "it is an understanding of complex concepts and making sense of language which is generally based on people's experience and human relationships" (p.4). Rajasekar, Philominaatha and

Chinnathambi (2013) echoes that qualitative research is non-numerical, descriptive, applies reasoning and uses words; its aim is to get the meaning, feeling and describe the situation; and it investigates the how of decision making. Just like Braun and Clarke (2014) aver, qualitative research is about meaning and not numbers. This study is set to examine how social media framed the Comprehensive Sexuality Education curriculum in Ghana. It considers how views were presented and how often (dominance) it received coverage. Therefore, the qualitative research approach becomes the most preferred based on the nature of this study.

Again, qualitative research describes social phenomena as they occur naturally without the artificiality that sometimes surrounds experimental or survey research (Hancock, 2002; Wimmer & Dominick, 2011). Yin (2009) also adds that qualitative research helps social science researchers to study a phenomenon or culture because it gives room for flexibility and the attainment of a deeper understanding of the subject or the phenomenon. As per the focus, this study sought to look at how social media frame Comprehensive Sexuality Education stories in Ghana. Qualitative approach is typically used to capture individual's thought, feelings or interpretations of meaning and process (Gives, 2008). According Williams (2007), qualitative research involves purposeful use for describing, explaining, and interpreting collected data. Hence the qualitative research approach becomes relevant in this research as it seeks to find a deeper understanding of the social media framing phenomenon.

Another justification for employing qualitative approach is that, qualitative research places emphasis upon exploring and understanding "the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, p.4). This is reiterated by Denzin and Lincoln (2005), who say qualitative method implies an emphasis on

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processes and meanings that are not rigorously examined, measured in terms of quality, amount, intensity or frequency. This is to say that qualitative researchers typically do not make external statistical generalisation because their goal usually is not make inferences about the underlying population, but to attempt to obtain insights into particular educational, social, and familial processes and practices that exist within a specific location and context (Connolly, 1998). This research which seeks to find out how social media framed the coverage of the Comprehensive Sexuality Education policy on Facebook does not intend to rely quantity, amount and frequency.

This qualitative approach is looking at the perspective of issues from investigating them in their own specific context (Denzin & Lincoln, 2005). Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). This study on social media framing of Comprehensive Sexuality Education was conducted without any attempt to manipulate or influence the phenomena under study since the data collected for the study from Facebook existed in their natural, pre-existing settings. As Creswell (2003) puts it, qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences. This means that qualitative researchers study phenomena in their natural settings, attempting to make sense of, or interpret in terms of the meanings people bring to them.

The qualitative research approach depends primarily on human perception and understanding where the researcher seeks to establish the meaning of a phenomenon (Creswell, 2014). This is why Camara, Drummond and (2007) posit that qualitative

research is concerned with understanding human beings' experience in a humanistic, interpretive approach. Qualitative researchers typically do not make external statistical generalisations because their goal usually is not to make inference about the underlying population, but to attempt to obtain insights into particular educational, social, and familial processes and practices that exist within a specific location and context (Connolly, 1998). It is believed that qualitative research, most of the time; look for hidden meanings than look at the quality of occurrences or events. Kvale (1996, p.11, as cited in Qu & Dumey, 2011) maintained that qualitative research is not "objective data to be quantified, but meaningful relations to be interpreted." Qualitative research is about delving into the meanings people attach to social phenomenon rather than measuring a situation using predetermined benchmarks (Creswell, 2017). All the ideas are socially constructed. This is to say that social realities are individually constructed based on preconceived thoughts and personal experience. A qualitative approach was the best for this study because the research was focused on the interpretation of data. It was also not necessary to use quantitative methods because the purpose of the projects was not to determine how many times a frame was used, but to describe what those frames were. As the research questions indicate, the aim of this study is to discover the frames that emerged from Facebook posts in the coverage of Comprehensive Sexuality Education policy, thus focusing on the interpretation of data (Walker & Myrick, 2006).

3.2   Research Design

According to Zikmund & Babin (2007), research designs are purposefully created to draw a master plan with which the entire research and its attendant methodologies are

carried out. Research designs are tailored to suit the focus of the research, the aims and objectives of the research as well as the researcher's own experiences and philosophical position (Creswell, 2013). Panncerselvam (2014), posits that research design is the outline of how the study is to be carried out. Research deigns, according to Creswell (2013), is the plan for conducting the study. He sees research designs "as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis" (Creswell, 2009, p.3). By the same token, Amoani (2005) made it clear that research design is an arrangement of conditions for collecting and analysing data relevant to the researcher in the most economical manner that determines the sample size, sampling technique, the type of data and how to collect it as well as the method of data analysis. Essentially, the research design creates the foundation of the entire research work (Rajasckar, Philominaatha & Chinnathambi, 2013). Taking into account the fact that this study aimed at soliciting data from the text on Facebook, the most suitable design employed was Qualitative Content Analysis.

The design used for this study is cyber ethnography. Brennen (2017) posits that the rise in communication that is mediated by the computer, referred to in technological circles as Computer Mediated Communication (CMC) and the internet at large has given social science and media researchers a reason to investigate and understand people's cultural posturing and behaviour within virtual or internet-based communities. Cyber ethnography according to Sade-Beck (2004), involves a thorough analysis of text, language, interactions, comments and people's general actions and inactions online. One of the new designs used in contemporary times is cyber ethnography. As people conduct more activities online and leave digital tracks

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(pictures, blogs, emails, and such), researchers have begun to study human behaviour in cyberspace (Keeley-Browne, 2011). The significance of cyber ethnography in present-day research cannot be overstated as Akturan (2009, p.14) argues, "cyber ethnographic research is a helpful research tool and it is thought that it will be used as an increasingly important research method in the future mainly because cyberspace has accelerated development. As the information technologies spread all over the world, communication will change its pace". It is also referred to as online ethnography (Catterall and Maclaran, 2001). To develop insight into virtual communities, cyber ethnography has emerged as a methodology for the internet only within the past decade as a significant research method (Akturan, 2009). There are two major sources of deriving data for cyber ethnography. Firstly, one can copy the data straight from the communication happening among the particular community or individual of interest, secondly, the researcher can inscribe data through his observation within the posts of the individual or the virtual community (Kozinets, 2002). As observed by Keeley-Browne (2011), cyber-ethnographers participate in and observe blogs, web sites, and chat rooms. They analyse how people form social networks or groups online and establish cultural identity.

Observation and information gathering on virtual spaces as a data collection mechanism becomes useful as the focus and aspirations of this research are targeted at understanding the tones people gave on their Facebook pages in respect of the Comprehensive Sexuality Education policy.

This study engaged in an in-depth analysis of the comments and interactions that exist on some activists Facebook pages. The reason why people framed their posts on the

comprehensive sexuality education on Facebook (online) is a just reason why cyber ethnography becomes the most appropriate choice of data collection technique.

Another justification for employing cyber ethnography is that previous researches such as Eray (2016), Madichie and Hinson (2014) have all employed internet-based data in investigating the dialogic nature of online media.

3.3.   Sampling

Lindlof and Taylor (2017) assert that a sampling strategy helps the researcher in determining what to study and also provides justification for what to study. Givens (2008), avers that sampling is the process of choosing actual data source from a larger set of possibilities. It is also seen as the act, process or technique of selecting a representative part of the population for the purpose of determining parameters or characteristics of the study based on their ability to provide necessary data. For the focus of this study, the purposive sampling strategy was adopted. As opposed to convenience sampling where a researcher selects research participants based on who is available, purposive sampling, as the name connotes, involves deliberately or purposefully choosing a participant or data to study on the basis that they possess certain qualities and characteristics that are relevant to the research (Kumepkor, 2002; Wimmer & Dominick, 2006).

In this study, there was the need to carefully observe some selected Civil Society Organisations' official post on Facebook as well as general comments on their posts from the citizenry to understand and unearth both manifest and latent meaning regarding their social media posts. These Facebook pages engender a lot of posts and

comments and usually have them tagged on issues of Comprehensive Sexuality Education by others. The respondents were purposely sampled based on their knowledge on the subject matter as they have made contributions on the traditional media as panelists and contributors in feature articles and interviews. Again, the Facebook posts was targeted for data collection because per the Hootsuite report cited in Zurek (2018), the most commonly used open social media platform in Ghana is Facebook.

According to Omana (2013), sampling should be a consideration in all qualitative inquiries, regardless of purpose of research. Whereas Braun and Clarke (2013) argues that qualitative research tend to use smaller samples than quantitative research, but Patton (2002, p. 244) posit that "there are no rules for sample size in qualitative inquiry"

However, Kusi (2012) argues that for qualitative studies, the larger the sample size employed in the data collection, the more valid and reliable the data and in effect, the entire research becomes, the richness and in-depth nature of the data as well as quality of the data analysis is equally important (Silverman, 2010). This study, therefore leans with Silverman (2010) to observe the Facebook posts and engaged in an in-depth analysis so as to make the research data thick and all-encompassing enough.

3.4.   Data Collection Methods

Creswell, (2014) avers that there are certain data collection methods that have also been identified with qualitative research such as: observational methods, in-depth interviewing, group discussions, narratives and the analysis of documentary evidence.

The main source of data collection used in this study was documents (Facebook posts and comments).

The research used a total of five hundred and twenty (520) Facebook Posts by activists, thus, Civil Society Organisations (CSOs) over the six (6) months period. The activists (CSOs) were purposively sampled based on their active social media use of sharing at least a post a week (Porter, Anderson & Nhotsavang, 2015). The selection was followed by the retrieval of any written and video text believed to have been originally authored by the CSOs. Texts believed to be originally authored by the CSOs were operationalised as written texts that were posted with CSOs accounts and do not have shared and links to other sources except to another social media platform of the CSOs. A post is written by a Facebook user, and that post then appears on another Facebook user's timeline. A status update is a common type of post in the Facebook environment, which will appear in the news feed of a user's Facebook friends. A news feed is a list of updates from a user's Facebook friends that is intended to provide the user a quick update on what their Facebook friends have been doing on Facebook.

Also Comments on Facebook pages were also observed. A comment is a response to a Facebook post or a response to another comment itself. This is in line with Kent et., al (2016) who posits that passive analysis on Facebook involves the study of information patterns observed on Facebook or the interactions between users in existing Facebook pages and groups. As these pages and groups are public, the researcher was able to openly view all Facebook data without restrictions (Teo, 2018) This study therefore investigated themes about Comprehensive Sexuality Education by performing a keyword search on Facebook to identify relational themes,

grammatical elements, and valence of the sentiments contained in Facebook posts and associated comments.

The period for data collection spanned August, 2019 to February, 2020. The reason for this period is that the government of Ghana proposed the rolling out of the Comprehensive Sexuality Education in August 2019, calling for an increase in intentional and conscious communication (Girginova, 2013). The second rationale was to gather data covering six full months. This helps to improve data reliability, as argued by Madichie and Hinson (2014).

Given how expansive the amount of Facebook data can be, it is vital to determine the scope of data that will be analysed. Facebook features, such as filters, allow data to be viewed in already separated Facebook variables such as user-generated data (ie, notes, posts tagged in, and timeline review). These filters can be manipulated to display specific data of interest (Med, 2019). Although filters can help find user-generated and user-directed data, it is important to also capture these same data in the timeline. This study zeroed in on timeline to observe how Facebook users interacted and collected user-generated and user-directed comments and posts from the activity log and the timeline, which helped provide context for the required data (Kramer, 2014) The data collected were broken into units of analysis (posts and comments), coded and categorised expressions of likeness (contextual) were put into inductively generated themes (Luo, 2019). The posts were retrieved and stored in MS Word documents which were later converted to PDF files in order to prevent changes being made mistakenly to the data. This is due to the fact that qualitative content analysis focuses on pre-existing data independent of the research process and not ongoing interactions (Altheide & Schneider, 2013, Leavy, 2014). Following Austmann (2015)

and Girginova (2013), each post was considered a single, unique unit of analysis. The data collected were engaged closely by putting down descriptive notes at every stage in order to gain a general understanding of the contents.

Snelson 2016 avers that Qualitative Facebook data are commonly analysed using methods such as content analysis to assess a wide range of qualitative data and create constant comparison to identify themes. This study therefore used content analysis as its method for data analysis.

3.5   Method of Data Analysis

According to Palmquist (2005) content analysis is a way of objectively examining the presence of certain words, phrases, characters, themes, concepts or any communicative language in a body of the text. Also, Luo (2019) sees content analysis as a research method used to identify patterns in recorded communication. Content analysis is either a qualitative or quantitative method (Berelson, 1952, as cited in Hsich & Shannon, 2014). This study used the qualitative content analysis as its data analysis method. Content analysis is to provide knowledge and understanding of the phenomenon under study (Downe Wambolt 1992). Content analysis is commonly used to analysed a wide range of textual data that might be in verbal, print or electronic form, including interview transcripts, manuals, recorded observations, narratives, responses to open-ended questionnaire items, speeches, postings, and media such as drawings, photographs, and videos (Hsich &Shannon, 2005; Julien, 2008). According to Bowen (2009) the method of data analysis good for data mined through document is content analysis. Qualitative content analysis is one of the several qualitative methods currently available for analysing data and interpreting its

meaning (Schreier, 2012). This method of data analysis is a way of reducing and making sense of data and also deriving meaning. It is a mental process that looks at the recurring themes in a document like a text. Thus, in content analysis, the data is reduced to make meaning.

Qualitative content analysis is sometimes referred to as latent content analysis and this analytic method is a way of reducing data and making sense of them – of deriving meaning (Givens, 2008). It is a commonly used method of analysing a wide range of textual data, including interview transcripts, recorded observations, narratives, responses to open-ended questionnaire items, speeches, and media such as drawings, photographs, and video. In qualitative research, content analysis is interpretive and involves close reading of text. Qualitative research using content analysis approach recognizes that text is open to an individual explanation, reflects multiple meanings and content (Given & Olson, 2003, as cited in Kusi, 2017).

Essentially, qualitative content analysis involves interpreting, theorizing, or making sense of data by first breaking it down into segments that can be categorised and coded, and then establishing a pattern for the entire data set by relating the categories to one another (Gubrium & Holstein, 1997, as cited in Drummond & Camara, 2007).

According to Wimmer and Dominick (2011, p.156), "the method is popular with media researchers because it is an efficient way to investigate the content of the media, such as the print, electronic and social media." Krippendorff (2004) states that content analysis is one of the preferred methods capable of coping with such large volumes of research data. Krippendorff further adds that content analysis is frequently used in the media to analyse units of news articles such as headlines, leads and

paragraphs in the context of framing theory. Tankard (2001) sees content analysis as a method for analysing message content in an orderly manner; a tool for observing and analysing certain communicators instead of resorting to interview or the use of questionnaire as a survey research or observation, which are also useful tools for gathering information.

This research is meant to investigate the frames through which comprehensive sexuality education was covered on Facebook, to analyse the content that is texts, and to examine the categories and the dominant themes and the tones. The study concentrated on the various posts as my unit of analysis which was categorised and coded together to help realize the patterns and frames. Post as equating to paragraphs were chosen for the study because according to krippendorff (2004), content analysis is frequently used in the media to analyse units of news articles such as headlines, leads and paragraphs in the context of framing theory.

This study therefore identified and analysed recurring codes and themes, and the meanings that underlie these themes were duly constructed. In this case, the Qualitative Content Analysis was well placed to serve as the roadmap for this research analysis to analyse the text and data that is collected.

To be able to examine how frames are used, therefore, the researcher content-analysed the selected Facebook posts by focusing on the paragraph as the unit of analysis so as to sort out larger number of phrases and words into fewer categories and themes to be able to make meaning.

In order to carry out the research effectively, Chitharanjan (2016) opines, it is very important to analyse the data so as to establish the outcome of the same. Data analysis

is an integral part of qualitative research and constitutes an essential stepping-stone towards both gathering data and linking one's findings with higher order concepts (Givens, 2008). Lamptey (2015) states that the first step in data analysis is data coding to ensure uniformity of answers. Lindlof and Taylor (2002) indicated that the first systematic effort at data analysis usually comes with the creation of categories and a coding scheme. Frankel and Wallen (2003) are of the opinion that data analysis is that task which involves synthesising all the information a researcher gathers in the field, and drawing parallel and logical lines in the data according to the researcher set research questions.

Krippendoff (2004) argues that categories must be mutually exclusive so that a word, a paragraph or a theme belongs in one and only one category. The categories must be exhaustive so that all units examined fit in an appropriate category. Windhauser (1991) is however of the opinion that any good researcher who wishes to undertake a study using content analysis has to deal with four methodological issues: selection of units of analysis, developing categories, sampling appropriate content and checking reliability of coding.

The researcher implemented qualitative method for evaluating the collected data. For qualitative analysis the researcher had formulated research questions to collect the required data related to the subject matter. The data collected assisted in answering the research questions. This study made use of data gathered from posts of activists on comprehensive sexuality education. These posts were either in texts, pictures, videos or links. With the use of a cyber ethnographic log sheet designed, various themes were identified and gathered. Adopting this technique, the collected data was evaluated by the investigator and supported in answering the research questions. In

addition, the collected data is effectively analysed in order to extract appropriate results out of the study. There is a systematic procedure carrying out the data analysis in an appropriate manner.

The researcher employed the services of two (2) undergraduate students from the Ghana Institute of Journalism (GIJ). They were trained as independent coders to help with the coding of articles under themes. On the coding sheet, we also provided space for the recording of vital information in the posts that was appropriate for direct quotes to be used as extracts.

3.6   Frame Analysis

The data collected on Facebook were analyzed using framing analysis. This was done by inductively coding the data gathered into clusters of similar entities, or conceptual categories and identifying consistent patterns and relationships between themes on the Facebook posts. This helped create a reasonable and logical chain of evidence. After general codes were generated, the researcher continued to condense the data. To achieve this, the researcher continued to read the text to establish patterns between and among themes and merged similar themes.

Frame analysis was used to provide answers to research question one — What are the dominant frames through which the CSE policy was covered on social media? Thematic (frame) analysis was used because, according to Marks and Yardley (2004), thematic analysis is considered the most appropriate for any study that seeks to discover concepts and ideas and describe human behaviour using interpretations. It provides a systematic element to data analysis. It allows the researcher to associate an analysis of the frequency of a theme with one of the whole contents.

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3.7 Ethical Issues

According to the Center for Innovation in Research and Teaching (2017), ethics are the norms or standards for conduct that distinguish between right and wrong. They help to determine the difference between acceptable and unacceptable behaviours. In research, ethics are equally important. First, ethical standards prevent the fabrication or falsification of data and therefore, promote the pursuit of knowledge and truth which is the primary goal of research. The importance of ethics in research cannot be taken for granted (CIRT, 2017). To address the ethical considerations aspect of this particular dissertation, the following ethical consideration was given critical attention. The privacy and anonymity of respondents were of paramount importance to this study. The use of offensive, discriminatory, or other unacceptable language was also avoided. With regards to confidentiality, according to the professional code in research, no researcher can reveal confidential information not even to the members of the research team (Kaiser, 2009).

All the works which were consulted to achieve various sections of this study were duly acknowledged with the use of the APA referencing system. Within the text, it can be seen as the in-text citation and other details were given in the reference listing. After consulting credible books, journals, articles and other reliable internet sources, the APA referencing is vital to avoid plagiarism of any form; all sources were duly acknowledged. Finally, the maintenance of the highest level of objectivity in discussions and analyses throughout the research was also ensured.

3.8 Trustworthiness of the Study

Rourke and Anderson (2004) aver that the demonstration of the trustworthiness of data collection is one aspect that supports a researcher's ultimate argument concerning the trustworthiness of a study. Polit and Beck (2012) argues that credibility deals with the focus of the research and refers to the confidence in how well the data address the intended focus. This is to say that the researcher should put a lot of thought into how to collect the most suitable data for content analysis. Selection of the most appropriate method of data collection is essential for ensuring the credibility of content analysis (Grancheim & Lundman, 2004). The strategy to ensure trustworthiness of content analysis starts by choosing the best data collection method to answer the research questions (Kyngis, 2014).

Creswell (2013) further proposed prolonged engagement and persistent observations as a trustworthiness measure. This was duly employed in this study. The researcher in gathering data from the Facebook pages had to visit the page multiple times, spending an average of about two hours at each instant, and repeating the same process of data collection over a period of one week. This was to help the researcher not lose track of any post or comment that the researcher captured and also gain information that captures every aspect of the phenomenon.

This research utilized prolonged engagement and observation of the research phenomenon by making sure that the time period for the research is relatively long enough to ensure that the phenomenon to be studied would have enough time to occur (Wimmer & Dominick, 2002). This is what informed the choice of the time frame of August 2019 to February 2020 for the study. Multiple theoretical methods as proposed by Cohen et al (2006) stated that multiple methods are used to enhance

deeper understanding of the phenomenon under study, and that is the reason why this study employed the agenda setting and framing theory in order to analyse and understand all the data collected.

3.9   Chapter Summary

This chapter presents the research methodology that was used to fulfil the research objectives for the study. It helps researchers to obtain results from data obtained during the study period with respect to the research problem and objectives. The chapter comprise of all the relevant details on the research approach (Qualitative), the research design (cyber ethnography), the selection of subjects, selection of sample (size and sampling technique), data collection procedure and instrument, data analysis, presentation of findings and also addressed issues of validity and reliability. The unit of analysis was posts in paragraphs on stories on comprehensive sexuality education and these were collected from the period spanning from August 2019 to February 2020. The chapter also provided justifications and rationale for the methodological considerations within the study. For example, justification for research approach, research design, sampling strategy, data collection procedures and analytical techniques in the study were provided in this chapter. The next chapter discusses the research findings.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.0   Introduction

This chapter presents analysis and discussions of the data collected on the Comprehensive Sexuality Education. The findings and discussion are the outcome of investigations conducted into how Facebook as a social media platform framed the Comprehensive Sexuality Education proposal. Data were collected through observation. The research used Facebook Posts by activists, both individuals and groups. The activists (CSOs) were purposively sampled based on their active social media use of sharing at least a post a week (Porter, Anderson & Nhotsavang, 2015). The selection was followed by the retrieval of any written and video text believed to have been originally authored by the CSOs. Texts believed to be originally authored by the CSOs were operationalised as written texts that were posted with CSOs accounts and not have shared the post and links to other sources except to another social media platform of the CSOs. The data collected were broken down into units of analysis (posts and comments), coded and categorised expressions of likeness (contextual) were put into inductively generated themes (Luo, 2019). The posts were retrieved and stored in MS Word documents which were later converted to PDF files in order to prevent changes being made mistakenly to the data. Thematic analysis formed the basis for this discussion, in line with Boyatzis (1988) who avers that thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. Each theme, together with its sub-themes was comprehensively explained in line with the objectives of the study, existing literature and the theories underpinning the study.

The analysis is guided by the following research questions:

RQ1. What are the dominant frames through which the CSE curriculum was covered on Facebook?

RQ2. How did activists use Facebook to discuss the Comprehensive Sexuality Education curriculum in Ghana?

The analysis is presented through particular interpretive themes through which the posts made sense and meaning to the CSE policy. The themes of *Culture, Politics, Economic* and *Religion* were the dominant themes from the posts.

Together with related theories as discussed in the second chapter and other related literature, the study brought out the major issues regarding how social media can be used in creating awareness and sharing divergent views on the issue of sexual education in relation to people's opinions. To achieve the objectives set out for this study, Facebook posts and comments were accessed from specific accounts.

4.1   RQ1. What are the dominant frames through which the CSE policy was covered on social media?

To answer this research question, the researcher qualitatively analyzed the content of Facebook posts on related comprehensive sexuality education. After having a full grasp of the issues that were espoused in the data, through a carefully organised coding process, patterns of reportage of issues of comprehensive sexuality education were categorised into frames or themes emerged: *Culture, Political, Economic* and *Religious*. This is in tandem with Carter (2013) who said that framing has been shown

to help audiences understand political, social and economic issues and also these frames influence audience responses (Entman, 1993; Gatlin 1980; Nisbet, 2010).

4.1.2   Controversy on CSE

In addressing the RQ1 it came to light from the observation that the CSE policy lacked the needed broad stakeholder engagements as activists had divergent views on the curriculum which activists shot down due to the angles and the frames social media gave to the phenomenon. This is in line with Entman's (1993) concept of framing as selecting some aspect of a perceived reality and making them more salient in text giving the selected variables an edge over other variables thereby not having a uniformed understanding (Altheide, 2000; Gilaser, 1999). To answer the research question in this section of the study, data was gathered on Facebook posts by the activists. The activists here are various individuals who campaign to bring about social change. They put in efforts to promote, impede, direct or intervene in social and/or political reforms through the use of social media. The particular social issue of interest to the activists here is comprehensive sexuality education and the major social media interest to this study is Facebook hence the posts gathered are from Facebook.

According to the posts on Facebook the categorisation after classifying views reflected the frames of religion, socio-cultural, political and economic. This finding is in sync with Baresch et al (2014), Culotta and Hemphill (2014), Henrichs (2014) who postulate framing affects political, religious and other forms of policy decisions.
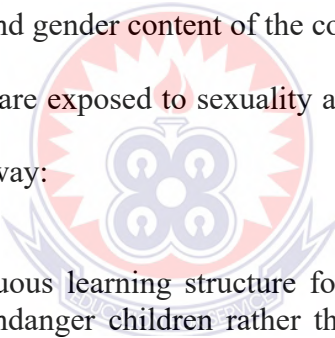
A post by an activist states:

> Had an interview with the Ghana Education Service, some parents and teachers as well as some colleague journalists of mine. The news story had the political

> angle, the religious angle, the economic angle, and the
> cultural angle.

The above assertion of the respondent affirms the fact that the social media post infers underlying intent, motivation, orientation, and effects implicit or manifest. (Hsia, 1988 p.318). Based on the response, it is clear that the respondent is interested in the "underlying intent" of the coverage on the CSE policy.

Yet another post by an activist further indicated that the CSE was seen to be controversial with the issue of gayism and lesbianism lingering in the public space and this has also tickled some fear and controversy as in line with the "Construction of Homosexuality", Greenberg (1991). Basically, the issue of the sexuality is the problem and not the sex and gender content of the comprehensive sexuality education. The issue where children are exposed to sexuality at a tender age is not needed. And the respondent put it this way:

> A promiscuous learning structure for children, which is
> going to endanger children rather than to have children
> being educated in the right way.

A further post was also of the view that issues of age and the level at which the CSE was to be taught was also an issue of great concern. The curriculum had proposed to expose the child at age 5 to knowledge of sexuality in the bid to equipping the child to protect and report people who touch them inappropriately. And this the respondent posits contributed to the controversy. An excerpt from the data:

> For as long as I can remember, schools have taught
> religious and moral education as part of their curricula. In
> view of this, I fail to understand the paranoia that has
> shrouded the announcement of a new comprehensive sex
> education module that has been inculcated into our basic
> school curriculum from age five. I believe the

> introductory age of five is the problem. For the first time, gender is going to be taught from a very young age and that has brought about certain anxiety. The age many believe will make comprehension difficult for these pupils.

The post further stated that: the CSE is for the child to know what is sexual but not teaching them to indulge in sex. The post cited an example "if you are a young child and somebody touches your inappropriate part, they are going to teach you that so you become aware, that at this age if someone does something to you, or abuses you, you will become aware because they are going to teach you that so when someone advances towards you inappropriately you are able to protect yourself".

4.1.3   Themes through which the CSE policy was covered?

Many young people approach adulthood faced with conflicting, negative and confusing messages about sexuality that are often exacerbated by embarrassment and silence from adults, including parents and teachers (Manlove, Fish & Moore 2015). In many societies, attitudes and laws discourage public discussion of sexuality and sexual behaviour, and social norms may perpetuate harmful conditions, for example gender inequality in relation to sexual relationships, family planning and modern contraceptive use. These various interpretations of CSE within each society and the discrepancies contributed to the frames discovered in this study.

Table 1: Facebook posts related to Comprehensive Sexuality Education (August 2019 – February 2020)

THEME	NO. OF POSTS	PERCENTAGE (%)
Culture	138	26.5
Religion	132	25.4
Politics	130	25
Economic	120	23.1
Total	520	100

Source: Cyber ethnography on Facebook

Four frames emerged from the content analysis of the Facebook posts that touched the issue of comprehensive sexuality education. It should be pointed out that these frames are not mutually exclusive of one another, and that the four frames are interrelated and intertwined and the excerpts of the posts are also not exclusive to the frames under which they are placed. Table 1 presents the dominant frames and their percentage representation of each of the frames.

4.1.4   CSE as a Religious Frame

Religion came second as a frame most activist posted their concern on the comprehensive sexuality education. One hundred and thirty-two (132) posts out of the total posts of five-hundred and twenty (520) had religious undertones in the posts. The issue of the CSE policy being devilish, sinful, ungodly and unchristian came up as some of the views which were all classified as religious. This finding situates in Strauss (1997) assertion that religion has become crucial in influencing policy and

government decisions and further questions what authority the state retains when its principles conflict with God's.

Since colonial times, religious institutions have played a major role in providing social services to the needy. In doing so, churches and synagogues for most of the nation's history either operated without significant support from the government or set up separate non-profits for their charity work. Over the past few decades, however, a growing movement has developed to expand partnerships between faith-based organisations and the government (Brock & Beazley, 1995). The movement to strengthen and expand the role of religious groups in social services has had a significant effect on sex education in the United States of America (Browes 2015). Indeed, one of the early examples of a policy that actively pursued partnerships with religious institutions is the Adolescent Family Life Act (AFLA). In this light, Denno, Chandra-Mouli, and Osman (2012) opined that, AFLA was created to "promote chastity and self-discipline" to teenagers, effectively establishing the first federal programme dedicated to restrictive abstinence-only education. Conceived as the conservative 'alternative' to comprehensive sex education and contraception-based pregnancy prevention efforts, AFLA was consciously constructed to steer funds toward conservative "profamily" groups and required that projects make use of religious and charitable organisations, voluntary associations and other groups in the private sector to promote abstinence-only messages (Moore, 2014.p55). It is therefore not surprising that religion was one of the frames that came up in this study. Religion as a particular system of faith and worship is a pursuit or interest followed with great devotion irrespective of devotion and denomination. A man of God, of the Makers House in Ghana, made an analogy with his Facebook comment that the issue of

sexuality is a faith issue. He espoused it on the lines of religion frowning on fornication, adulatory, murder etc while the CSE looks like promoting fornication, adulatory and promoting a canker of immorality. The Christian Council corroborated the said man of God's post with a post on their wall with a statement to condemn CSE saying its unchristian to discuss issues of sexuality in the open much so to children. They ended by terming CSE as 'comprehensive satanic engagement'. The Chief Imam has also vehemently opposed the CSE policy with a post.

Expert from Facebook Post:

4.1.5 CSE as an Economic frame

From table 1 it can be deduced that twenty-three percent (23%) of the posts on comprehensive sexuality education centred on economic issues. In addressing the issue of economic being a key to the CSE policy, the respondent drew the analogy of Africa always looking to the international best practices / standard; thus, it is nothing but Ghana incorporating into her educational system "international best practice". A clear case of the core countries imposing their values, beliefs and ideals on the periphery countries as posited by Rostow (1971) in his modernisation theory of development as he argued that when societies transitioned from traditional societies to modern societies, they would follow a similar path. The literature confirms this view:

> You know when we go seeking for funds as a nation. Whether its donor support or anything. There are areas where we seek funds in terms of research, in terms of elections etc and because we do not have enough funding to cater for our own systems, or elections, our own research, the people that we call on for support have hidden agendas. Its hand-go-hand-come. They have given you the opportunity to come for fund but they have an interest. Remember they trying to let us get on board same sex marriage and this can be even infused in it. If you chose not to conform you are exposed to poverty, unemployment and food insecurity.

Except from Facebook

CDDGhana
Janauary 26 at 11:10 AM

We go to the IMF and World bank cup-in-hand.
There is no free lunch ooo.
Forgotten soo soon the gain on employment
on Ghana the last time we needed help
from the IMF. This CSE is enjoined to financial
aids and loans.
The CSE, take it or no cash.

6   3 Comments

👍 Like   💬 Comment

This finding is in sync with Badgett and Crehan, 2017 who aver that in recent decades a growing number of economists and policy makers across regions have explicitly embraced the idea that inclusion of all groups in a population – especially women and other marginalized individuals – will promote shared prosperity and economic development. This perspective is the main motivation behind the comprehensive sexuality education promoting social inclusion that affects economic development, as

development agencies have focused. increasing attention to guide policy towards economic development (Berggren & Elinder, 2012).

Although economic and religion were the dominant themes the research also brought to light political and culture as themes.

4.1.6 CSE as a Political frame

Political reasoning found its place in the framing of comprehensive sexuality education coverage on social media in this study. While some activist saw the policy as a political agenda by the ruling government in Ghana to satisfy their allied with the European space, others had a contrary view. One hundred and thirty (130) post representing 25 percent of the data collected ascribed their activism towards political perspective. The finding confirms Casey's (2008) argument that a healthy democracy will always have some disagreement and conflict; and a necessary component of progress. However, Ghana's political disagreement seems to be on the polarisation level of seeing everything negative from / about political opponents. These include exploring factors that shape receptivity to disagreement, such as individual differences, situational cues, the content of verbal exchanges, and cross-national differences in political institutions, media systems, or cultural preference (Nir 2016). This slakes national development and unity. The social media post corroborated:

> Our system has become polarised. The issue of duopoly is also rife. The NPP and NDC colouration is a big issue. Most people who are aligned to the NPP see the CSE as a good policy whereas those who are NDC sympathisers see everything wrong with the policy. And this has eaten into our educational system. The polarisation has made us so divided.
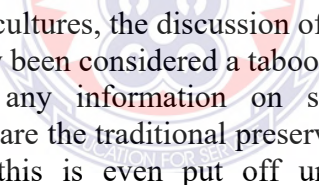
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Except from Facebook Post:

Mkumbo (2010) opines that well-funded and well-staffed groups such as the Human Rights Campaign, political movement, state and local anti-discrimination protections, now play leading roles in the interest group system. They participate in an open campaign for equality, the recognition of civil and social rights, and protection from hate crimes and now political leaders need the mandate of all citizens through their votes thus obliged to push the comprehensive sexuality education policy.

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4.1.7 CSE as a Cultural Frame

Culture as a frame came tops of the most reason for activists post on social media in respect of the comprehensive sexuality education. Out of the total five hundred and twenty (520) post, one hundred and thirty-eight (138) representing 26.5% used culture as their theme in their posts. Evidence suggests that many people who could deliver CSE are not convinced of the need to provide it, or are reluctant to (UNESCO, 2009). Educators or service providers may believe that sex education leads to early sex, deprives children of innocence, is against their culture, is a role for parents or that parents will object, that they do not possess the skills to teach it effectively, or that it is already covered in biology lessons (UNESCO, 2009). This is a strong theme across the literature, and is identified as the major challenge to implementation. An excerpt from the post read:

> …In many cultures, the discussion of all sexual issues has traditionally been considered a taboo, and adolescents are not given any information on sexual matters. Such instruction, are the traditional preserve of a child's parents, and often this is even put off until just before their marriage

Except from Facebook Post:
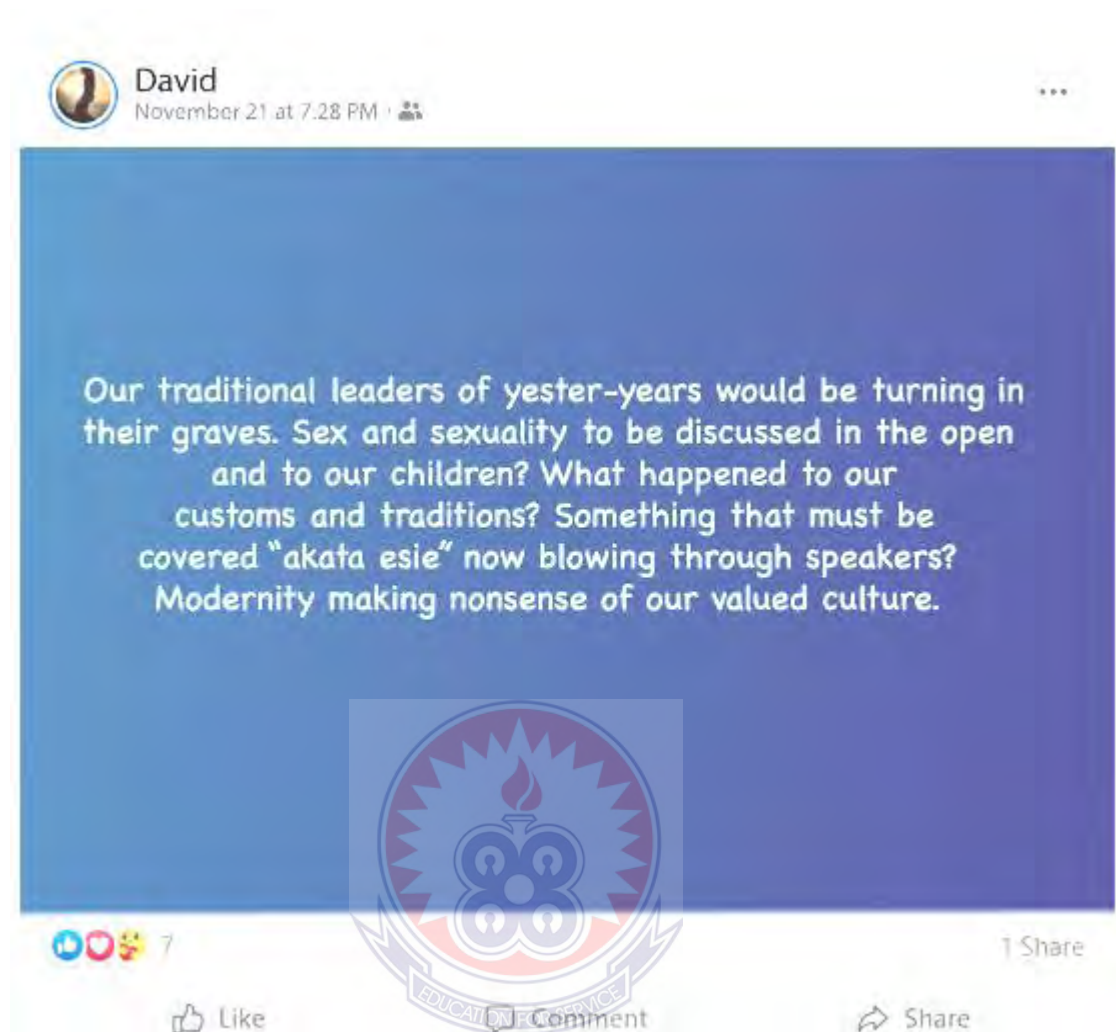
The finding of the study is in sync with Amoah and Gyasi (2016) who posit that sexuality is considered as something orchestrated by the "devil" and a cultural taboo. The respondent in raising culture as a theme mentioned that Ghanaians are adept to their cultural inclinations and issues of sexuality are seen as abomination, immoral and remain silent. No wonder the national house of chiefs – the custodians of culture in Ghana issued a statement that was posted on Facebook on their displeasure on the CSE policy. However, this view may largely be as a result of one's own experience for which one will want to communicate the experience to others (Donkor, 2018)

4.1.8 Dominant CSE Frame

As seen in the table, dominant among the frames is Culture, with a total of 138 post. These posts representing 26.5% of the total posts were seen in various forms including just texts, pictures, texts and pictures, links and videos. These are posts either rebuking the policy of the government or educating Facebook users on the causes and effects of CSE. This was closely followed by Religion that made a total of 132 posts (25.4%) and 130 post being Politically related with 120 post attributing Economic indicators to influencing the policy on CSE. The implication of this is that, even though the activists may be active in framing their views to win support of people on Facebook to champion the cause against the introduction on the CSE, their posts alone do not give a clear indication of their activities. The Facebook posts go beyond just messages and or images but also include the sort of feedback given. The nature of posts used by activist on social media is varied as the current study shows. Depending on the information that is being shared, various contents can be developed and posted by the activist. From the study, it was gathered that most of the posts on CSE on Facebook tend to be in the form of texts. These texts are to give the proponents of CSE some information about other divergent opinions. Due to the sharing features on Facebook sites, whatever is posted on one site can be shared on several other sites.

The thematic categories table indicate that the dominant frame was Culture with 31.7 percent of the paragraphs analysed. This assertion is in line with Amoah and Gyasi (2016) who posits that sexuality is considered as something orchestrated by the "devil" and a cultural taboo in Ghana.

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From the post from the data item it is obvious that the coverage of CSE on social media was from different perspectives with the dominant theme being *culture*. That said, however, due to the frames given to the story it is very possible the issues might not be well interrogated or subjected to scrutiny, but swept under the carpet of a grand scheme of culture, religion, politics and economic thereby doing all of us a great disservice.

Also, social media per this study has been identified to help make social causes that were otherwise unknown get into public discussion and eventually bringing more people on board. According to Akhlaghpour and Vaast, (2017), proponents and activists of digital activism contend that social media are influential in raising awareness about social causes and community building.

Table 2: Types of Facebook posts related to Comprehensive Sexuality Education (Aug. 2019 – Feb. 2020)

TYPES	NO. OF POSTS	PERCENTAGE (%)
Text	218	41.92
Videos	170	32.69
Photos	92	17.69
Links	40	7.70
Total	**520**	**100**

Source: Cyber ethnography on Facebook

From Table 2, it is evident that Text, Videos, photos and Links formed the types of post on Facebook in respect of the comprehensive sexuality education policy in Ghana. 520 posts appeared on Facebook from the accounts of activists between the study period of August 2019 and February 2021. Text constituted 218 post representing 41.92 percent

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was the highest form of representation in terms of opinions on issues on CSE, with videos (including GIF and meme) following as the second highest with 170 post representing 32.69 percent. Activists own generated links were the least in the types of Post used in communicating on the issue on comprehensive sexuality education policy on Facebook.

According to the framing theory, framing of a story is important for dissemination (McCombs & Ghanem, 2001), as it defines the attributes and themes for how we discuss and engage with different issues (Weaver, 2007). The key component includes photos, text, videos and links. Photos is one of the fastest and easiest ways to increase engagement, clicks, retweets, replies, and more with posts. That means more potential attendees seeing and clicking on your posts, drives traffic to a Facebook account.

Holloway and Todres (2003) study did not however concur with the findings that sharing visual content (videos) on social media platforms is a great way to boost engagement, compared to standard text posts; as per the findings text posts were more than video posts. However, Holloway and Todres agree that images or videos can increase views, likes and comments. A strong image or an interesting video will make people stop and pay attention. As they scroll through their social media feeds, sharing something that breaks up the typical text post can bring more eyes to your content (Habnoor & Singh, 2016).

However, in today's social age, videos and images are becoming more and more standard (Tiggermann & Anderberg, 2020). They need to be used strategically if posts are to make an impact with audience. Both images and videos have their own unique benefits. Videos are one of the most popular forms of content for social media. They are a great way to deliver long messages where audience may not want to stop and read. For many social media users, video is the preferred content method. Short clips

can deliver quick bits of information while longer videos can deliver extended messages. When videos are well done, they can also boost awareness by increasing your number of views, comments and shares.

Like videos, images are all over social media. A strong, powerful or interesting image Post can grab audience's eye and get them engaged in whatever one is sharing. However, unlike videos, images usually cannot relay a message on their own. For most activists, their images posted were supplemented by other content, such as blog posts. Images have the benefit of being easier to produce. Videos and images each have their own time to shine. Knowing when to use each is important (Woodcock et al. 1992).

Table 3: Types of Activists (CSOs) on Facebook related to Comprehensive Sexuality Education (Aug. 2019 – Feb. 2020)

ACTIVISTS	POSTS	PERCENTAGE (%)
Faith-Based	285	54.81
Social Movement	161	30.96
Independent Research Inst.	16	3.08
Foundation	58	11.15
Total	520	100

Source: Cyber ethnography on Facebook

The study analysed a total of 520 posts and had four themes pertaining the types of activists and their posts in respect of the comprehensive sexuality education policy as presented in Table 3 above. The faith-based activists posted 285 within the study period, representing 54.81 percent. This could be as a result of Ghana being a religiously dominant country (Amoah & Gyasi, 2016); while the Independent

Research Institutions had the least post of 16 representing 3.08 percent of the total post of 520. Foundations that champion the course for equality and human right issues came third in the number of post on stories on the Comprehensive Sexuality Education with 11.15 percent representing 58 Facebook posts. Clearly, faith-based activists took the comprehensive sexuality education policy-related issues very seriously as they smelled the possible silent introduction of the same sex marriage.

Rainey (2017) concurs with the findings as he states that activists are often referred to as the space where we act for the common good, foundations and social movements aims to connect poor or marginalized people with groups that can mobilize support to help. Mitchell, Ollis and Watson (2000) further agree to the findings as their study espoused further the effect of activities of faith-based and individual research institutions bring change to societies. In their study they aver that activists are shaped by world events, struggles, and creative, technological and economic advances; providing a way to engage productively in this process—to keep tabs on new developments and partner with other organizations working for the common good. Manlove, Fish and Moore (2015) also concur with the findings who said that faith-based activists bring about social accountability. Social accountability prizes transparency and honesty and makes sure everyone, from government officials to local school children, follow the same rules. The findings are also in sync with Lutz and Small (2014) who opined that social movements on social media empower communities as they give voice to the disorganized, voiceless segments of society. They raise awareness on social issues and advocate for change, empowering local communities to develop new programs to meet their own needs. Masoud et al (2019) attests to the findings with the view that activists ensure good governance by getting

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society working hand-in-hand with the government, striving to develop policy and implement new strategies. Beyond that, civil society builds so-called social capital by providing a way for participants to build relationships and make connections based on their values, behaviours and beliefs (Maness & Buhi, 2013).

The framing theory is also well situated in the findings. Ajrouch (1998) stipulated the social construction of news to the personal perspective of the encoder. According to Ajrouch, framing involves social construction of a social phenomenon – by mass media sources, political or social movements, political leaders, or other actors and organizations. Thus, in constructing news for public consumption, media professionals also rely on their own perspectives and experiences. By subjecting the construction of news to this concept of personalisation activists link their own human element in constructing views as a social reality to the human element of the audience. This contends the assumption of news stories as an equation of facts devoid of personal experience and emotions. Personal attitudes, experiences and emotions go into the selection of what particular post is of 'value' and what is not. This alone puts news construction in the context of human relationships an important factor of social constructivist perspective; the way phenomena are "framed and thematised as a feature of daily discourse" (Altheide, 2000, p86). Reese (2001) explains it more as he avers that frames are more than phrases. They are the organising principles that are socially shared and persistent over time, that work symbolically to meaningfully structure the social world.

4.2   RQ2 - How did activists use Facebook to discuss the Comprehensive Sexuality Education Policy in Ghana?

This section of the study focuses on the reasons social activist tend to use social media in their discourse on comprehensive sexuality education. The avoidance of social media has been helpful in all spheres of our life and its usefulness is now clearer in the field of public engagement as well. From data gathered, various issues were raised on why social media is now one of the preferred means of communicating and eliciting public discourse.

4.2.1   Activists' Understanding of Comprehensive Sexuality Education

The controversy surrounding the comprehensive sexuality education was present in the data collected as the findings on activist understanding of what constituted comprehensive sexuality was varied. It came to light from the findings that sex and sexuality were understood differently. Sex and sexuality, especially in relation to young people, remain contentious issues. Young people receive conflicting messages about sex and sexuality. Sexuality education and health information programmes, where they exist, tend to paint sex and sexuality in a negative light, relating it to "guilt, fear and disease." In the eyes of peers, sex is described as "positive, desirable and disproportionately significant," as also affirmed by the study of Soyinka-Airewele (2018, p.61). Heise, Ellsberg and Gottmoeller (2002) see school-based comprehensive sexuality education (CSE) as providing a structured opportunity for students to gain knowledge and practical skills, to investigate their attitudes and values, and to practice the skills necessary for making healthy informed choices about their sexual lives and relationships which is contrary to the finding that had comprehensive sexuality

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education as a means of exposing the young ones to love making, promiscuous life styles that may lead to teenage pregnancy, unwanted pregnancy and abortion causing possible death. However, globally, the most common form of public health issue is reproductive health. The United Nations (2012) argues that all people have the right to be free from discrimination because of sex, gender, sexual orientation, gender identity and gender expression. Sexuality education is increasingly being acknowledged in social media and academic literature. In addition to the increasing attention, there are good reasons to believe Comprehensive Sexuality is becoming significantly widespread (Kohlman, et al., 2014). Buckingham and Bragg (2004) confirms this finding by stating that, it is often difficult to define what Sexuality Education is, as the concept has varied labels. These labels from the findings included Sex-averse: This is when a person is averse to or entirely disinterested in sex and sexual behaviour; Sex-favourable: This is when a person has positive feelings toward sex in some situations; Sex-indifferent: This refers to those who feel neutral about sex and sexual behaviour; Sex-repulsed: This refers to those who are repulsed by sex and sexual behaviour; Cupiosexual: This refers to those who do not experience sexual attraction but still desire to engage in sexual behaviour or have a sexual relationship; Libidoist asexual: This term refers to those who are asexual and experience sexual feelings that they can satisfy with masturbation or self-stimulation among others.(Medical News Today, 2018). These terms try to point out the various dimensions of what the reality is.

In elaborating what sexuality education is a respondent gave these posts:

> … Sexuality education aims to develop and strengthen the ability of children and young people to make conscious, satisfying, healthy and respectful choices regarding relationships, sexuality and emotional and physical health.

Sexuality education does not encourage children and young
people to have sex

…Sexuality education provides young people with the
knowledge, skills and efficacy to make informed decisions
about their sexuality and lifestyle"

There are different types of perspectives to comprehensive sexuality education and
this is mostly determined by the situation one tend to find him or herself. Johnson
(2008) opined that types of sexuality education differ extensively, with some patterns
including freedom, trust, respect, intimacy and knowledge. Various types like
physical attribution, psychological, emotional, financial, cultural and spiritual
dimensions were all identified as types of Sexuality Education (Sanderson, 2008).
Findings here corresponds with the study by Awusabo-Asare et al. (2019) in four low-
and middle-income countries (Ghana, Peru, Kenya and Guatemala) who noted that
people perceive comprehensive sexuality education based on their personal
experiences and perceptions; thus, no universally agreed definition per study
conducted on a comparative analysis of the policy framework / environment
governing school-based Comprehensive Sexuality Education.

4.2.2 Sensitisation on Comprehensive Sexuality Education

Through the various kind of posts activists put out, people identified with others
espousing similar opinions. The amalgamation of like stories and, in some
circumstances, experiences get the needed support to make a strong case for the
policy. It was observed that posts on Facebook timelines that shared other activists'
views had the most comments. The need to create significant consciousness about
Comprehensive Sexuality Education is a key component in a multifaceted approach to
address the sexual and reproductive health needs of adolescents. This finding is in line

with Awusabo-Asare (2017) who assert that recognizing that improving adolescents' access to high-quality information and services is essential for ameliorating negative health outcomes. Key stakeholders in Ghana have proposed policies and programmes regarding adolescent sexual and reproductive health, including those related to sexuality education.

The Ministry of Education and the Ghana Education Service have collaborated with key agencies, notably the Ministry of Health and the Ghana Health Service, to provide sexuality education in schools. Topics related to Sexual Reproductive Health are integrated into core and elective subjects, and as co-curricular activities. Although a range of these topics is included in primary, junior high and senior high school curricula in Ghana, the topics are limited in scope—there is a major focus on abstinence and, in some cases, a fear-based or negative perspective on sexuality (Kumi-Kyereme et. al, 2017).

The issue of comprehensive sexuality has been discussed in public spaces for many years before it gained popularity on social media. Public seminars and radio talk shows were held nationwide as a means of sensitizing the populace on the need to embrace sexuality education in the formal sector of education (Boadi, 2013). However, over the years, social media has become more pervasive in sharing information and leading discussions on issues happening within society. Social media is one of the most significant components of media which has been serving as a pedestal for people to exercise their freedom, to express their speech and gain valuable insights (Banerjee & Kakade, 2015). Even though other traditional media exists, the ubiquity of social media offers prompt sharing of information, which generates dialogue in a way print media or scholarly journals cannot (Cravens-

Pickens, Whiting, Olufowote & Witting, 2019). The best case of increasing usage of social media platform for conveying social changes is the example of numerous cyber campaigns which have taken place frequently to showcase violence against women (Mukherjee, 2016).

Smith (2014), gives further credence to Facebook being a stronger platforms where global issues are discussed and where issues related to sexuality education and reproductive health finds a lot of engagement and supporter discourse. From the data gathered, respondents made it clear that social media has allowed more people to engage and tell their stories. Moreso when Facebook has given more leverage in anonymity for people to vent what they are going through for the whole world to know. This correlates with Mukherjee (2016) who argued that social media has remained very active in showcasing matters and issues and has also from time to time acted as solid advocates of people who hitherto had no access to the media to enjoy their right to public speech.

Also, Crocket (2017) and Rentschler (2014) added that social media can be supportive for topics such as sexuality since it can give voice to the powerless and hold perpetrators accountable. Through the use of social media, issues of public policy can come to the limelight and can be of enormous assistance to the public who view those contents (Banerjee & Kakade, 2015). This conforms with the framing theory on causing people to have their focus on a particular subject matter.

According to Goffman, 1974, using the concept of frames helps show people organise their perceptions of society as a whole and of specific aspects of society thereby aiding in sensitization of policies. Framing relates to attitudes, and can be measured as

the sum of positive and negative associations with a given issue (Chong & Druckman, 2007). Also, Scheufele and Tewksbury (2006) opined that the relevance of the framing theory lies in the fact that it suggests that the media (social) are capable of attributing response to problems in a way that could influence what and how people think about the causes of the problems.

The social supports that the various individual on social media tend to get and offer per comments made on posts are some of the encouragements people look out for as they share their experiences on Facebook. One respondent shared her experiences on the type of Facebook posts she observes on her platform.

> ... For me, it's a platform for people to vent. Yes! It helps people to vent and pour out their heart and tell their stories. I don't think some of or most of them will even go back and read the comments but the fact that they have an avenue to pour out their heart and their stories… or some of them can reach out to me in my inbox and say "this sexuality education non-sense must be stop else it exposes our children to the promiscuous world."

From the data observed, it is clear how vital social media can help in the sensitisation and addressing issues of national and societal dimensions. As argued by Whiting, Olufowote, Cravens, Pickens and Witting (2019), the aptitude of social media to promote awareness can turn policy situations around. The findings of the study by Banerjee and Kakade (2015) show that social media has projected the whole world with its instant news and messaging services. News or social events are not the only elements of attention but also individuals can express their view on everything without hesitation and be heard. The usefulness of social media has been revealed as dynamic. "Not only have social media been found to influence public movements and

elections, but they have also changed how issues of public interest are discussed". (Whiting, Olufowote, Cravens-Pickens, & Witting, 2019 p.81).

4.2.3   Audience Targeting

From the findings of the study, it was clear that most of these engagement on comprehensive sexuality education started in the traditional media space long before they became a social media issue. Also, the study showed that not only do the activists participate in online works, they are also involved in some level of activism offline. To most of respondents per their posts and comments, the social media space allows them to reach out to a much broader audience, most especially, people who were previously unable to share their views and opinions.

Another way the comprehensive sexuality education policy is being promoted and creating awareness is the ability of Facebook to easily target a group of people who ordinarily would have been difficult to reach with the traditional media. Per the observation, social media comes in handy in the activists attempt to send tailored messages to their audience on the policy on the comprehensive sexuality education. As indicated from the findings, social media has really helped and has come to stay and especially it represents a particular section of the population. As mentioned in a comment to a post 'it used to be a difficult task in reaching a lot of people and sharing common views on a common platform as that of the comprehensive sexuality education, but I believe social media has really come to help in targeting them with various messages.

Audience targeting is an important aspect of social media platforms such as Facebook as social engagements are moving towards crafting more tailored messages to audiences rather than just spraying the messages and hoping that it reaches target audience. Scholars such as Hilliard (2008), and Lister (2009) have argued that social media facilitates the personalisation of interactions with like-minded opinion and this falls in line with the finding from the activists on comprehensive sexuality education policy, that social media is helping them target and share tailored information with the citizenry.

4.3   Importance of Social Media to Comprehensive Sexuality Education

Findings from the observation on Facebook, there were a lot of engagements and interactions with diverse views and thoughts on the policy. The issue of comprehensive sexuality education became viral after the introduction of the policy for discussion by the government of Ghana due to social media. Posts by activists received feedback swiftly in comments which sometimes went offline to the traditional media for further deliberations. The Facebook platform was an agenda setting avenue to activists to air their views freely as it gave certain level of anonymity and a voice to the voiceless. It was an avenue for free speech devoid of gatekeepers and censorship. It also created an avenue for grassroot people with like ideas, who hitherto needed to be opinion leaders or in policy positions, to form groups in support or in defiance of the comprehensive sexuality education policy. This finding sits firmly with Haas (2017), who opined that organisations can benefit from social media by using digital channels to reach broad and diverse audiences directly, drive meaningful two-way discussions, and mobilise people to act, all without relying

on mainstream media and traditional communication channels. Undoubtedly, the role of social media in mobilising individuals with a common agenda cannot be overemphasised and this was discovered in this study as well. Harfoush (2009), has stated that social media has aided in mobilising grassroots citizens. Members of the community who were previously not interested in the issues being discussed progressively get involved and then moved from being observers of posts to become active members.

The core tenet of the framing theory has a similar view of how people who previously were not concerned about happenings in the society increasingly gain interest. It was observed that the issue on comprehensive sexuality education discussion started on a small scale with just a few people showing interest but after a while, a lot of other users of Facebook got involved. This helps in building a stronger consensus as there is strength in numbers. The more people are involved in the online discourse the more likely their cases would be heard. A study by Carlyle, Guidry, and Burton (2018) examined how same sex marriage was portrayed on the social media (Twitter). Based on their findings, the authors argue that Twitter has the potential to be an effective pathway to disseminate bystander interventions and connect people with like minds and foster a supportive environment. Alnjadat Rafi (2019) claimed that the advent of social media, largely, signifies an imperative turning point, both in culture and technology, where putting with dissenting views may be able to tap into online discourse to find people who support and believe in their views. The researcher's observation showed how the involvement of more people in championing a common course will be useful in either supporting or eradicating the idea of implementing Comprehensive Sexuality Education in Ghana. The usefulness of social media in the

comprehensive sexuality education policy 'fight' is that it can bring onboard more people who previously did not care about issues of public policy. Thus, all of those who share similar views pushes for a common interest.

The significance of posts on social media cannot be taken for granted; what is shared by activist goes a long way to enlighten others on the topic under discussion. Through the sharing of messages, some activists can achieve their aim of creating awareness. Ofori-Parku and Moscato (2018), noted that activists can broaden their reach through message gathering, modification, rebroadcasting, or replying within the context of more extensive conversations.

4.4   Summary of Chapter

This chapter presented the findings and discussions of the research questions for the study. The data gathered on the two research questions were thoroughly expounded, described and analysed employing the framing theory. The study, therefore, gathered data through cyber-ethnography to know the frequency of posts. The first research question (RQ1) which sought to examine the manner in which social media covered the issue of comprehensive sexuality education policy revealed four themes: religious, cultural, political and religious. In relation to research question two (RQ2) which sought to investigate the role of Facebook in creating awareness against the policy of comprehensive sexuality education it came to the fore the importance of Social Media as a powerful vehicle for bringing policy issues to the attention of a wider publics for feedback in a two-way symmetrical manner that focuses on dialogue, to create and sustain mutually beneficial relationships.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the study and particularly draws conclusions from the main findings of the study. The chapter further makes recommendations for both social media users and policy formulators using the research findings from the data gathered. Additionally, limitations of the study as well as suggestions for further studies are outlined in this chapter.

5.1 Summary of Findings

This study sought to investigate how social media are used in framing government's policy campaign on comprehensive sexuality education curriculum in Ghana. The following objectives of the study investigate how social activists in Ghana, use social media to bring awareness about domestic violence, to explore how activists engage the audience on social media on issues of domestic violence and to investigate the offline methods and strategies used by the social activists in the fight against domestic violence in Ghana, various findings were made. These findings have been discussed in the previous chapter. This concluding chapter, however, offers summaries of the prominent matters that stand out of the study. Also, this chapter draws suitable conclusions and makes recommendations for the most appropriate ways to maximise the impact of social media on the comprehensive sexuality policy. Finally, this section suggests areas for future research.

Comprehensive sexuality education has become a key component of the adolescent's development and effective decision making as well as the transition to adult life. In fact, WHO (2017) has reiterated that investments in adolescent health and wellbeing bring a triple dividend of benefits now, into future adult life, and for the next generation of children. This makes the teaching of comprehensive sexuality education especially in secondary schools not only critical but timely.

However, the issue relates to the content. Generally, societal beliefs, cultural perspectives, and religious orientation continue to inform what is right and not right to teach (see Tanner, Medin & Rumen, 2007; Stone, 1958). Although there is a gradual shift from societal influence to individual rights and needs, this is yet to reflect the orientation of Ghana's school society. The longer such perceptions translate into curriculum development, the implication will be that the comprehensiveness of sexuality education in Ghana will not fully address the needs of her adolescents nor meet the international standards.

Lastly, the perception that students will practice what is taught (for example, sexual intercourse and condom use) is entertained. Perhaps, that explains the reason certain topics are concealed and the teaching, based on the curriculum is fear-based (Awusabo-Asare, et. al., 2017). This fear-based perception can be explained by the historical rationale for sexual and reproductive health education that was 'informally' taught females who reached their menarche, which in the past, ushered the young females into adulthood and subsequently, marriage (the education was part of the puberty rites). However, evidence does not support the view that knowledge, although a precondition to practice, does not automatically translate to practice (Ghana Demographic Health Survey, 2008, 2012, 2015). The other side is that if certain

topics are deemed 'immoral' and not taught, students would rely on information from peers and the media which may not be reliable, accurate and helpful for skill development and attitude formation. This could rather breed undesirable consequences to the adolescent and the society now and the future (WHO, 2017).

5.2   Major findings and Conclusion

The first research question that guided this study is what are the dominant frames through which the CSE policy was covered on social media. In exploring this research question and analysing the data gathered through cyber ethnography, the following themes were determined; economic, cultural, religious and political.

These various themes were discussed in the previous chapter. What came clear with regards to Facebook posts is the fact that even though the activists frequently post on Facebook, it is not the majority of their posts that are related to comprehensive sexuality education. The Facebook posts were seen to be mainly in response to what is happening within the community or what is being discussed on different media outlets. Even though Facebook posts were seen in various forms, (texts, images plus texts, images only, links and videos), the majority of the posts were in texts, followed by images and texts. These were mainly used to share views on ongoing discussions on comprehensive sexuality education or just to create awareness and get people talking about it.

The second research question that was used as a foundation for the collection of data for this study is to know how activists used Facebook to discuss the comprehensive sexuality education policy in Ghana. The observations and data gathered through the

cyber ethnography were themed according to the most recurring issues in the data. Based on this, understanding of comprehensive sexuality education, sensitisation on sexuality education, the importance of social media posts in addressing comprehensive sexuality education issues were the main themes identified.

From the data gathered, it was clear that the respondents have a varied view of what comprehensive sexuality education is and this view varies from posts, based on different societal cultures. While some saw comprehensive sexuality as a cultural taboo other related to it as satanic and more religious. Other posts pointed to the fact that the government had bowed to political pressure and had given in to the global political powers hence have no option but to kotow to their whims and caprices. Yet other posts were strongly of the opinion that there is an unseen economic hand calling the shots and Ghana relying on loans, aids and grants to fend for itself it has to give in to some conditionalities.

One very significant role of social media as identified by this study is the creation of awareness on comprehensive sexuality education. The study showed that every single post on social media on sexuality education goes a long way to let people know what the policy on comprehensive sexuality education is and in other instances, leads to the amendment of the policy document. Social media was identified as an avenue for people to vent, this offers them the opportunity to tell the whole world what their thoughts and reservations are. Also, through the activities of the proponents, other agencies get in touch with them to further assist in awareness creation on issues related to the empowerment of citizens in society.

Ghanaians are still debating a proposed school sex education programme after religious groups said it was part of a "satanic" attempt to promote LGBT+ values. The backlash forced government and U.N. officials to defend the Comprehensive Sexuality Education (CSE) programme, which was devised by the United Nations and Ghana's government, saying it had no explicit LGBT+ content. (UNESCO, 2018).

There is a common perception that the teaching of sexuality education is relevant. The school system and the teacher are perceived as the key agency and agent for the teaching of sexuality education to young people. Variations, however, exist in these perceptions with regard to the teaching of certain topics such as contraceptive use and family planning methods. The variations are underpinned by socio-cultural beliefs and religious factors.

The objectives of the study were to determine the dominant frames / themes through which the CSE curriculum was covered on social media and why the proponents of the Comprehensive Sexuality Education in Ghana use Facebook to bring awareness on the policy. Based on the findings of the study, the following conclusions were drawn.

The study concludes that issues of comprehensive sexuality education is an issue of controversy in the Ghanaian community. While some see the policy as having foreign influence, the country representative for the U.N. Population Fund in Ghana, emphasise that the curriculum has been designed by Ghanaians with the local context in mind. "The curriculum does not include LGBT issues explicitly, but of course LGBT issues are human rights, so we talk about the rights of the individual to determine what they want to do," he told the Thomson Reuters Foundation (2020).

CSE teaches sexual and reproductive health with an emphasis on "values such as respect, inclusion, non-discrimination, (and) equality," according to the U.N. Educational, Scientific and Cultural Organisation (UNESCO, 2018, p477). However most of the observations on Facebook posts had different views as the posts had been thematised around religion, politics, economy and culture.

The study also concludes that there are several activists on Facebook and they have identified the usefulness of Facebook in creating awareness about comprehensive sexuality education. Different activists across the globe can connect on Facebook and share ideas on how to deal with the issues of comprehensive sexuality education. Also, based on posts by one or two activists, they can bring other users of social media together to fight for the same or similar course. This is one of the principles of Framing Theory which explores the relationships among individuals, groups, organisations, or even entire societies to be focused on a particular subject matter (Wasserman & Faust, 1994). Social media offers a sort of network for various activists to meet and work together regardless of the location they find themselves. Described as the open system networks, these are networks in which the boundaries are not essentially clear (Kadushin, 2004).

The works of the activists have brought them into contact with a lot of policy makers of the comprehensive sexuality education online. With this connection being established, there tend to develop some level of trust for each other thereby sharing ideas and challenges with the activists hoping to getting the sort of hearing that they need. Thus, social media creating a network that is mostly built on trust and reciprocity.

5.3   Recommendations

There is the need for further engagements by stakeholders to analytically discuss these perceptions to arrive at an informed consensus. The Ministry of Education with its implementing agency, the Ghana Education Service could lead to involve partners such as the Ministry of Health and Ghana Health Service, religious and traditional organisations, civil society and young people in this discourse. This could further enhance the sexuality education in Ghana to be comprehensive.

The following recommendations are made based on the research questions and objectives, findings, discussions and conclusions of the research in the area Activists using Facebook as a mobilising tool should put more efforts into their activities so that they can get the attention of influential people within the society. The study showed that through the activities of a few of the activists' online, government reach out to them to have a detailed discussion on the policy and also some got the opportunity to serve as panelists on other traditional media programmes. With more efforts into making themselves credible online, government agencies and other organisations can reach out to them for their inputs on issues and, in the process, the issues of comprehensive sexuality will reach out to a lot more people who are not making use of social media for one reason or the other.

As noted by Banerjee and Kakade (2015), initially, several social media sites had the sole intention to connect people. But, as it progressed, it became a platform to communicate and share information, opinion, thoughts, values, expressions (Banerjee & Kakade, 2015). Activists and people who are passionate about matters of comprehensive sexuality education should use the channel to further educate and inform the users of social media on what sexuality education is, what it seeks to

achieve, what the effects are on the citizens in the light of the themes of politics, culture, religion and economic.

The findings and recommendations will help government re-package the withdrawn Comprehensive Sexuality Education to attract more stakeholder endorsement; thus, serve as a policy formulation and implementation document.

5.4 Suggestions for Future Studies

Future researchers can broaden the scope of this study by including the other social media platforms that covered the comprehensive sexuality education and explore further, to ascertain if the dynamics may be different due to the additional platforms.

Again, due to the fact that governments' all over the world are making efforts at engaging their citizenry through an array of electronic platforms, future researchers can shift focus from the comprehensive sexuality education to other governmental agencies and policies and explore how dialogic other social media platforms are as well.

5.5   Chapter Summary

This study sought to find out the usefulness of social media in bringing to light people's views towards policy decision on the comprehensive sexuality education and to investigate how activists make use of the space provided by social media to get to share their candid thoughts or educate the public. To achieve this, the study made use of a qualitative approach and cyber ethnographic design, data was gathered using

Facebook posts from activists who were purposively sampled. In analysing the findings of the study, the framing theory was used as the main theoretical foundation to put the study in context.

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APPENDIX A

CODING INSTRUCTION

(This is to guide the coding process of data gathering and analysis)

• Note the date of the Facebook post.

• Read the heading of each post on the Facebook page (this captures the subject matter or the theme of the story). If the heading relates the story to issues of comprehensive sexuality education, proceed to read the content. Otherwise, move to the next post.

• If the heading could not give a clue, proceed to read the story.

• Read the story carefully and extensively.

• Look out for terms/words such as these: taboo, tradition, sinful, bribery, diplomatic, legislative, belief, creed, church, Christian, Islam, prayer, ritual, superstition, reverent, spiritual, worship, deity, customs, heritage, values, morals, barbarism, poverty, conditionalities.

• Underline these words carefully.

• Note down the whether it's a post or comment.

• Write down the heading of the post or a summary of the subject matter of the post.

• Identify and write down the owner of the page (activist).

• Read the post over and again to identify emerging codes.

• Indicate clues that helped to determine or identify the codes.

• For each post, write down the codes.

• Identify patterns in the codes

• Merge themes that are similar to form major themes.

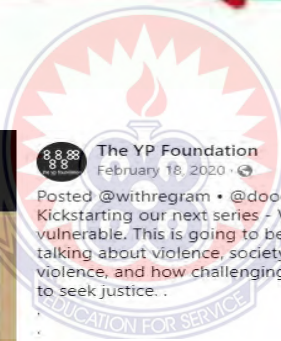• Categorize the data into similar themes

• Write down dominant themes

APPENDIX B

FACEBOOK POSTS

Sex education doesn't develop Nation but Technolog[...]
does. Awake ooh awake Ghana
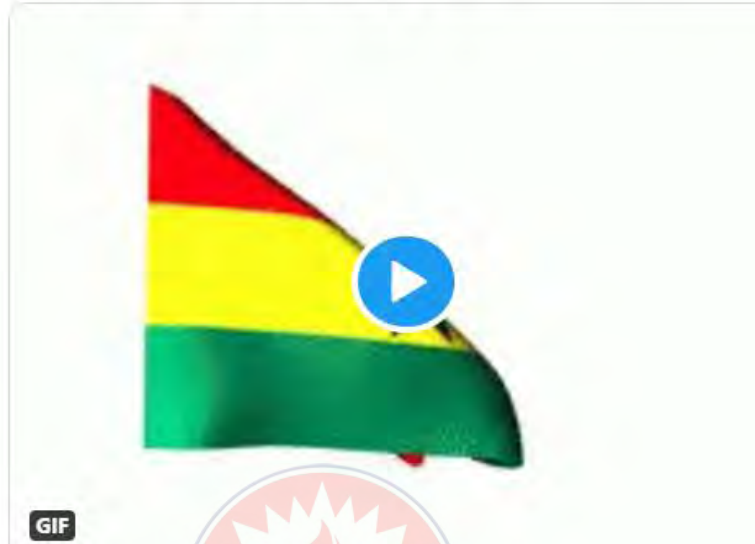
**The YP Foundation**
February 18, 2020 · ⊙

Posted @withregram • @doodleodrama
Kickstarting our next series - Violence on the
vulnerable. This is going to be a series of posts,
talking about violence, society's reaction to this
violence, and how challenging it is for the victim
to seek justice. .
.
.

Collaborating with @theypfoundation (do check
out their feed to understand the violence
ecosystem and how this ecosystem pushes the
victim farther and farther from justice). .
.
.
.

We all have a typical imagination of who is the
victim and perpetrator of sexual violence? Our
social biases also create this stereotype we
believe about who commits and who faces
violence. We cannot eradicate violence unless we
question our social or moral beliefs and change
the way we understand violence. This is especially
problematic in the case of sex workers who do
not fit the typical image of a "respectable" victim
or survivor. In fact, questioning the validity of sex
work and asking why people who choose to do
sex work don't just find another job, only
perpetuates the toxic environment that impedes
them from seeking justice. It is important to
affirm bodily autonomy for work and against
violence. One way to unlearn our implicit biases
is to #KnowYourBody and #KnowYourRights.
@theypfoundation's Know Your Body Know Your
Rights program follows this approach. Go check
out their website to know more about how
Comprehensive Sexuality Education impacts
adolescents and young people. #violence

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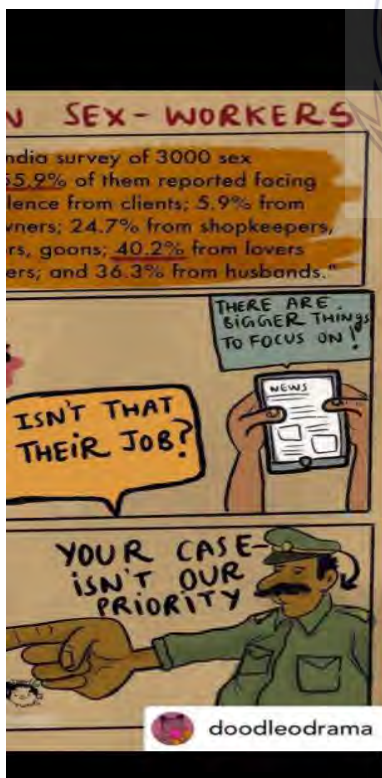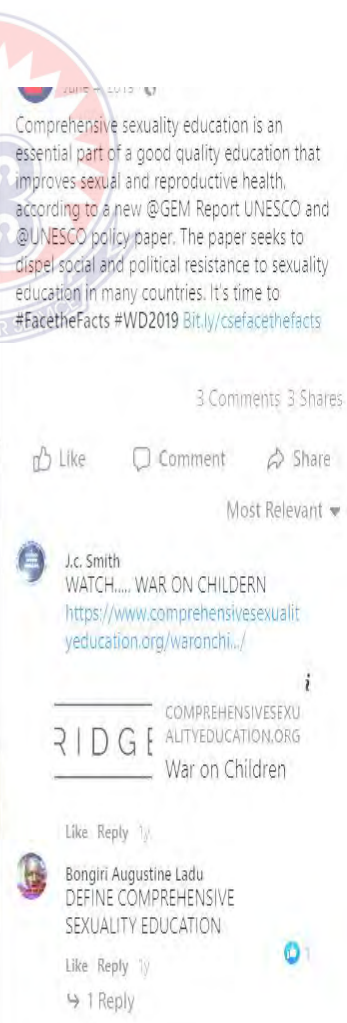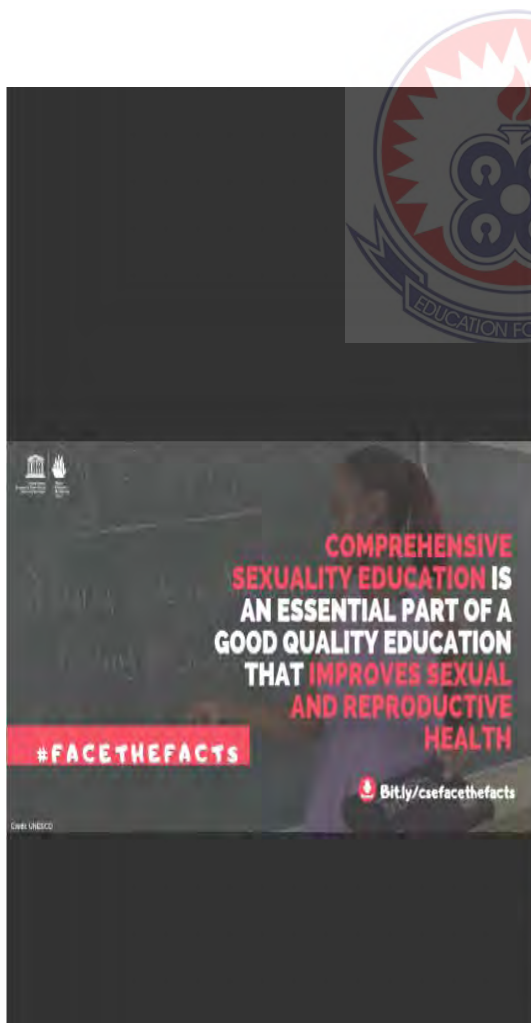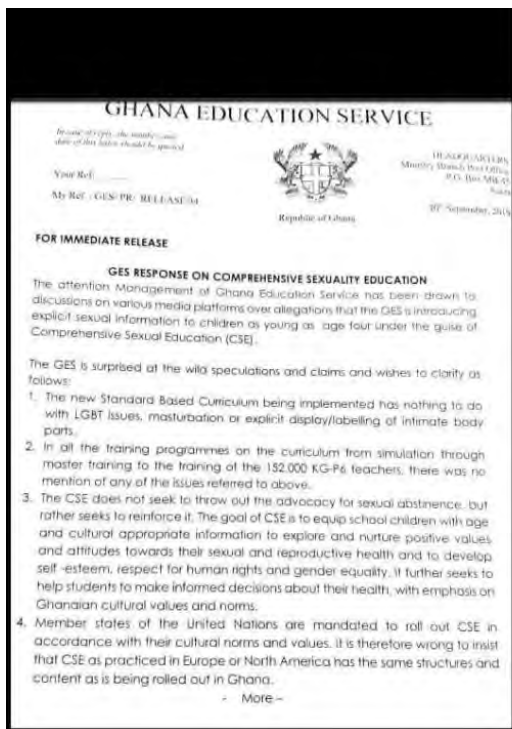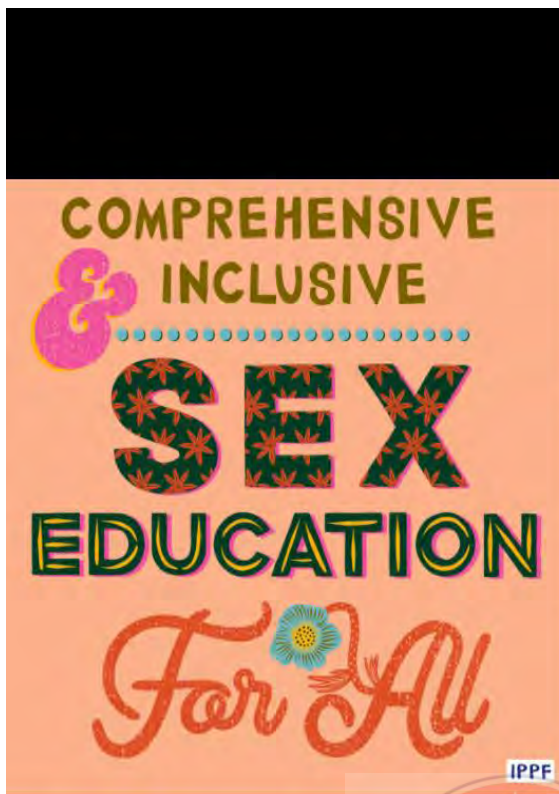
IPPF
November 27, 2019 · 🌐

IPPF firmly supports young people to act freely on their sexual and reproductive health and rights, by increasing their access to comprehensive sexuality education. Get your copy of this brilliant artwork now →
http://ow.ly/7vgN50xc2S6
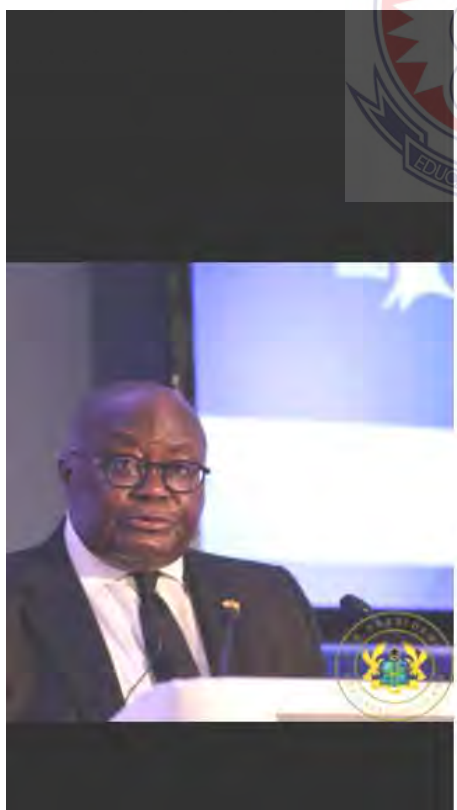
👍❤ 34   2 Comments

👍 Like   💬 Comment   ↪ Share

Most Relevant ▾

Lahor Jan Lakanwal
https://www.facebook.com/1370454399714613/posts/2637947646298609/
Like · Reply · 1y

Aude Fotso Acca Lolo
Sex education for all
Like · Reply · 1y

Write a comment...   ☺ 📷 GIF 🎭

"MY FOCUS IS TO GIVE OUR CHILDREN THE BEST OF EDUCATION AND NOT TO CORRUPT THEIR MIND WITH SEXUAL IMMORALITY – PRESIDENT AKUFO ADDO breaks silence on CSE brouhaha
President Akufo Addo has called for calm on the raging comprehensive sexuality Education (CSE) debate which has sparked fury among many Ghanaians.

More>>http://bit.ly/2oY9dim
#ATLFM #ATLFMONLINE #CSE
— at University of Cape Coast.

👍😠 6   3 Comments 3 Shares

👍 Like   💬 Comment   ↪ Share

Most Relevant ▾

Kofi Gbenzo
Was he thought that in school?
Like Reply 2y

Santa Otoo Giggs   ...
Good one der
Like Reply 2y

⚜ Top Fan
Ebenezer Duncan Eghan
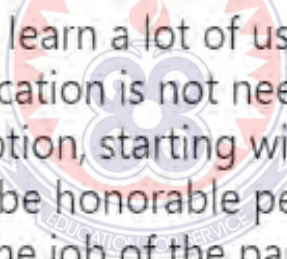Ayekoo Daddy
Like Reply 2y

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Ah!
So Ghana, why?
A whole LAWYER!!! Your argument against sex education is DOLI INCAPAX!!!
And it is illegal to teach it because of that...
I mean, Hooooooowww????How does that even make sense??!!!
But Noooooo...It's us Aunty Sophia is here worried about
Tsew

Ghana we already learn a lot of useless things in school so sex education is not need. They should foc on clearing corruption, starting with the kids and teaching them to be honorable people.
Sex education is the job of the parents.
After all education begins at home

adult female being victims of rape, most especially about the news of an 11months old baby girl who was raped by her 27years old uncle. Should we say the situation of the country lead the so called uncle to commit such atrocity or he lacked sexual education? With the present situation of the country, the society at large has focused her attention on the economic aspect and has created little or no attention to the aspect of education in terms of sexual education.

Sex education might have been included in the primary and secondary school curriculum, but has limited effect in the society. Religious organizations had not taken action to educate her members but dwell more on judgmental. And parents always clamor on the effects of kids and teens knowing their sexuality (the implication of being pregnant and contacting STD)

Sexuality according to Merriam Webster dictionary "is the sexual habits and desire of a person".

Oxford dictionary defines sexuality as the feelings and activities connected with a person's sexual desires.

Everyone knows what sex is. It is something that should be talk about and not sweep it under the carpet, should not be shy about or see it as a sacred thing not to be exposed while our young people face the consequences.

Parents don't want to or have no time for such discussion with their children. Kids get beaten for playing with their gentile. Sexuality education provides opportunities to explore one's own values and attitudes and to build decision-making, communication and risk reduction skills about many aspects of sexuality. The term comprehensive emphasizes an approach to