



Homeland Ghana
Educational Foundation

HOMELAND GHANA EDUCATIONAL FOUNDATION

CHILDREN PROTECTION AWARENESS

TEACHERS SURVEY REPORT

N=9

INTRODUCTION

Homeland Ghana Educational Foundation conducted a survey at Kori Junior High School and Siniensi Junior High School to assess teachers' confidence, knowledge, and ability to apply child protection practices. The aim was to evaluate how well the child protection training had prepared the teachers.

The survey included questionnaires with standardised questions to ensure comparable results. In addition, teachers completed a quiz both before and after the training. The first quiz aimed to assess their confidence, knowledge, and understanding of child protection before the training, providing insights to adjust the training content. The second quiz was given after the training to evaluate how well the teachers understood and could apply the child protection concepts covered.

This report summarises the survey results and presents conclusions and recommendations to strengthen teachers' confidence, knowledge, and ability to protect children in schools.

BACKGROUND

Child abuse is a serious issue that impacts children's safety and well-being. Teachers are in a key position to identify and respond to abuse since they interact with children every day. Teachers need to understand what abuse looks like, how to report it, and how to support children who have been affected. For this reason, teachers need to have the right knowledge about the different types of abuse, how to report it, and how to help children who have experienced it.

EXECUTIVE SUMMARY

1. **Confidence in Recognising and Responding to Child Abuse**

While six out of nine teachers feel very confident in recognising child abuse, knowing how to respond, and supporting a child who has disclosed abuse, they are only somewhat confident in reporting these cases to the relevant authorities.

2. **Need for Further Training**

Although 67% of teachers feel confident or somewhat confident in child abuse and protection, they still feel the need for further training. 22% felt they didn't need any more training, and 11% were unsure of the training they required.

3. Access to Resources

87% of teachers did not see the need for printed or digital resources on child abuse and protection. However, they expressed a desire to collaborate more with child protection specialists or social workers.

4. Training Relevance

All nine teachers agreed that the training was well-tailored to meet their needs.

5. Improvement in Confidence Post-Training

After completing the training, teachers' confidence improved in at least three of the five child protection topics covered.

6. Need for Practical Resources

Teachers suggested that more practical, actionable resources are needed to improve the training programme.

7. Additional Training Needs

Teachers identified a need for more training on investigating child abuse reports, reporting suspected cases, and supporting abused children. Half of the teachers emphasised the importance of the latter.

ANALYSIS OF TEACHERS' CONFIDENCE SURVEY RESULTS IN CHILD PROTECTION AWARENESS

Figure 1:



Recognition of Child Abuse

The survey showed that 67% of teachers were very confident in recognising child abuse cases. In the quiz assessing teachers' knowledge of child abuse, 89% were able to correctly describe child abuse, identify potential sources of harm, and recognise common warning signs. However, 33% of teachers were unclear about the different types of child abuse. Of this group:

- 44% did not recognise educational neglect as abuse
- 33% did not recognise general neglect as abuse
- 23% left the question unanswered.

Action to Take if Teachers Suspect Child Abuse

Six out of nine teachers were confident about the steps to take when they suspect child abuse and their role in child protection. Their responses included:

- *"Take note of observations and report the concern to the designated child protection officer or relevant authority."*
- *"Try to investigate the situation on their own."*

This suggests a gap in understanding the correct reporting procedures.

Reporting Suspected Child Abuse to Appropriate Authorities

67% of teachers were "somewhat confident" in reporting suspected abuse to the relevant authorities. However, they expressed concerns about the legal framework, fear of consequences, and uncertainty about the correct reporting channels.

Supporting Abused Children

Six out of nine teachers felt confident in supporting children who disclose abuse. Their suggested actions included:

- *"Investigate the situation on their own" (which is not recommended).*
- *"Reassure the child they are safe, listen carefully, and report the disclosure immediately to the designated safeguarding lead."*

Training

Although teachers were confident in recognising and responding to child abuse, 67% felt they needed more training. The areas where they most needed support included:

- Reporting procedures and legal requirements
- Providing emotional support for children affected by abuse
- Understanding cultural and community dynamics in child protection
- Other areas of interest were recognising different forms of child abuse and handling disclosures of abuse.

ANALYSIS OF TEACHERS' SUPPORT NEEDS

Teachers' Support

The survey showed that 67% of teachers needed help with reporting procedures, as they were only somewhat confident in reporting suspected abuse cases. Additionally, 56% of teachers felt they needed guidance on how to emotionally support children affected by abuse. Other areas where teachers needed support are shown in the figure below.

Figure 2:

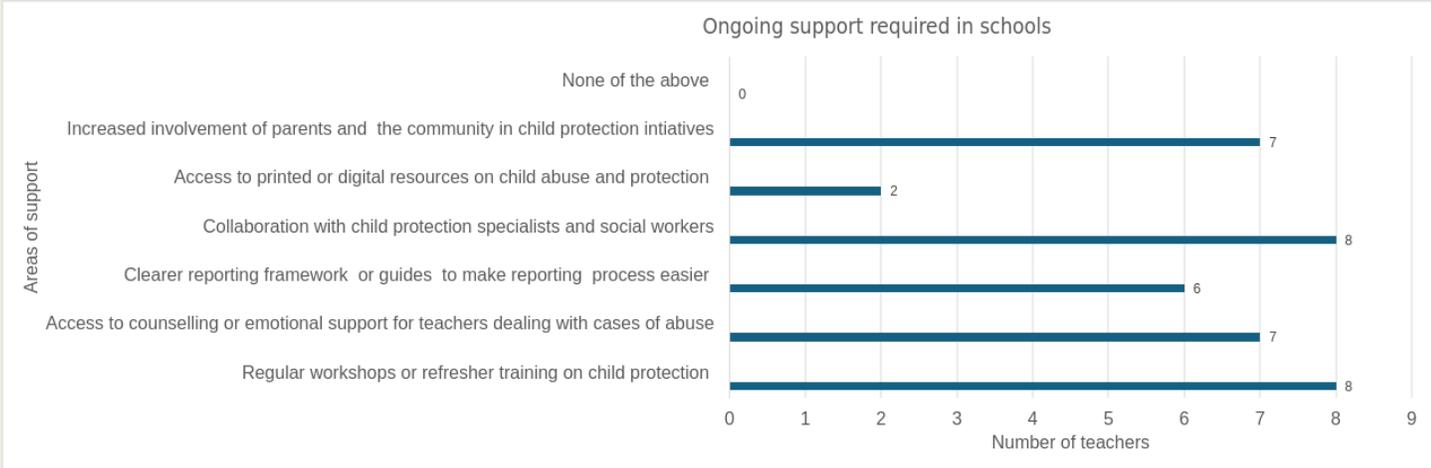


Support Required in Schools

Eight out of nine teachers preferred working with child protection specialists or social workers, while two out of nine preferred printed or digital resources. This shows that teachers value real-time support

from experts more than static materials. Schools need to establish partnerships with child protection professionals to provide in-school guidance.

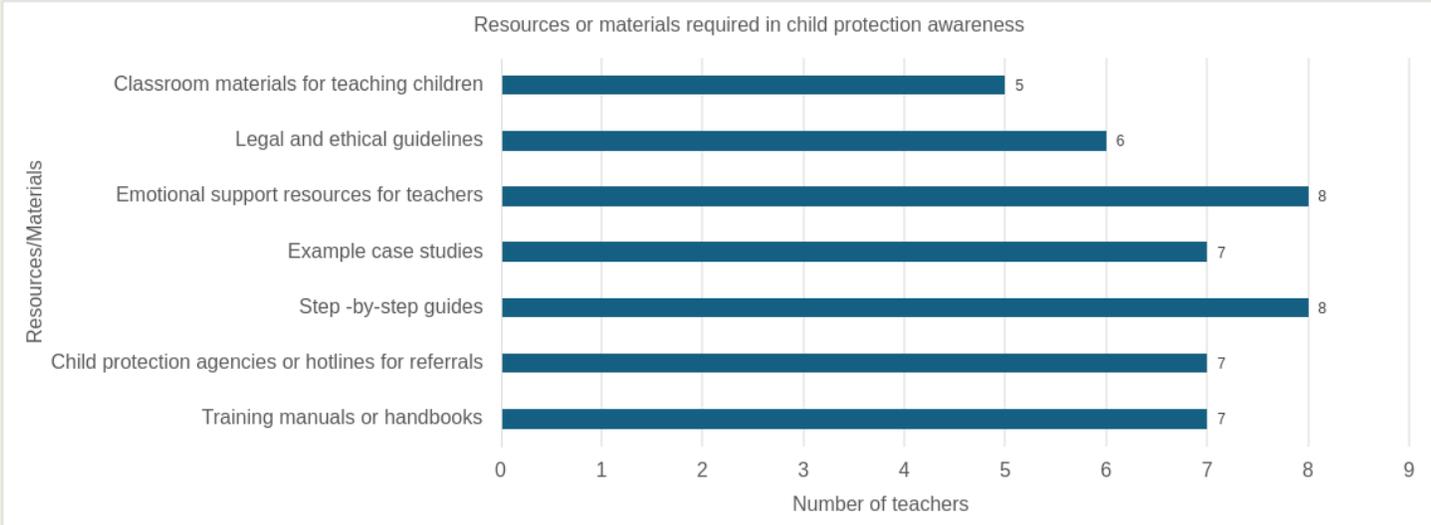
Figure 3:



Resources

All the teachers stressed the need for practical, actionable resources. Having access to these resources could boost their confidence and effectiveness in handling child abuse cases. At least five teachers recommended every available resource for the schools, and all teachers suggested step-by-step guides and emotional support for teachers.

Figure 4:



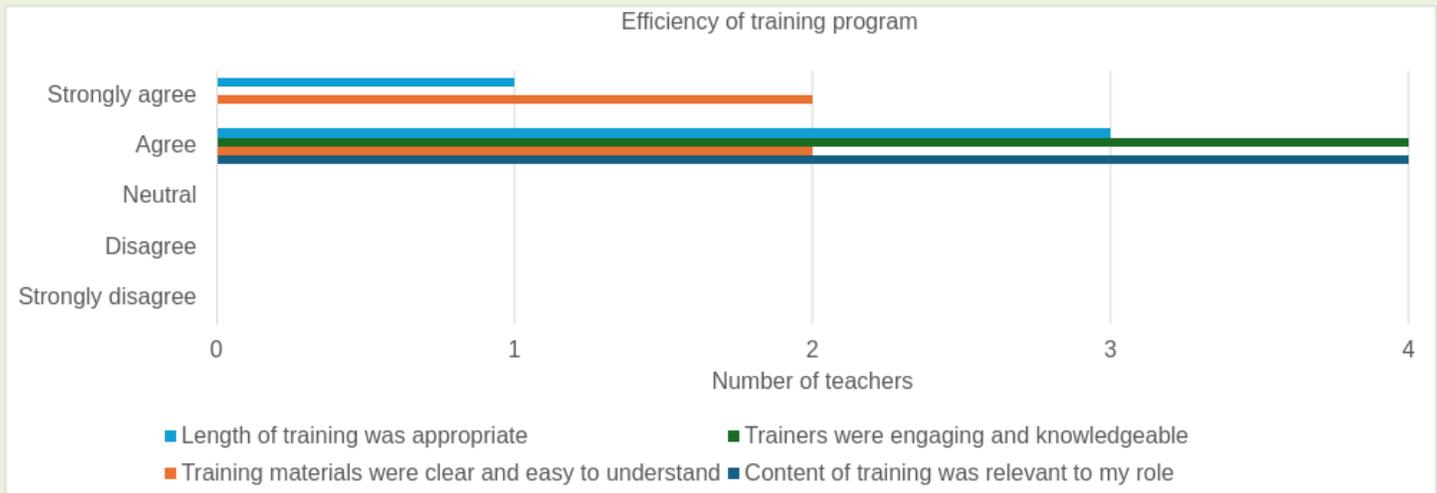
TEACHERS TRAINING FEEDBACK SURVEY RESULTS ANALYSIS

Efficacy

All the teachers agreed that the training was effective. They found the materials clear and easy to understand, the trainers knowledgeable and engaging, and the content relevant to their role. The length of the training was also considered appropriate, showing the overall success of the program. As shown in Figure 5 below:

- 100% of teachers strongly agreed that the content was relevant to their role and the trainers were knowledgeable and engaging.
- 50% strongly agreed that the training materials were clear and easy to understand.
- 75% strongly agreed that the length of the training was appropriate.

Figure 5:

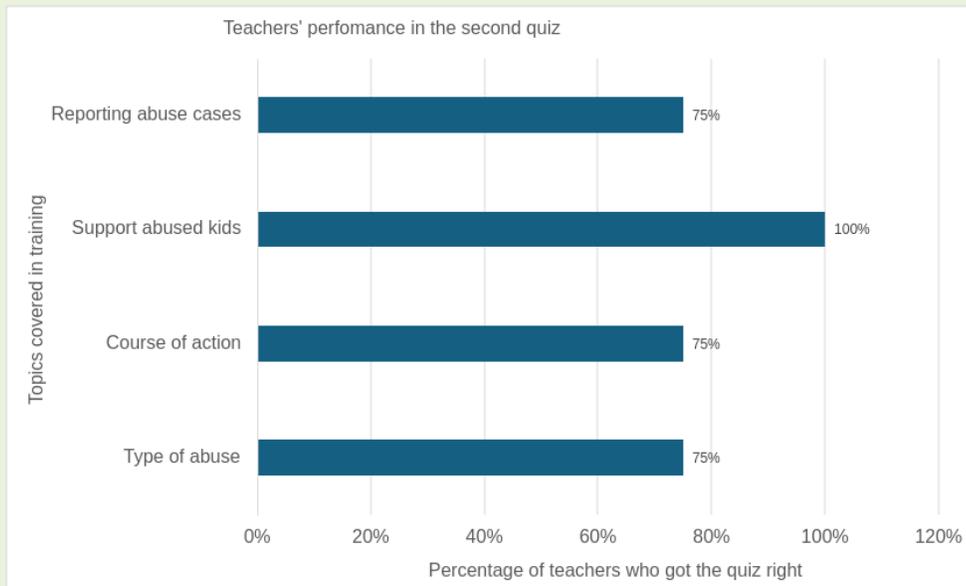


Impact

All teachers reported increased confidence in at least three of the five child protection topics after the

training. More than 75% showed this improvement in the second quiz, as shown in Figure 6 below. Their confidence grew in recognising different types of abuse, knowing how to support abused children, and understanding the actions to take. However, there was a gap in reporting suspected abuse, as some teachers felt the need to give their personal opinions.

Figure 6:



Suggestions

Teachers highlighted the need for practical, actionable resources to improve the training program. They suggested:

- Including videos in the training sessions.
- Providing manuals on how to handle and report child abuse.
- Involving parents in the process.
- Extending the length of the training sessions.

Further Training

Teachers felt they needed more training on:

- How to investigate child abuse reports.
- Supporting abused children without causing further harm.

- Properly handling emotionally abused children.

CONCLUSION

The survey results show that while teachers at Kori Junior High School and Siniensi Junior High School had some basic knowledge of child protection, the training greatly improved their understanding and confidence. However, the survey also highlighted areas that need improvement:

- Teachers need more focused training on specific child protection topics, especially reporting procedures and emotional support.
- Ongoing professional development in child protection should be encouraged to keep teachers updated on the latest practices and legal requirements.

RECOMMENDATIONS

Based on the survey findings, the following recommendations are made:

1. **Ongoing Training and Workshops:** Hold regular workshops and refresher courses on child protection, focusing on reporting procedures, emotional support for children, and understanding cultural factors that may affect abuse detection.
2. **Collaboration with Child Support Specialists:** Schools should work with child support professionals to provide guidance and support.
3. **Parent and Community Involvement:** Offer training for parents and the local community on child protection to create a more comprehensive approach to safeguarding children.
4. **Enhanced Support Materials:** Provide teachers with practical resources, such as guidelines, flowcharts, and checklists, to help with reporting abuse and supporting affected children.
5. **Regular Evaluations:** Conduct regular evaluations of child protection training programs to assess their effectiveness and make improvements based on teacher feedback.

FINAL THOUGHTS

The survey findings show that teachers play a key role in protecting and supporting children. While the training has improved their knowledge and confidence, ongoing efforts are needed to fully equip teachers to handle child protection issues. By addressing the gaps identified in the survey and making the recommended changes, Homeland Ghana Educational Foundation can strengthen child protection efforts and create a safer learning environment for all students.