CYBERSAFETY AMBASSADORIAL & DIGITAL PARENTING EMPOWERMENT PROJECT

Findings Report

Baseline Assessment Of Teachers In Ashanti Region

July, 2024

GHANA INTERNET SAFETY FOUNDATION

Google

IMPACT AMPLIFIER

Executive Summary

The Ghana Internet Safety Foundation (GISF), through the "Cybersafety Ambassadorial & Digital Parenting Empowerment Project," has highlighted the critical need to enhance teacher capacity to safeguard children in Ghana's Ashanti Region from escalating online risks. Teachers, as key facilitators of education, play a pivotal role in equipping students aged 10–16 with the digital literacy and safety skills necessary to navigate the increasingly complex digital environment. However, findings from the study reveal systemic challenges, including limited access to technological resources, insufficient training on digital safety practices, and weak collaboration with parents to reinforce these measures beyond the classroom.

The study indicates that while **81.48%** of schools in the Ashanti Region report incorporating online safety into their curricula, these efforts often lack depth and a standardized framework for effective implementation. Furthermore, only **18.18%** of schools actively engage parents in promoting online safety, exposing a critical gap in the shared responsibility to protect children in the digital space. Socio-economic disparities further compound these challenges, with **89.19%** of teachers reporting that students from disadvantaged backgrounds have limited access to digital tools and education. This lack of access increases their susceptibility to cyber risks such as cyberbullying and grooming.

These findings emphasize the urgency of systemic interventions to empower teachers, improve access to digital resources, and foster collaboration between schools, parents, and the broader community. This report consolidates the study's findings and offers evidence-based recommendations to advance child online protection and enhance digital safety outcomes in the region.

About This Report

Methodology

The study employed structured questionnaires and focus group discussions to capture teachers' experiences, perspectives, and practices related to digital literacy and online safety. The survey sampled 250 teachers in the Ashanti Region. The mixed-method approach allowed for:

- **Quantitative Data:** Surveys capturing digital tool usage, curriculum integration, and collaboration levels.
- **Qualitative Insights:** Focus groups exploring barriers to implementing online safety measures, teacher confidence, and socio-cultural influences.

Data Collection Tools

Data was collected using Zoho Survey for online responses and printed questionnaires for offline participants. Structured interviews with open-ended questions captured qualitative insights about teachers' challenges and experiences.

Findings and Data Analysis

Teaching and Professional Experience

Teachers surveyed represent diverse levels of experience, with the majority teaching students in the **9–12-year group (48%)**, followed by the **13–16-year group (20%)**.

Year Group Taught	Response Count	Response Percentage
1–4 years	15	6%
5–8 years	65	26%
9–12 years	120	48%
13–16 years	50	20%

Use of Digital Technologies in Teaching

Digital tools are widely used by teachers, with **68.63%** reporting the use of smartphones, followed by laptops **(33.33%)** and computers **(32%)**.

Digital Technology Used	Response Count	Response Percentage
Tablet	15	6%
Smartphone	172	68.63%
Computer	80	32%
Laptop	83	33.33%
Other	25	10%

Frequency of Internet Usage

Internet access is inconsistent, with only **15.69%** of respondents reporting daily use. Teachers and students primarily access the internet weekly **(29.41%)** or bi-weekly **(27.45%)**.

Digital Technology Used	Response Count	Response Percentage
Daily	39	15.69%
Weekly	73	29.41%
Bi-weekly	69	27.45%
Other	69	27.45%

Understanding of Digital Literacy

Digital literacy levels among students vary. While students exhibit basic technical skills, their understanding of safe online practices remains inconsistent.

Digital Literacy Level	Response Count	Response Percentage
High	220	88%
Moderate	20	8%
Low	7	3%
Very Low	3	1%

Socio-Economic Background and Digital Access

89.19% of teachers noted that socio-economic disparities significantly influence students' access to digital tools.

Socio-Economic Influence	Response Count	Response Percentage
Yes	223	89.19%
No	27	10.81%

Collaboration Between Schools and Parents

Only 1**8.18%** of schools reported active collaboration with parents to promote online safety, highlighting a critical gap.

Parental Collaboration	Response Count	Response Percentage
Yes	45	18.18%
No	205	81.82%

Qualitative Insights

- **Challenges in Access:** Teachers consistently cited inadequate funding for technology and unreliable internet connectivity as significant barriers to integrating digital tools into their teaching. Many schools in underserved areas lacked the infrastructure needed to support online safety education.

- **Training Gaps:** While many teachers expressed confidence in basic digital skills, they highlighted a lack of specialized training in online safety and digital literacy. This gap prevents effective teaching of topics like cyberbullying, grooming, and harmful content.

- **Socio-Cultural Influences:** Teachers observed that socio-economic disparities and cultural attitudes toward technology significantly influence students' access to digital tools and online behaviors. Lower-income households often lack access to devices and internet, placing students at a disadvantage.

Recommendations

Enhance Teacher Training:

Provide specialized training programs focused on digital safety and literacy education.

Improve Resource Accessibility:

Ensure equitable access to digital tools and reliable internet for teachers and students.

Strengthen School-Parent Collaboration:

Develop initiatives to engage parents in supporting online safety efforts at home.

Standardize Curricula:

Implement age-appropriate, consistent online safety modules in schools.

Expand Awareness Campaigns:

Use innovative engagement tools, such as mascots and interactive workshops, to foster a culture of digital safety.

Conclusion

The findings underscore the critical role of teachers in safeguarding children from online risks and highlight systemic challenges that must be addressed to enhance digital literacy and safety practices. By equipping teachers with the necessary tools, training, and resources, GISF can help build a safer digital environment for students in the Ashanti Region and beyond.

GHANA
INTERNET
SAFETY
FOUNDATION

Google

IMPACT
AMPLIFIER

www.gisfoundation.com