FIGURE 4.1

The number of hours spent on SRH education topics per term in Forms 2 and 3 vary by region.

Note: Percentages may not add to 100 because of rounding.
Most students learn about SRH education topics as part of social studies and integrated science classes.

![Bar chart showing the percentage of students learning about different SRH education topics.]

- Social studies: 95%
- Integrated science: 72%
- Religious and moral education: 55%
- Biology: 25%
- Management in living: 18%
- After-class/co-curricular program: 18%
- Physical education: 15%

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Schools teach SRH education at various levels of comprehensiveness, with less overall focus on certain topic categories.

![Bar chart showing the percentage of schools teaching different SRH education topics at various levels of comprehensiveness.]

- Sexual and reproductive physiology: 99%
- Gender and SRH rights: 99%
- HIV/STI prevention: 96%
- Contraception and unintended pregnancy: 84%
- Values and interpersonal skills: 84%

**COMPREHENSIVENESS**

- Minimum: 99%
- Adequate: 89%
- High: 83%
Students are less likely to learn about topics regarding contraception and unintended pregnancy than topics in other categories.
There are gaps between student reports of learning a topic and reports of wanting to learn more about that topic.
FIGURE 4.6
Students are more likely to learn about all topics in some categories than in others.

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Brong Ahafo</th>
<th>Greater Accra</th>
<th>Northern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual and reproductive physiology</td>
<td>72</td>
<td>68</td>
<td>70</td>
<td>77</td>
</tr>
<tr>
<td>HIV/STI prevention</td>
<td>40</td>
<td>40</td>
<td>34</td>
<td>44</td>
</tr>
<tr>
<td>Gender and SRH rights</td>
<td>27</td>
<td>25</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Contraception and unintended pregnancy</td>
<td>24</td>
<td>21</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Values and interpersonal skills</td>
<td>19</td>
<td>15</td>
<td>18</td>
<td>22</td>
</tr>
</tbody>
</table>

FIGURE 4.7
Only a small proportion of students report learning about all topics in a comprehensive program.

<table>
<thead>
<tr>
<th>Level</th>
<th>Total</th>
<th>Brong Ahafo</th>
<th>Greater Accra</th>
<th>Northern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum (learned about at least one topic per category)</td>
<td>74</td>
<td>73</td>
<td>70</td>
<td>77</td>
</tr>
<tr>
<td>Adequate (learned about all but one topic in each category)</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>High (learned about all topics)</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>11</td>
</tr>
</tbody>
</table>
Almost all teachers who cover contraceptives teach about condoms.
FIGURE 4.9
The majority of teachers who cover contraceptives emphasize that they can be effective for pregnancy prevention.

Note: Percentages do not add to 100 because of rounding.

FIGURE 4.10
Most teachers who cover condoms emphasize that condoms alone are not effective for pregnancy prevention.

Note: Percentages do not add to 100 because of rounding.

FIGURE 4.11
The majority of teachers who cover condoms emphasize that they can be effective for HIV/STI prevention.

Note: Percentages do not add to 100 because of rounding.

FIGURE 4.12
The majority of teachers who cover abstinence emphasize that it is the best or only method for preventing STIs and pregnancy.

Note: Percentages do not add to 100 because of rounding.
FIGURE 4.13
The most common issues teachers face in teaching SRH education are a lack of resources and time.

- Lack of resources or teaching materials: 77%
- Lack of time: 49%
- Topics or content contradict my religious, traditional and personal beliefs or values: 24%
- Embarrassment about topics or terms: 22%
- Lack of teacher training or sufficient knowledge: 20%
- Pushback or opposition from students: 17%
- Lack of participation from students: 4%
- Restrictions or bans on teaching certain topics: 2%
- Pushback or opposition from parents or community: 1%

FIGURE 4.14
Students are excited to learn about SRH education but still face obstacles in the classroom.

- Students excited to learn about SRH education: 82%
- Too many people in the class: 51%
- Students embarrassed to talk about reproductive health topics: 40%
- Students not paying attention or disrupting the class: 27%
- Teacher embarrassed to talk about reproductive health topics: 21%
- Teacher doesn't know enough about the topic: 11%