



## Ethical Quandaries in the BBC Audio-Visual Documentation of Sexual Harassment in West African Universities

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### Abstract

*In the universities, there has been limited attention on how victims secure evidence to challenge sexual harassment. The study explored the documentation and ethics of audio-visual evidence of sexual harassment in Nigerian and Ghanaian universities. Through a qualitative approach, the BBC Sex4Grade video and Nairaland discourse of sexual harassment in public domain were purposively selected. The data were subjected to content analyses using ethical quandaries. The need for evidence birthed the premediated documentations through institutional and informal supports. The use of smart cameras without the consent of the male lecturers heralded ethical questioning. Interpretation of gestures were subjective while all scenarios shared alternative meanings. The visual clips revealed disparities and contextual negotiation in social construction of sexual harassment between female students and their suspected lecturers. The evidence did not satisfy all ethical conditions, yet the visual evidence remained the last resort to justice since legal framework was weakened by patriarchal system. However, thus, the installation of CCTV at workplace with transparency with informed consent of the employees would prevent sexual harassment which strengthen legal framework and female's proactiveness in seeking legal redress with acceptable ethical milieu.*

**Keywords:** female students, sexual harassment, lecturers, legal framework, West Africa.

**Paper type:** Research paper

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## INTRODUCTION

Sexual harassment in educational institutions is a deeply entrenched issue that impoverishes and precludes the empowerment of the victims. The experience compromises the safety, well-being of students and undermines the integrity of academic environments globally (Shannon and Bull 2024; Apatinga et al. 2020). In West African universities, where educational excellence is sought to be cultivated, the trend of sexual harassment precludes the pursuit of knowledge and academic growth. For instance, one in four female undergraduates was reported as being harassed sexually in Ghanaian universities (Bondestam and Lundqvist 2020, Norman, Akin, and Binka 2013). Apart from the fact that sexual harassment has been commonly reported in Nigerian and Ghanaian public universities, Omonijo et al. (2013) found a similar report in private faith-based universities in South-West Nigeria. Female students continue to be victims with a weak drive to report and seek redress within the available legal framework, which reinforced ‘blame the victim’s perspective and blurred the demarcation between transactional sex and sexual violence, which was underreported (Aborisade 2024; Shannon and Bull, 2024; Azeez 2016).

Amidst efforts to address this pervasive problem, the emergence of audio-visual documentation as an innovative tool for evidencing and confronting sexual harassment poses both promise and ethical quandaries. The use of audio-visual documentation in exposing instances of sexual harassment reflects an innovative trend towards leveraging technology for advocacy and accountability efforts (Marjawar and Pindayi 2024). In criminal justice, the presentation of evidence determines the case outcome (Fernandes et al. 2023). Audio-visual evidence holds the potential to amplify the voices of victims, challenge institutional complacency, and catalyse systemic change in West African universities (LaPedis, 2023; Bello, 2020). Ethical quandaries surrounding audio-visual documentation of sexual harassment lie in the tension between the pursuit of justice and the protection of privacy, dignity, and due process (Pollock 2022). While audio-visual evidence may serve as a powerful tool for substantiating claims of harassment and holding perpetrators accountable, its collection, dissemination, and utilization raise a myriad of ethical considerations (Ribeiro and Ponthoz 2017).

Audio-visual evidence passed ethical questioning by engaging good practices such as the placement of cameras to capture multi-angular views of the

same scene or securing informed consent of the authority where the incident is taking place (Fairchild 2024; Ribeiro and Ponthoz 2017). Gubrium, Hill, and Flicker (2014) identified six ethically deconstructing frameworks of concerns for visual evidence. The concerns are fuzzy boundaries, recruitment, consent to participate, power of shaping, representation, harm, confidentiality, and release of materials. In many instances, victims may record cases of harassment without the explicit consent of the perpetrator, raising questions about the legality and ethicality of such actions (Pollock 2022). Additionally, the surreptitious nature of audio-visual documentation may inadvertently infringe upon the privacy rights of individuals, including both victims and perpetrators (Ribeiro and Ponthoz 2017). The potential for audio-visual evidence to be manipulated or misinterpreted underscores the importance of careful analysis and contextual understanding in its use. In the global north, there are contentions about the right to use such a process. For instance, the PEACE Model in the UK reduced the use of uninformed audio-visual recording of the suspected individual during interview. In fact, the word interrogation has been replaced with interview to ensure respect for persons (Galvano et al. 2024).

Studies have shown that recording and sharing audio-visual evidence of sexual harassment has extreme implications for the victims (Galvano et al. 2024; Mortimer et al. 2021). The publicity of traumatic experiences shapes the feelings of the victims, which discourages them from seeking support. Moreover, the dissemination of such evidence perpetuates cycles of silence and impunity through victim-blaming, retaliation, or stigmatization (Shannon and Bull 2024; Fernandes et al. 2023).

Ethical considerations of the collection and use of audio-visual evidence are enriched in broader sociocultural and institutional dynamics. Patriarchal norms and power imbalances inhibit the disclosure of instances of sexual harassment owing to attendant social stigma and repercussions for victims, particularly female students (Ajayi et al. 2022). The fear of social ostracization, academic reprisal, or professional repercussions may deter victims from pursuing avenues of redress or speaking out against their perpetrators (Mortimer et al. 2021). The use of audio-visual evidence remains plausible in the context of sexual harassment however, it

is imperative to explore a nuanced understanding of the complexities of the ethical quandaries surrounding audio-visual evidence for seeking redress of sexual harassment in West African universities.

## METHODS

The study was exploratory, and it engaged a qualitative approach using multiple case studies to explore the trendy visual documentation of sexual violence against female university students in Nigeria and Ghana and the ethical dilemma in seeking redress. Case studies present interesting and engaging explorations of a phenomenon as it develops in a real-world setting (Berkowitz 1997). The study engages both inter-case and intra-case analysis, given that this analysis approach helps explore the phenomenon exhaustively (Cruzes et al. 2015; Miles et al. 2013). For purpose and relevance, the BBC Sex-for-Grades Report, which documents the real-world realities of sexual victimisation, was selected. Apart from that, the data exposed the roles of different agents and milieus that could contribute to the development of the plot. Also, a popular online blog and grey literature were purposively selected. The incorporation of various relevant data was to triangulate the necessities for audio-visual evidence of sexual manipulations and attendant ethical dilemmas. The audio-visual data was watched painstakingly and transcribed verbatim. Similarly, grey literature, which includes sexual harassment policies of universities, a popular online blog, and related peer-reviewed articles, was read carefully and thoroughly.

The study leveraged multiple case studies in the video, supplemented by grey literature. Similarly, critical realism, of course, rejected epistemic fallacy, which defines reality by our knowledge of it (Bhaskar 1975). Every social issue is not subjective, and reality is mediated through the fitters of language, meaning-making and social context (Danermark, Ekstrom, and Jakobsen 2001). In other words, unobservable structures generate observable realities, and to study observable realities, human beings need to understand the unobservable structures (Bhaskar 2002). Similarly, the reality of sexual harassment lies in a multi-layered, multi-causal web of interacting forces. Thus, the need to understand the objective reality that exists independently of personal thoughts necessitated the purposive selection and use of multiple discursive and most relevant data sources for the study. Also, this theoretical background presents the opportunity to review the

constructivist principle, which is capable of shaping the understanding of sexual harassment and redress-seeking systems through an ethical lens.

The BBC Sex-for-Grades Report presented evidence about instances of sexual harassment of victims, interpretation of actions, comparison of personalities in two universities, reactionists' views, international support, and online popularity. All the variables constituted the reasons for the purposive selection of the video. The documentary was authored by Kiki Modu and pioneered by the British Broadcasting Corporation (BBC) Africa Eye. The video incorporated the sexually harassed females, suspected lecturers, and reactionists in Nigerian and Ghanaian universities. The professional video documentary was downloaded through a Vidmate mobile app from the BBC website's Africa section. The video lasted for 53 minutes and 51 seconds.

Nairaland, an online blog, was purposively selected since it is the most popular Nigerian discussion site and published a discussion on the sex for grades video. As of April 13, 2021, the site has 2,646,109 subscribers discussing 6,198,413 topics, while the sex for grade discussion caught the attention of 8,460 subscribers, and the topic has been discussed extensively. Issues about sex for a grade were first discussed in 2007. All relevant data were cropped from 2007-2024. The data transcript contained about 10801 words. Apart from the public gaining access to concentrated information such as sexual debuts, registered members were asked to share their related sexual experiences. It is a non-static discussion where members are free to share their opinion without constraints, which makes the data more relevant, rich, and robust for discursive engagement. The Google search engine was used to navigate to the news site and the discussion on sex for a grade. Also, a peer-reviewed article titled BBC Sex-for-Grades-Report: Nigeria Tertiary Institutions 'Crisis Management Strategies and Stakeholders' Reactions was used in the study. The article theorized institutional responses to sexual harassment in tertiary institutions. Apart from that, sexual harassment policies of the University of Lagos and the University of Ghana were analysed, the policy clarified sexual rights and the relationship of the individuals within the university settings. The document gave a structural sexual guideline to all social agents in the environment.

Through the first layer intra-analysis, the transcribed sex for grades video was divided into six categories, which include: (1). Moderator's perspective (2) Dipo and Kiki's encounters, (3) Butakor and Zarah's encounters (4) Gyampo and Abigail's encounters (5) Boniface and Kemi's encounters and (6) victims' reactions. This was done to understand the dynamics of perspectives and the nuances of experience. The categories helped in understanding the underlying perspectives and subjective interpretative and ethical concerns. The data were uploaded on the Nvivo 12 software for qualitative analysis. Consequently, a priori codes were developed to from the identified themes which include necessities for audio-visual evidence and ethical quandaries. The video was subjected to audio-visual content analysis to tease out ethical concerns and new codes were developed and later formed related themes for discussions. The study leveraged inter-case critical discourse analysis to carefully examine the subject matter of the study. This dynamic analysis presented a multi-perspective and discursive platform.

## RESULTS AND DISCUSSION

### **Theme 1: Necessities for Video Documentation: Power dynamics and institutional responses**

The analysis showed that the video projected interactions between the lecturers and female students. The encounters exposed the dynamics of sexual violation proposals and experiences. Two patterns of discussion were identified to include both formal and informal. The male lecturers switched from the two patterns as the situation required, while engaging female students. The lecturers used a formal tone during the call-over-the-phone and inappropriate words when in physical contact with the victims. The discussion was usually overpowered and dominated by the male lecturer, with limited attention on the initial purpose of the relationship from the victim's perspective. Similarly, in Ghana, stalking victimization was reportedly rampant (Chan, Sheridan, and Adjorlolo 2020).

Also, the analysis shows that the lecturers used his mentor position to gain undue authority over their victims. This was contrary to the policy of the University of Lagos about possible sexual and romantic relationships between lecturers and their students. An excerpt from the sexual harassment policy shows the

...the University is concerned with sexual and romantic relationships between staff and students which may involve conflict of interest between

the parties and their obligations to the University (University of Lagos Sexual Harassment Policy)

Position of suspected lecturers and their assertiveness have an overbearing influence on female students. The result shows that '*I will not give you troubles*' was repeated three times to emphasize what the suspected lecturers can do. The following excerpt expresses how harassers create the psychology of powerlessness and helplessness of their victim.

He had made it seem as if you have a choice, but really, you don't, because he is in a place of power. That's the essence of manipulation, to make it seem like the decision is in your hands but really, it's not (Zarah/Africa Eye Team/Sex for Grades/BBC).

Manipulative tools were identified in the videos. The tools included: social network and academic status, withholding examination results, frustration, and emotional pressure, taking advantage of concession requests, discourse prowess, financial capacity (Kyegombe et al. 2020), unsolicited gifts, threat, and denial. Similarly, the male lecturers had manipulation tools to de-tooth or weaken the capacity of the female students to reject or seek redress. For instance, the moderator maintained that the senior staff club was a platform where female students were invited and socialised into the most powerful network in the university. One of the male lecturers led one of the operatives to have a 'Cold Room Experience'. Similarly, there were unsolicited sexual advances, such as holding her waist and touching her breasts.

"Come out and dance. Aunty, join them now...When I told him I was ready to go, he was reluctant, as I was walking down the stairs, he reached around my waist from behind and touched my breasts (Kiki/Africa Eye Team/BBC).

The allowance of denial of sexual harassment allegations without critical evaluation has helped the perpetrators, especially when there was no evidence of criminal knowledge of their victims in the video. Grey literature revealed that a sexual harassment policy allows the victim(s) or witness(es) to report formally and informally. Also, the University of Ghana's sexual harassment policy created a section to define and show the relevance of audio-visual evidence to support allegations of sexual assault. This necessitated the use of audio-visual evidence.

## **Theme 2: Ethical Quandaries Framework in Audio-visual Evidence**

### **Sub-theme 1: Fuzzy Boundaries and Consent to Participate**

Empirical evidence has shown the possibility of audio-visual evidence to have fuzzy boundaries (Gravelin, Biernat, and Bucher 2019). The primary ethical concerns surrounding audio-visual documentation are the establishment of clear boundaries and obtaining informed consent from all parties involved (Gravelin, Biernat and Bucher, 2019). The covert nature of recording encounters with the suspected lecturers raises questions about the boundaries of privacy and their rights to consent. This is an ethical dilemma as securing the consents of all parties in the sexual harassment scenarios would prevent access to the evidence to challenge the suspected lecturers due to Hawthorne's effect (Berkhout et al. 2022; Nguyen et al. 2018; McCambridge, Witton, and Elbourne 2014). The undercover officers do not want the suspected lecturers to alter their behaviour while documenting the relationships between the suspected lecturers and their students. However, the undercover could not report how much of their behaviour was altered during the recording since they were aware of the ongoing record. Undercovers' awareness of the recording has the tendencies to influence the choice of words.

In the documentary, the use of undercover operatives blurred these boundaries, as recordings were made without the explicit consent of all subjects involved. While the aim was to expose instances of sexual harassment, the lack of transparency in the documentation process challenges the ethical principle of informed consent (Gravelin, Biernat and Bucher 2019). Previous studies suggested the need to seek institutional approval for such records (Fairchild 2024; Ribeiro and Ponthoz 2017). However, the moderator justified a tacit decision not to seek approval from concerned universities based on the institutional unwillingness to act after the sexual harassment incidents were reported.

For example, the moderator of the video maintained that the University of Lagos hesitated in criminalizing inappropriate behaviour as there was a delay in incorporating sexual harassment into the general harassment policy. Although, grey literature showed that some of the universities had a gender policy that was sufficient to protect the female students. Many of the universities issued new memos, documents and newspaper publications to express their stand in gender/sexual harassment. Ayinla and Adesola (2020) used Coombs theory of crisis response strategies to explain the video. The authors revealed that most tertiary



institutions used a denial strategy whenever sexual harassment was reported. Bello (2020) reported limited institutional commitment in proscribing sexual harassment which Shannon and Bull (2024) described as unwilling trust in engaging institutional framework.

The failure to obtain consent in cases of sexual harassment and document the harassment as evidence represents a negation of negation. The use of undercovers is to challenge non-consensual sexual relationships between suspected lecturers and the students, while non-consensual video recording is an alternative to ensure redress against sexual harassment. Analysis of Nairaland discussion showed that the video gained notoriety for exposing moral decadence in the university system in an innovative way. However, every discussant overlooked the process of non-consensual recording that infringed on the ethical rights of the suspected lecturers.

### **Sub-theme 2: Power of Shaping Reality and Representation**

Another ethical consideration is the power of shaping narratives and representations through audio-visual documentation (Andreasen 2020; Gubrium, Hill and Flicker 2014). The video analysis showed that the documentary process inherently involved the selection of specific moments to capture and how to frame them. The selective presentation influenced the viewer's perception of reality (Shanker, Astakhova and DuBois 2015). In the case of exposing sexual harassment, the documentary shaped public opinion and elicited institutional responses. The grey literature showed that many institutional harassment policies frowned at distortions of reality and acknowledged the usual lack of evidence to support a report. The following excerpt exposed the importance of evidence, although the lack of such evidence should not deter the individual from reporting.

Sexual harassment frequently involves interactions between persons that are not witnessed by others. This often means that allegations may be difficult to prove but lack of corroborating evidence should not discourage reporting under this Policy (University of Lagos Sexual Harassment Policy).

Victims without evidence would require reassurance of no consequential effect if the allegation cannot be substantiated. However, the social capital of BBC

and BBC Africa has elicited tacit credibility and made the documentary sufficient evidence (Gillespie, 2013). The power of mass media to shape the audience's reality was brought into play. This was evidence in the documentary; *Say No to Rape Campaign* in the University of Lagos. However, this power also carries the risk of misrepresentation or sensationalism, potentially harming the reputations of individuals involved. However, the emergence of deepfakes in the media space requires fact-checking to challenge manipulated reality (Weikmann and Lecheler, 2023). The moderator's editorial choices in selecting footage and testimonies must be guided by principles of fairness, accuracy, and respect for the dignity of all parties (Sánchez Laws and Utne 2019).

For instance, one of the undercover initiated discussions about the cold room, and the lecturer made an extensive description of the cold room experiences. The description led to another discussion about the morality of sex for grades. In discourse analysis, the lecturer assumes the undercover was interested in the cold-room experience, hence tried to justify it. The undercover shaped and interpreted the content and context of the discussion. The analysis showed that undercovers used a similar pattern of unidentified control of the trend of discussion by responses that showed unclear acceptance or refusal of the proposals. One of the suspected lecturers presented a marriage proposal, which the undercover questioned the genuineness of the marriage proposal. However, there was no standard to evaluate such a conclusion since such a relationship was borne out of emotional need (Boakye 2020). The capacity to shape absolute explanation of selected encounters challenges absolute accuracy of the explained reality.

The analysis showed that the video made meaning from the gestures and conversations of the male lecturers but did not reference the emerging meaning of the physical characters, makeup, time of visitation, acceptance of the next appointment by the undercover female students with the suspected male lecturers, which could have been misinterpreted as sexual interest of the female students. The question here is what are the sexual impulses of female students emanating from the postures and tones of discussion, acceptance to continue discussion? What cognitive influence has the play-along game to discover sexual harassment by the female students had on the development of mental sexual imagery by the lecturers?

### **Sub-theme 3: Confidentiality and Release of Evidence**

Confidentiality and the release of materials are critical ethical considerations in audio-visual documentation (Sánchez Laws and Utne 2019). The analysis showed that the documentary revealed sensitive information about both victims and perpetrators of sexual harassment, raising concerns about privacy and confidentiality. The release of materials must be carefully managed to protect the identities and dignity of individuals involved, particularly victims who may face social stigma or retaliation (Rackley et al. 2021; McGlynn and Rackley 2017). The analysis showed that the moderator and the crew demonstrated clear awareness of confidentiality in the release of the evidence. The analysis also showed that some of the undercovers revealed their identities through contracts or willingness to be identified with the course. However, masks were designed for victims who were not ready to disclose their identities to avoid stigmatization or threat. For the suspected lecturers, their faces were shown to the public, and their identity was not protected. The breach of confidentiality was intentional since the people who were not the target of the video were protected through blurring of their faces (Pillai et al., 2024; Khattar et al., 2024). Additionally, the potential for harm must be considered when deciding whether to release sensitive footage publicly. Balancing the imperative to expose misconduct with the duty to minimize harm requires careful ethical deliberation and consideration of the potential consequences for all parties involved.

#### **Sub-theme 4: Recruitment of Undercovers and Potential Harm Realities**

The recruitment of undercover operatives to gather audio-visual evidence raises ethical questions about the potential harm inflicted on both the operatives and the subjects of investigation (Hoebel, Reichertz, and Tuma 2022). However, the grey literature did not clearly define the standard to ensure credibility and potential harm in gathering audio-visual evidence in the following excerpt.

Any other documents, audio-visual recordings, electronic communication including but not limited to e-mails, phone texts and WhatsApp (University of Ghana Sexual Harassment Policy, 2017).

The analysis showed that operatives were exposed to dangerous or traumatic situations while gathering evidence, leading to psychological or physical harm. For

instance, most of those who shared their sexual harassment experiences displayed emotional outbursts. For instance, the moderator cried when expressing her helplessness while recounting how the suspected lecturer sexually harassed her by an offensive touch without her permission. Similarly, subjects of investigation may experience harm if their privacy is violated or if they are unfairly portrayed in the documentary (Pollock 2022). Balancing the imperative to expose sexual harassment with the duty to minimize harm to all parties involved is essential in ethical decision-making.

### **Sub-theme 5: Alternative Realities in Representation**

The result showed that the exploration of alternative realities was downplayed in the documentary, which raises concerns about the fairness and accuracy of representations. Multiple cameras to cover all images in the scene were missing (Fairchild 2024). The documentary aimed to uncover instances of sexual harassment. However, the video showed that other female students enjoyed the opportunity to be invited into the network of the senior staff of the university. For instance, the occasion was to celebrate the birthday of a female student. The question to be asked about alternative rhetoric includes why every other female student was in a good mood? Were they used to the environment and circumstance? Can there be occasions where female students wanted such treatment? Or some of the ladies expressed their dissatisfaction before the undercover got in? Were the ladies intoxicated with alcohol and a reduced sense of judgment already? The undercover reported the harassment in a dark room that the camera could not cover. What alternative realities could be imagined of the undercover experience? There was no documentation of alternative realities of the cold experience. The following extraction captured Kiki's experience at the cold room of the University of Lagos.

The atmosphere is weird; the windows are blacked out with disco lights. Women are offered alcohol. Look around, you don't see any male students, just girls right there in the senior staff club... I'm sitting down on my own and trying to avoid everyone, they keep telling me to dance. You know trying to pull me to dance. "Come out and dance. Aunty, join them now... When I told him I was ready to go, he was reluctant, as I was walking down the stairs, he reached around my waist from behind and touched my breasts (Kiki/Africa Eye Team/ BBC).

In the alternative realities, the analysis depicted that individual in the Cold Room appeared comfortable or complicit in the activities. This raises questions

about the complexity of power dynamics and the interpretation of consent in such contexts. The subtly forced relationship is devoid of adequate consent which is on the continuum of transactional sex (Singleton Sabben and Winskell 2020). Ethical considerations demand a nuanced understanding of the diverse experiences and perspectives of individuals involved, avoiding simplistic or misleading representations that may perpetuate stereotypes or victim-blaming narratives. The use of CCTV in official settings would be relevant when the institutional framework duly informs the employees of the necessity.

### **Implication**

Apart from the importance of audio-visual evidence, the discussion of ethical issues relating to the documentation of sexual harassment raises questions about the credibility of BBC Africa Eye's activities for uncovering the clandestine sexual harassment in the two universities. Should such activities be left hidden? What are the current and future implications of neglecting sexual harassment in universities for the achievement of female students' empowerment? If the secret agent was not used, what other mechanism is available for female victims? The use of CCTV is plausible; however, this is limited due to its inability to document conversations. Was the legal system accessible? Is the legal system effective in Nigeria or Ghana? However, in a situation where an effective legal system is not available or accessible, alternative ways to initiate and draw the attention of a socially driven call for justice would not be contemplated by the sexually harassed victims who are ready to dare the risk of stigmatisation and insecurity. The argument here is, should the sexually harassed or potential victims jettison audio-visual evidence procurement for an alternative traditional legal option that is weak? However, female's proactiveness in seeking legal redress remains a major channel to stop further harassment.

### **CONCLUSION**

Sex for grades, as a term for sexual harassment in universities, has gained online notoriety with a long-time history and is not limited to a specific location. Female students remain the victims of unbalance power relations in the universities. However, seeking redress for sexual harassment remains challenging considering

what is required to get audio-visual documentation of the harassment. Apart from that, such evidential videos of sexual harassment may not pass the ethical standard test discourse.

This current situation points out the responsibility of society to develop a psychology of support for sexually harassed victims. Apart from professional and adequate counselling void of stigmatisation, there is a need for a paradigm shift in understanding, relating and reacting to sexual violence, especially in identifying who should bear the shame of harassment. This presents girls and women with the opportunity to believe in the available social support system. Similarly, practices that enhanced manipulative reward systems should be jettisoned for a prompt and transparent reward system in the universities. Besides, the female students should exercise caution if they need to seek legal concession or favour from the male lecturers as this could predispose them to sexual harassment. Also, CCTV should be installed in offices to capture the possibility of alternative realities which is premised on informed consent of the lecturers.

In addition, both international and local investigations aimed at addressing sexual harassment should actively seek the consent and collaboration of local institutions during the inquiry process. It is crucial that the methods used to gather evidence adhere to ethical principles, especially when faced with complex dilemmas, and that the legal system is engaged to navigate the intricacies of these situations. Such an approach will enhance the collection of evidence that can subsequently inform and shape effective sexual harassment policies in Nigeria and Ghana.

To ensure that these policies are grounded in expertise, it is essential to consult specialists in gender studies who can provide valuable insights into the nuances of these issues. Furthermore, it is imperative that all university students undergo mandatory sexual violence awareness training upon their enrollment, accompanied by the distribution of a comprehensive sexual harassment policy handbook during the matriculation process.

Adequate publicity for these initiatives is vital. The procedures for seeking redress must be straightforward, secure, and easily accessible to all stakeholders within the university community. This approach ensures that everyone—students, faculty, and staff—has the opportunity to pursue justice and support in a safe and encouraging environment.

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