SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Child Labour Curriculum Design

Presentation by SNV
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SNV:  http://www.snvworld.org/en/countries/ghana
SSG Advisors:  http://ssg-advisors.com/
Spatial Solutions:  http://www.spatialssolutions.co/id1.html
# ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEDECOM</td>
<td>Central Region Development Commission</td>
</tr>
<tr>
<td>CEWEFIA</td>
<td>Central and Western Region Fishmongers Improvement Association</td>
</tr>
<tr>
<td>CLaT</td>
<td>Child Labour and Trafficking</td>
</tr>
<tr>
<td>DAA</td>
<td>Development Action Association</td>
</tr>
<tr>
<td>DSW</td>
<td>Department of Social Welfare</td>
</tr>
<tr>
<td>FoN</td>
<td>Friends of Nation</td>
</tr>
<tr>
<td>SFMP</td>
<td>Sustainable Fisheries Management Program</td>
</tr>
<tr>
<td>SNV</td>
<td>Netherlands Development Organization</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>WFCL</td>
<td>Worst Forms of Child Labour</td>
</tr>
</tbody>
</table>
Chapter 1
An introduction to the background and aims of the book.
It further explains its intended audience and use of the book.

Chapter 2
The Definitions - This chapter provides an overview of child labour and child trafficking and also highlights the international and national statistics of CLaT. It also highlights fishing and the socio-cultural context in Ghana.

Chapter 3
International and national conventions and legislations on CLaT - presents the important conventions and national legislative framework protecting the rights of children. It also highlights other programmes by the donor government to combat child labour and trafficking.

Chapter 4
Work conditions of children in fishing - This chapter provides an overview of child labour and trafficking in the fishing sector and the hazardous working conditions that children work in.

Chapter 5
The demand and supply of children - This chapter provides an understanding of the demand for child labour and the supply chain. It also highlights factors that influence the demand and the supply and importantly, the impact of CLaT on children and households.

Chapter 6
Assessing child labour and child trafficking - provides an understanding of assessment of CLaT in the fishery industry in the Central Region and its impact on children and families. It also provides insight into the systemic model of assessing the issue and highlights the four thematic areas for the household survey.

Chapter 7
Good standard practices - provides guidelines for assessing the household survey. It also provides highlights of a survey consent form.

Chapter 8
Additional resources - provides project partners and stakeholders to other organisations which have resources on CLaT.
Child Labour and Trafficking (CLtT) is a sensitive issue which deprives children of their rights and basic opportunities such as free compulsory basic education.

Some of these children are enslaved and exploited in various forms that causes significant harm to them, their families and society.

Whilst poverty and need to supplement household income has been identified as the major cause of the problem in Ghana, the following factors are also key to the problem in the fishing sector in Ghana.

- Inadequacies in the educational system: Lack of access to adequate schools, i.e., insufficient number of schools, geographical distance, poor quality, and non-relevant curricula.
- Socio-cultural factors such as ignorance and misconceptions: Children's participation in fisheries and aquaculture considered a way of life and necessary to pass on skills (fishing, net making/repair, fish processing and trading)
SNV and the SFMP’s policy on CLaT

- SNV-Ghana and the USAID-funded Sustainable Fisheries Management Project (SFMP) believe that children should enjoy all their basic rights, including the right to education, right to play and the right to family life. Children should not be subjected to dangerous work or be coerced to move from one place to the other to be exploited.
- What can be done: Recognize that poverty and over-cultivation factors such as lack of awareness, ignorance and misperceptions are key to the issue; the aim is to raise awareness of the issue in Ghana and create alternative livelihood opportunities to tackle the problem.
- Children’s interest in proving their skills and making a contribution to the family income, e.g., cultural precedence of masculinity and demand to earn income, making boys work to go to sea to fish at an early age and girls wanting to make money work in fish processing and marketing.
- Institutional awareness in the application of child labour law.
- The need to cope with shocks such as the loss of a household breadwinner or natural disaster (e.g., HIV/AIDS).

Technical strategy

The development of this toolkit is based on the request of the USAID-funded SFMP to develop/redefine tools to address child labour and child trafficking in the Central Region.

Goals:
- To help project partners and stakeholders to compile a systematic assessment of child labour and trafficking in the most vulnerable communities in the Central Region.
- To increase community-wide awareness through collaboration with local partners and stakeholders.
- Work closely with government institutions, women’s groups, men’s groups, and others involved in fishing to identify and support alternative livelihood opportunities.
- Provide partners, communities, and households with the capacity to address child labour and trafficking and to promote children’s rights.
- Provide project partners and communities with the capacity to address CLaT and to protect children’s rights in the Central Region of Ghana.

Aims of the Toolkit

- Create awareness of CLaT issues in Ghana.
- Enable partners to bridge the gap between legislative measures and practical actions to eliminate CLaT.
- Supplement any existing toolkits for assessing and raising awareness of CLaT.
- To identify the socio-cultural factors contributing to CLaT, where children are used. The age range, the methods of recruitment, destination, route to destination.

SNV

SMART DEVELOPMENT WORKS
Chapter Two

Child labour perpetuates poverty, unemployment, illiteracy, population growth, and many other social problems.
The big stats...

- About 1.3 million children trafficked each year worldwide.
- Over 315 million children engaged in hazardous child labour.
- 70% of all child labourers work in agriculture (mainly fisheries and forestry).
- Over 173 million children worldwide working from subsistence to commercial level.

Child labour and trafficking is on the forefront of social justice issues in the world with poor countries the most vulnerable and at risk situations. (e.g. Madagascar, Nigeria, Ivory Coast (Ghana)).

It is seen as the modern day slavery.

Child trafficking is considered one of the most lucrative illegal businesses in the world today after drug and arms smuggling. (UNODC, 2012)

Estimated 131 billion profit made by traffickers as a result of human exploitation.

DEFINITIONS

A child is defined as a person under 18 years of age.

Child Labour is work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. (ILO)

Child Labour refers to work that:
- interferes with compulsory schooling;
- exposes a child to work hazardous conditions, excessive long and heavy work;
- damages health and physical development of a child;
- is mentally, physically, socially or morally dangerous and harmful to children;
- Worse Forms of Child Labour (WFCs).

What type of work is child labour?
- Depends on the child's age,
- The type and hours of work performed,
- The specific conditions under which the work is performed.

Child Labour involves children being:
- Employed
- Separated from their families
- Exposed to serious hazards and illnesses often at a very early age.
- Deprived of their right to childhood and education.

Participation in work that does not affect children's health and personal development or interfere with their schooling is generally regarded as being something positive, e.g., helping parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays.
Hazardous Child Labour

Hazardous work, or hazardous child labour, is a category of WFCL.

- Work which exposes children to physical, psychological or sexual abuse
- Work underground, underwater, at dangerous heights or in confined spaces
- Work with equipment and tools, or which involves the manual handling or transport of heavy loads
- Work in an unhealthy environment which may expose children to hazardous substances... and low temperatures, noise levels damaging to their health
- Work under particularly difficult conditions (e.g. long hours, during the night or work where the child is unreasonably confined it the premises

Worst Forms of Child Labour (WFCL)

Worst forms of child labour are all forms of slavery or practices similar to slavery. They include the use and trafficking of children, forced or compulsory labour, such as forced recruitment for armed conflict, the use, procuring or offering of children in commercial sexual exploitation or illicit activities, and hazardous work.

(WFCL Convention, 1999 (No. 182))
### ILO's Minimum Age Convention For Admission to Employment, 1973 (No. 138)

<table>
<thead>
<tr>
<th>ILO's Minimum Age</th>
<th>The minimum age at which children can start work</th>
<th>Possible exceptions for developing countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory work</td>
<td>14 (6 under 10th grade)</td>
<td>16 (6 under 10th grade)</td>
</tr>
<tr>
<td>Any work which is likely to injure children's health, safety or morals should not be done by anyone under the age of 16</td>
<td>16 (6 under 10th grade)</td>
<td>18 (6 under 10th grade)</td>
</tr>
<tr>
<td>Least Minimum Age</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Light work</td>
<td>Children between the ages of 13 and 15 years old may do light work, as long as it does not interfere with their health and safety, hinder their education or vocational orientation and training</td>
<td>13-15</td>
</tr>
</tbody>
</table>

### The Ghanaian Picture (GCLS, 2003)

- **Non-agricultural:** 5,910,000
- **Child labour engagement:** 1,710,000
- **Children aged 13 years:** 1,020,000
- **Working age:** 1,020,000

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>600,000</td>
<td>470,000</td>
</tr>
<tr>
<td>6-12</td>
<td>2,000,000</td>
<td>1,940,000</td>
</tr>
<tr>
<td>13-15</td>
<td>3,000,000</td>
<td>2,470,000</td>
</tr>
<tr>
<td>16-18</td>
<td>2,000,000</td>
<td>1,470,000</td>
</tr>
<tr>
<td>19-25</td>
<td>2,000,000</td>
<td>1,470,000</td>
</tr>
<tr>
<td>Total</td>
<td>7,000,000</td>
<td>5,910,000</td>
</tr>
</tbody>
</table>
**2013- Ten years on…..(GSS 2013)**

- Population of children 5-17 years old: 6,405,602

- Children not working (71.5%): 6,223,425

- Working children (28.5%): 2,479,177

  - Child labour (21.8%): 1,892,553
  - Hazardous child labour (14.2%): 1,231,286
  - Other child labour (7.6%): 661,267

  - Hot child labour (6.7%): 583,624

**Why is this alarming?**

- **Increase of about 500,000 children in child labour**

- **WFCL- An increase of about 1,000,000 in 10 years**

**Child trafficking**

Child trafficking, by simple definition, is about taking children out of their protective environment and playing on their vulnerability for the purpose of exploitation.

**The Figures**

- **Trafficking is a form of slavery and amongst the worst forms of child labour (WFCL convention 1999 No 182).**

- Estimated 880,000 to 1,225,000 children in forced labour as a result of trafficking (ILO 2008).

- About 49,000 trafficked children involved in fishing just on the Vosu Lake (GCLS, 2002)

- Estimated 87% of which are boys and 13% girls.

- 22% are children 5-9 years of age

- 42% are 10-14 years of age

- 24% are 15-17 years of age.
TOP 13 PRODUCTS PRODUCED WITH CHILD LABOR
BASED ON NUMBER OF COUNTRIES PRODUCING THEM

<table>
<thead>
<tr>
<th>Product</th>
<th>N of Countries Producing It with Child Labor</th>
<th>Which Countries are Producing It with Child Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>18</td>
<td>Bolivia, Burkina Faso, Colombia, Democratic Republic of Congo, Ecuador, Ethiopia, Ghana, Guinea, Indonesia, Malawi, Mongolia, Nicaragua, Niger, Peru, Philippines, Senegal, Tanzania, Togo, Vietnam</td>
</tr>
<tr>
<td>Bricks</td>
<td>16</td>
<td>Argentina, Brazil, Cambodia, Indonesia, Kazakhstan, Kenya, Kyrgyz Republic, Lebanon, Liberia, Macau, Mozambique, Nicaragua, Philippines, Tanzania, Uganda, Yemen</td>
</tr>
<tr>
<td>Tobacco</td>
<td>16</td>
<td>Argentina, Brazil, Cambodia, Indonesia, Kazakhstan, Kenya, Kyrgyz Republic, Lebanon, Liberia, Macau, Mozambique, Nicaragua, Philippines, Tanzania, Uganda, Yemen</td>
</tr>
<tr>
<td>Cotton</td>
<td>16</td>
<td>Argentina, Azerbaijan, Benin, Brazil, Burkina Faso, China, Egypt, Kyrgyz Republic, Moldova, Paraguay, Tajikistan, Turkey, Turkmenistan, Uzbekistan, Zambia</td>
</tr>
<tr>
<td>Coffee</td>
<td>14</td>
<td>Colombia, Côte d'Ivoire, Dominican Republic, Guatemala, Honduras, El Salvador, Kenya, Mexico, Nicaragua, Panama, Sierra Leone, Tanzania, Uganda</td>
</tr>
<tr>
<td>Sugarcas</td>
<td>14</td>
<td>Bolivia, Bolivia, Cambodia, Colombia, Democratic Republic, El Salvador, Guatemala, Guatemala, Mexico, Paraguay, Philippines, Thailand, Uganda</td>
</tr>
<tr>
<td>Cattle</td>
<td>9</td>
<td>Brazil, Chad, Ethiopia, Lesotho, Mauritania, Namibia, South Sudan, Uganda, Zambia</td>
</tr>
<tr>
<td>Rice</td>
<td>8</td>
<td>Brazil, Burundi, Democratic Republic, India, Kenya, Malawi, Philippines, Uganda</td>
</tr>
<tr>
<td>Pornography</td>
<td>7</td>
<td>Colombia, Mexico, Paraguay, Philippines, Russia, Thailand, Ukraine</td>
</tr>
<tr>
<td>Diamonds</td>
<td>7</td>
<td>Angola, Central African Republic, Democratic Republic of Congo, Guinea, Liberia, Sierra Leone, Zambia</td>
</tr>
<tr>
<td>Stones</td>
<td>7</td>
<td>Egypt, India, Malagasy, Nepal, Nicaragua, Paraguay, Zambia</td>
</tr>
<tr>
<td>Cocoa</td>
<td>6</td>
<td>Cameroon, Côte d'Ivoire, China, Guyana, Niger, Nigeria, Sierra Leone</td>
</tr>
<tr>
<td>Fish</td>
<td>6</td>
<td>Cambodia, Ghana, Indonesia, Peru, Philippines, Uganda</td>
</tr>
</tbody>
</table>

Data compiled from U.S. Department of Labor’s 2012 List of Goods Produced by Child Labor or Forced Labor

The Protocol defines trafficking as:

the recruitment, transportation, transfer, harboring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Exploitation shall:

- include, at a minimum, the exploitation of or the procuration of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
Where is the dignity?

Chapter 3

INTERNATIONAL LEGISLATIVE FRAMEWORK
Worst Forms of Child Labour

Convention, 1000

(No. 182)

- Article 3 - the worst forms of child labour comprises:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, child bonding and servitude, and forced or compulsory labour, including

- forced or compulsory recruitment of children for use in armed conflict

- (b) the use, procuring or offering of a child for prostitution, for the production of pornographic material or for pornographic performances

- (c) the use, procuring, or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties,

- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Article 4

1. The types of work referred to under Article 3(a) shall be determined by national laws or regulations or by the competent authority.
### Minimum Age Convention for Admission to Employment, 1973 (No. 130)

<table>
<thead>
<tr>
<th></th>
<th>The minimum age at which children can work</th>
<th>Possible exceptions for other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-violence work</td>
<td>11 (15 under strict conditions)</td>
<td>15 (18 under strict conditions)</td>
</tr>
<tr>
<td>Basic Minimum Age</td>
<td>The minimum age for work should not be less than the age for compulsory schooling, which is generally 14</td>
<td></td>
</tr>
<tr>
<td>Light work</td>
<td>18-15, 14+</td>
<td></td>
</tr>
</tbody>
</table>

### NA TIONAL

**The Human Trafficking Act, 2005 (ACT 694)**

- Act for the prevention, reduction and punishment of human trafficking, for the rehabilitation and reintegration of trafficked persons and their related matters
- "Recruitment, transportation, transfer, harbouring, trading or receipt of persons within and across national borders by
(a) use of threats, force or other forms of coercion, abduction, fraud,
(b) giving or receiving payments
and benefits in return for consent"

**The Children’s Act, 1998 (ACT 560) sections 87-91**

- Article 81 of the Act specifies that (i) No person shall engage a child in exploitative labour and (ii) Labour is exploitative of a child if it deprives the child of his/her health, education or development.
- The Children's Act in accordance with ILO steady 13 years for light work; 15 years for engagement in non-hazardous work and 18 years for full employment (including engagement in hazardous work).
The Domestic Violence Act, 2006 (ACT 731)

- Seeks to provide opportunities for addressing violence within the home and family
- The Act aims to protect the most vulnerable within the household i.e. women and children
- Violence includes physical assault within families, deprivation of food, clothing, health, education, shelter, emotional and financial abuse.

National Plan of Action for the Elimination of Worst Forms of Child Labour in Ghana

- The National Plan of Action is a coordinated framework to fulfill several international conventions and ratification instruments.
- The NPA provides the guidelines for implementing and achieving Ghana’s commitment to eliminate child labour, child trafficking and other slavery-like practices.
- It aims to reduce the WFCL significantly by 2015

Other programmes to encourage school attendance in Ghana

- Free Compulsory Basic Education (FCE) - children from 6 years to enjoy free formal education
- Capitation Grant - the free policy for all basic education
- ECD centres, socials, and help schools
- School feeding programmes assist children going out of school for lunch and not returning to school
Chapter 4

Fishing in Ghana

Key economic activity and livelihood

Children are enslaved and work in hazardous conditions

Done on individual basis

Children involved in fishing, fish processing

Business skill through informal apprenticeship
Socio-cultural context in Ghana

Where are children involved?

- Net making
- Boat building
- Work on board vessels
- Unloading catches
- Preparing nets and baits
- Fish in aquaculture ponds
- Selling of fish
- Sorting of fish
- Feeding and harvesting
- Processing of fish
Fishing as a worse form of child labour

Fishing is a hazardous occupation which is worsened by the depletion of fish stocks (ILO).

It involves:

- Bad weather which damage health, exposes to death
- Less crew sizes which exposes to injuries and illness
- Long shifts/hour which interferes with school
- Poor safety and health standards that exposes to abuse

Hazardous training methods?
Chapter 5

The demand and supply scale of child labour
### Demand and supply determinants

<table>
<thead>
<tr>
<th>Supply</th>
<th>Demand factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and need to supplement household income</td>
<td>Child labour as children are often paid less than adults for equal and fair work conditions.</td>
</tr>
<tr>
<td>Lack of access to adequate schools, materials, and consistent teachers</td>
<td>Insufficient labour at each labour intensity.</td>
</tr>
<tr>
<td>Inadequate information on the benefits of education, especially in remote areas</td>
<td>Insufficient information on the benefits of education, especially in remote areas.</td>
</tr>
<tr>
<td>Lack of financial support and access to financial services</td>
<td>Insufficient financial support and access to financial services.</td>
</tr>
<tr>
<td>Attitudes, values and norms: child labour participation in factories, fishing or agriculture considered a way of life and necessary to pass on skills/knowledge, not making/earning fish or money and respect for men</td>
<td>Insufficient financial support and access to financial services.</td>
</tr>
<tr>
<td>Need to cope with shocks: drought, floods, disaster and/or the loss of a household breadwinner/constable at sea (fishing).</td>
<td>Insufficient financial support and access to financial services.</td>
</tr>
<tr>
<td>Cultural perceptions of masculinity and desire to prove oneself making boys more prone to engage in fighting crime. Girls might not want to engage in hazardous work in fish processing and marketing.</td>
<td>Insufficient financial support and access to financial services.</td>
</tr>
</tbody>
</table>

### The Vulnerability Factors

- **Poverty**
  - The low income earners are more vulnerable to the kind of exploitation that is found in child labour.
  - Lack of access to common goods and services such as schools and alternative livelihoods, portable water and electricity.

- **Socio-cultural factors (NPA)**
  - Lack of awareness.
  - Inadequacies of the education system.
  - Institutional weaknesses in the application of child labour laws.
  - Over-exploitation of harassed resources.

### The circle

- Low income, limited basic needs
- Child labour and illegality
- Migration
- ODI exploitation of fisheries
- Large households
The impact of CLaT on children

Reflective Akan proverbs

Abofra bonwe, na eemponsurwakwyedie
(the child cracks the shell of the snail and not the shell of the tortoise)

Aserewa motam ksera a, etu no hwe
(if the little bird wears a big cloth, it trips and falls)

Hwe ntontom nan ho na w'ama no adessan
(watch the legs of a mosquito and give it a load to carry)

Some relevant quotes

"Children are victims of violence and exploitation. They are physically and emotionally vulnerable and can be scarred for life by mental or emotional abuse. That is why children should always have the first claim on our attention and resources. They must be at the heart of our thinking on challenges we are addressing on a daily basis. We know what both the problems we face and how to do it. The means are at hand. It is up to us to seize the opportunity and build a world that is fit for children."

Ban Ki-moon
Secretary-General of the United Nations

"New human rights abuses are as widely unscrupulous, yet so widely designed. Let us make child labour a priority. Because a child in danger is a child that cannot wait."

Viktor Yushchenko
President of Ukraine
International day against child labour, 2003
...enjoying and achieving?

- There is clear evidence that children involved in child labour and trafficking suffer significant physical, emotional and psychological harm.

- Children suffer physical abuse and battering from their employers; exposed to sexual abuse and other elements of the weather such as rain storms, and very cold weather and the risk of drowning (Interview, 2008).

- Fishing is hazardous activity for children and a worse Form of Child Labour.

What is clear?

- Exploited children experience a loss of ability to concentrate.

- They can become anti-social, aggressive and angry, and/or fearful and nervous - finding it difficult to relate to others, including in the family and at work.

- Victims have very low self-esteem and believe that the experience has “ruined” them for life psychologically and socially.

- They become depressed, and often suicidal.

- Some children worry about people in their families and communities knowing what has happened to them, and become afraid to go home.
**Recorded physical injuries – ILO field data 2012**

<table>
<thead>
<tr>
<th>Type of Injury/Health Problem</th>
<th>Percentage Incurred (over 6 months period)</th>
<th>Rank</th>
<th>(Most occurred injury/health problem)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head injuries</td>
<td>26.77</td>
<td>2º</td>
<td></td>
</tr>
<tr>
<td>Strains</td>
<td>15.90</td>
<td>3º</td>
<td></td>
</tr>
<tr>
<td>Fish poisoning</td>
<td>15.76</td>
<td>3º</td>
<td></td>
</tr>
<tr>
<td>Cuts</td>
<td>17.06</td>
<td>2º</td>
<td></td>
</tr>
<tr>
<td>Abrasions</td>
<td>16.79</td>
<td>2º</td>
<td></td>
</tr>
<tr>
<td>Burns</td>
<td>19.21</td>
<td>2º</td>
<td></td>
</tr>
<tr>
<td>Bites</td>
<td>68.37</td>
<td>1º</td>
<td></td>
</tr>
<tr>
<td>Visual impairment</td>
<td>1.41</td>
<td>10º</td>
<td></td>
</tr>
<tr>
<td>Amputation of limbs</td>
<td>1.41</td>
<td>10º</td>
<td></td>
</tr>
<tr>
<td>Blister back and feet</td>
<td>18.18</td>
<td>5º</td>
<td></td>
</tr>
<tr>
<td>Back/Muscle injury</td>
<td>13.99</td>
<td>5º</td>
<td></td>
</tr>
<tr>
<td>Noise induced hearing loss</td>
<td>20.37</td>
<td>2º</td>
<td></td>
</tr>
<tr>
<td>Bite/Choking from fish/raptiles</td>
<td>10.52</td>
<td>2º</td>
<td></td>
</tr>
</tbody>
</table>

**The impact on the community**
- **The impact on the family of losing a child to trafficking can be long-term**
- Especially if the family was enthusiastic about the child’s potential to find work and gain education

**The impact on the country’s social development**
- Challenges economic development – lack of educational development and also because potentially productive future workers are lost to the economy

**The impact on families**
- **The impact on families is severe.**
- According to ILO, many families receive threats (including fear of witchcraft or juju), especially in cases of debt bondage.

**The impact on communities**
- Families may believe that sending or allowing the child to relocate to find work will bring benefits, and many families never see the trafficked child again. Many more never receive any of the promised income.
Chapter 6
Assessing CLaT and alternative livelihood

What is an assessment?

An assessment is simply gathering information about people, their situation, factors deemed relative to that situation, and integrating this into a formal report, which will be used to look back on when carrying out a review.

It is a useful way to identify participants, when looking back on an individual, family, household or community but it will also allow us to get an understanding of the situation.

It is the foundation for any plan to support, protect, manage or provide aid for an individual, family or community. (How and HVine, 1996)

Assessment Skills

I need to be able to:

- Organized
- Open minded
- Knowledge base of CLaT
- Non judgmental
- Good communication skills
- Community entry skills
- Good observational skills
- Relationship based skills
- Respect for culture and tradition
- Good socio-cultural knowledge of community
- Accurate reporting
- Collaboration

Some required skills
How do I prepare for community visits?

Good practices

- Collaboration

"The best assessments and strategies are those that are based on identifying, accessing, and human resources and evaluating the impact of the given effort. Need to be part of the response to the problem" (UNICEF)

- Background knowledge of the community

Demographic factors, understanding population, size, distribution, composition and the processes driving the stability or change in population is crucial in the development and implementation of programs that serve the local community. Demographic analysis is a prerequisite to all parts of the planning process. Information concerning the structure and dynamics of local populations is key to identifying and anticipating problems and community needs, establishing short- and long-range program goals, determining action plans.

It is a good practice to know.....

Children in capture fishing

- The hours required to be on board the vessel at sea (job the jobs work in nursing, conversion).
- Weather conditions and distance from shore in combination with the type and type of vessel.
- Availability of safety equipment as well as Search and Rescue (SAR) services.
- Exposure to sun or cold over many hours, or to extreme temperatures.
- The type of gear used and the physical strength required.

Children in fish processing and marketing

- Exposure to potentially hazardous substances, such as smoke.
- The need to use tools such as sharp knives.
- The requirement to travel for long hours, or at night, including the absence of security risks.
- If diving, the depth required and the potential hazards in the form of gear entanglement or exposure to animals or plants that can cause harm.

Fish-related transactions

- The need to carry heavy loads.
- Working hours and the extent work interferes with schooling.
- Manual labor, which can include physically hazardous tasks (carying heavy bags of water or firewood).
- Mentally demanding activities e.g. taking responsibility for younger siblings.

Children in boat building

- The level of exposure to noise, dust, vibrations and toxic chemicals.
- The need to operate tools or be involved in work processes that may be dangerous.
- Working at night.
**What are we assessing on the field?**

**The big four areas**

- Household size and socio-economic status (to identify the size of households, occupation, income levels and access to basic needs)
- Mover source of household income, the gender ratio and viable alternatives (to assess major income source and to identify any potential alternative livelihoods)
- The level of awareness of CLT issues household experience and the impact on children, households and society
- Migration for greater pastures and the impact on households (i.e. child labour and child trafficking). (To identify where children are used, the age range, the methods of recruitment, destination, route to destination)

**Relevant assessment models?**

**Ecological systems model**
A system as a collection of components or parts that are organized (i.e. connected to each other) around a common purpose or goal
- Community factors
- Environmental factors
- Household/Family factors
- Individual factors
**Macrosystem**
- Describes the culture in which individuals live. Eco-geographic status, poverty, and ethnicity.
  A child, his or her parent, his or her school, and his or her parent's workplace are all part of a larger cultural context. Members of a cultural group share a common identity, heritage, and values.

**Mesosystem**
- The mesosystem evolves over time, because each successive generation may change the macrosystem, leading to their development in a unique macro system.

**Ecosystem**
- The ecosystem involves a social setting in which the individual does not have an active role and the individual's immediate context. For example, a parent's or child's experience at home may be influenced by the other parent's experiences at work.
  The parent might receive a promotion that requires more travel, which might increase conflict with the other parent and change patterns of interaction with the child.

**Microsystem**
- Refers to the institutions and groups that most immediately and directly impact the child's development including family, school, religious institutions, neighborhood, and peers.
Chapter 7

Best Practice

- Self introduction and your organisation
  
  Description of the project. SGB is interested in understanding labour practices in fisheries including roles of men, women and children.

- Obtaining informed consent before an interview starts
  
  - asking parental or guardian permission prior to requesting children under age 18 to participate in the survey
  
  - providing a contact number of someone other than the interviewer if the interviewee has any concerns or comments they have about the interview after the session.

- Ongoing discussion:
  
  - providing a name and contact details of a person in the Dept. of Social Welfare to contact if they want counseling on issues pertaining to child labor and trafficking

- Being clear that the interviewee can stop the interview at any time if they are uncomfortable with the subject matter

- Being clear information is confidential and any reporting of information will be summative results that ensures the interviewees responses remain anonymous

- Identifying the community

- Community/household survey process

- Household

- Individual

- Economic groups

- Political structure

- Traditional authorities

- Parent/guardian

- ‘Neighbor’ relatives

- Ancestors

- Children

- Children at risk
Description of the project:
The Sustainable Fishery Management Project (SFMP) is interested in understanding labour practices in the fisheries sector including roles of men, women and children.

Risk or discomfort:
Describe any pain or discomfort that might reasonably be expected to happen. Such as the emotional impact of answering about CIAL in relation to individual experiences.

Benefits of this study:
Describe benefits to the subject, or to whom, of this study. Such as the alternative livelihood, improve the socio-economic situation of the community and help design intensive awareness programs to combat CIAL and protect the rights of children.

Describe the way confidentiality of records identifying the subject will be maintained. Use words to the following effect. If appropriate, such as your part in this study is confidential, none of the information will identify you or your family by name. All records will be described how records are to be maintained.

Else, if the study involves information that legally must be reported to government agencies, then include the following: Your part in this study is confidential within legal limits. The researchers will protect your privacy, unless they are required by law to report information to the national authorities, or to give information to a court of law.

Otherwise, none of the information will identify you or your family (son/daughter/child/adult/adolescent) by name. All records will be described how they are to be maintained.

If participants have any concerns about you or their family’s rights as survey participants, they may also call the office of the Chief of Party of the SFMP. Brian Crawford on tel. +233 (0) 289823886 or Amansie Children on 020 7931 2443.
Additional resources

- Survey consent form
- Survey questionnaire
- Details of Dept of social welfare Central Region
- Details of project partners