SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Child Labour and Trafficking Assessment Tool Presentation

Presentation by SNV
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http://www.crc.uri.edu

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SSG Advisors:  http://ssg-advisors.com/
Spatial Solutions:  http://www.spatialdimension.net
## 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

Is an introduction to the background and aims of the booklet. It further explains its intended audience and use of the booklet.

Chapter 2

The Definitions: Bookings what is child labour and child trafficking, and also highlights the international and national statistics of Child. It also highlights fishing and the socio-cultural context in Ghana.

Chapter 3

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

Chapter 4

Work conditions of children 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 highlights why there’s demand for child labour and the supply chain. It provides the vulnerability factors of households that encourage 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 impact and highlights the four thematic areas for the household survey.

Chapter 7

Good practice: Provides world good practices in combating the household survey. It also provides highlights of a survey consent form for households.

Chapter 8

Additional resources: promotes project partners and stakeholders to other organisations which have resources on CLAT.
Child Labour and Trafficking (CL&T) 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 cause 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, geophysical distance, poor quality and non-relevant curricula.
- Socio-cultural factors such as ignorance and misconceptions: Children's participation in families and aquaculture is considered a way of life and necessary to pass on skills (drumming, 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 another to be exploited.
- SNV Ghana recognizes that poverty and social-cultural factors such as lack of awareness, ignorance and misconceptions are key to the issue. The aim is to raise awareness of the issue in Ghana and use alternative livelihood opportunities to tackle the problem in Ghana.
- Children's interest in proving their skills and making a contribution to the family income. By cultural perception of masculinity and children's earning income, making boys want to go to sea to fish at an early age and girls wanting to make money work in fish processing and marketing.
- Institutional weaknesses in the application of Child Labour laws.
- 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 specific tools to address child labour and child trafficking in the Central Region.

**Statement of Aims**

To help project partners and stakeholders to complete a systematic assessment of child labour and trafficking in the most vulnerable communities in the Central Region.

- Undertake community-level awareness through collaboration with local partners and stakeholders.
- Work closely with government institutions, women's groups, men 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.

**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 toolkit 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.
- Provide project partners and communities with the capacity to address CLaT and protect children's rights in the Central Region of Ghana.
Chapter Two

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

- About 2.3 million children trafficked each year worldwide.
- Over 3.15 million children are engaged in hazardous child labour worldwide.
- 70% of all child labourers work in agriculture (mainly fisheries and forestry).
- Over 123 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 in the most vulnerable and at risk situations (e.g., Madagascar, India, Nepal, and Nigeria). It is seen as the modern-day slavery.

Child trafficking is considered the third most lucrative illegal business in the world today after drugs and arms smuggling (2009).

Estimated 3.1 million profits made by traffickers as a result of human exploitation.

DEFINITIONS

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:
  - Exploited.
  - Separated from their families.
  - Exposed to serious hazards and illnesses often at a very early age.
  - Deprived of their right to childhood and education.

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.
- Compels a child to leave school prematurely.
- Requires them to attend to combine school attendance with excessively long and heavy work.
- Damages their health and personal development of a child.
- Is mentally, physically, socially or morally dangerous and harmful to children.

Types of Child Labour (ILO):
- 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 child labour includes 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, work in temperatures, noise levels damaging to their health or work under particularly difficult conditions i.e. long hours, during the night or work where the child is unreasonably confined to the premises of the employer.

Worst Forms of Child Labour (WFCL)

Worst forms of child labour is all forms of slavery or practices similar to slavery, including the abduction 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)

Child Labour

> Work that is mentally, physically, socially or morally dangerous and harmful to children

Hazardous CL

> Work underground, underwater, at dangerous heights

> Work with equipment and tools or transport of heavy loads

> Work in an unhealthy environment which may expose children to hazardous substances

> Work in temperatures, noise levels damaging to their health

> Difficult conditions i.e. long hours, during the night

> Expose children to physical, psychological or sexual abuse

WFCL

> Child bondage

> Servitude

> Forced or compulsory labour

> Procuring or offering of a child for prostitution

> Care and trafficking of children

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minimum Age of Children in Developing Countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazardous work</td>
<td>14 if under 15 years old; 16 if under 16 years old for developing countries</td>
</tr>
<tr>
<td>Any work likely to adversely affect children's health, safety or morals</td>
<td>14 if under 15 years old for developing countries</td>
</tr>
<tr>
<td>Essential minimum age</td>
<td>15 for developing countries</td>
</tr>
</tbody>
</table>

### The Ghanaian Picture (GCLS, 2003)

- Total number of children employed: 2,472,000
- Child labour (15-17 years old): 1,720,000
- Least age: 10 years
- Working age: 15+

![Graph showing the Ghanaian Picture](chart.png)
2013 - Ten years on.....(GSS 2013)

Population of children 5-17 years old: 6,607,602

- Working children (28.0%): 2,479,177
- Children not working (71.5%): 6,128,425

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

Child labour (6.7%): 583,624
- Hazardous child labour (4.0%): 233,250
- Other child labour (2.7%): 350,374

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 1,220,000 children in forced labour as a result of trafficking (ILO 2003).
- About 49,000 trafficked children involved in fishing just on the Votua Lake (SCLC, 2002)
- Estimated 97% of which are boys and 3% girls.
- 25% 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>No. of Countries Producing It with Child Labor</th>
<th>Countries Producing It with Child Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gold</td>
<td>18</td>
<td>Bolivia, Burundi, Cambodia, Democratic Republic of Congo, Ecuador, Ethiopia, Ghana, Guinea, Indonesia, Malawi, Mongolia, Nicaragua, Nigeria, Peru, Philippines, Senegal, Tanzania, Togo, Uganda, Vietnam</td>
</tr>
<tr>
<td>Beans</td>
<td>16</td>
<td>Afghanistan, Argentina, Bangladesh, Bolivia, Brazil, Burundi, Cambodia, China, Ecuador, India, Nepal, Pakistan, Paraguay, Peru, Uganda, Vietnam</td>
</tr>
<tr>
<td>Tobacco</td>
<td>16</td>
<td>Argentina, Brazil, Cambodia, Indonesia, Kazakhstan, Kenya, Kyrgyz Republic, Lebanon, Malaysia, Mexico, Mozambique, Nicaragua, Philippines, Tanzania, Uganda, Zambia</td>
</tr>
<tr>
<td>Cotton</td>
<td>16</td>
<td>Argentina, Azerbaijan, Benin, Brazil, Burundi, Cambodia, China, Egypt, Kyrgyz Republic, Mali, Pakistan, Tajikistan, Turkey, Turkmenistan, Uzbekistan, Zambia</td>
</tr>
<tr>
<td>Coffee</td>
<td>14</td>
<td>Colombia, Côte d'Ivoire, Democratic Republic, Guatemala, Guinea, Honduras, El Salvador, Kenya, Mexico, Nicaragua, Panama, Sierra Leone, Tanzania, Uganda</td>
</tr>
<tr>
<td>Sugarcane</td>
<td>14</td>
<td>Bolivia, Bolivia, Burundi, Cambodia, Democratic Republic, El Salvador, Guatemala, India, Kenya, Mexico, Mozambique, Paraguay, Philippines, Thailand, Uganda</td>
</tr>
<tr>
<td>Cattle</td>
<td>9</td>
<td>Brazil, Chad, Ethiopia, Laos, 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, Madagascar, Nepal, Nicaragua, Paraguay, Zambia</td>
</tr>
<tr>
<td>Cocoa</td>
<td>6</td>
<td>Cameroon, Côte d'Ivoire, China, Eritrea, Ghana, Guinea, 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 2011 List of Goods Produced by Child Labor or Forced Labor

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**The Palermo Protocol (2000, Article 3a)**

The Protocol defines trafficking as:

- the recruitment, transportation, transfer, harbouring 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, 1999 (No. 182)

Article 2 - 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

(b) forced or compulsory recruitment of children for use in armed conflict

(c) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances

(d) 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,

Article 3d

1. The types of work referred to under Article 3d shall be determined by national laws or regulations or by the competent authority.
### Minimum Age Convention for Admission to Employment, 1973 (No. 138)

<table>
<thead>
<tr>
<th>National</th>
<th>The minimum age at which children can enter work</th>
<th>Possible exceptions for other countries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Minimum Age</strong></td>
<td>14 (18 under special conditions)</td>
<td>18 (18 under special conditions)</td>
</tr>
<tr>
<td><strong>Night Work</strong></td>
<td>Children between the age of 14 and 15 years old may do light work, as long as it does not interfere with their health and safety, no hindrance their education or vocational orientation and training</td>
<td>10-14 (18 for hazardous work)</td>
</tr>
</tbody>
</table>

#### NATIONAL

- **The Children’s Act, 2009 (ACT 560) sections 67-69**
  - Article 67 of the Act specifies that (1) No person shall engage a child in exploitative labour and (2) Labour is exploitative if it deprives the child of his/her health, education or development.
  - The Children’s Act in accordance with ILO assisted 13 years for light work, 15 years for engagement in non-hazardous work and 16 years for full employment (including engagement in hazardous work).

- **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 for related matters.
  - “Recruitment, transportation, transfer, harbouring, trading or receipt of persons within and across national boundaries by—
    - (a) use of threats, force or other forms of coercion, abduction, fraud,
    - (b) giving or receiving payments and benefits to achieve consent.
  - It prescribes specific punitive sanctions on perpetrators.
  - It has been applied in prosecuting cases of trafficking into various economic sectors including fishing, sexual, commercial sex and ritual purposes.”
The Domestic Violence Act 2006 (ACT 730)

- 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 Elimination of Worst Forms of Child Labour in Ghana

- The National Plan of Action is a coordinated framework to fulfill several international conventions and legal 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/REB) - children from 6 years to enjoy free formal education.
- Capitation Grant - the free policy for all basic Schools: 1 centre, culture, sports, and Internet school development fees.
- School Reading Programmes stop children going out of school for work and not returning to school.
Chapter 4

Fishing in Ghana

Key economic activity and livelihood

Children enslaved and work in hazardous conditions

Done on individual basis

Children involved in fishing fish processing

Business skill through informal apprenticeship
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 damages 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, children eat often and less than adults can afford, and their lower nutritional status with respect to their physiological conditions of such insufficient labour at small, family farms.</td>
</tr>
<tr>
<td>Lack of access to adequate schools, particularly in remote areas, (insufficient numbers of schools, geographical distance, poor quality and non-support mechanisms, and interruption in education due to migration)</td>
<td>Inadequate and insufficient information on behalf of parents, especially concerning the education of the young children, the lack of a sense of direction and the need to prepare the children to the difficulties of the new age.</td>
</tr>
<tr>
<td>Underreported and underfunded educational system, lack of resources for children, lack of awareness on the part of parents concerning the importance of education</td>
<td>Substitution of adult health, absence of labour when parents are working, sometimes away from home.</td>
</tr>
<tr>
<td>Lack of financial systems that would allow the household to relieve expenses and income settling</td>
<td>Perception that children's fees are much larger (smaller) доход better for certain tasks, such as field repairs, or that the children's services are not profitable.</td>
</tr>
<tr>
<td>Activities, values and norms, children's participation in families, and social structure considered a way of life and necessity to pass on skills (fishing, net making, weaving, fish processing and marketing)</td>
<td>Children in particular, are expected to be compliant in the household.</td>
</tr>
<tr>
<td>Need to cope with shaken and severe natural disasters and/or the loss of a household breadwinner (disaster at sea, HIV/AIDS)</td>
<td>Children who are considered children's work, e.g., food processing, weeding, fishing water.</td>
</tr>
</tbody>
</table>
| Cultural changes of masculinity and desire to open economies making boys useless to girls due to fishing economy. Girls needing for value creating work in fish processing and marketing. | **The Vulnerability Factors**

#### Poverty
- The low-income earners are more vulnerable to the kind of exploitation that is found in child labour.

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

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**The circle**

- Low Income Limited Basic Needs
- Child labour and trafficking
- Migration
- DUE exploitation of EAF

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The impact of CLaT on children

Reflective Akan proverbs

Abosra bonwa, na ammankrekyedes
(the child cracks the shell of the snail
and not the shell of the tortoise)

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

Hwe ntonom nan ho na w’ama no adesew
(watch the legs of a mosquito and give it a load to carry)

Some relevant quotes

"Millions of children are victims of violence and exploitation. They are physically and emotionally vulnerable and they can be scarred for life by mental or emotional abuses. 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 must act boldly and we know 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."
Evan Kidero
Secretary-General of the United Nations
Speech at the Nairobi
Anniversary of the convention on the
Rights of the Child, New York, 20 November 2007

"New human rights abuses are so widely underserved, we so very strongly, let us make child labour a priority. Because, a child in danger is a child that cannot wait."
Rolf Cramm
Former UN Secretary-General
...enjoying and achieving?

What is clear?

- 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 extreme cold weather and the risk of drowning (Irons, 2003).
- Fishing is hazardous activity for children and a worse Form of Child Labour.

- Bulilded 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 Time (over six months period)</th>
<th>Rank (Most occurred injury/health problem)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head injuries</td>
<td>36.77</td>
<td>2</td>
</tr>
<tr>
<td>Bone fractures</td>
<td>26.90</td>
<td>3</td>
</tr>
<tr>
<td>Fish poisoning</td>
<td>18.76</td>
<td>7</td>
</tr>
<tr>
<td>Cuts</td>
<td>17.86</td>
<td>4</td>
</tr>
<tr>
<td>Abrasions</td>
<td>16.73</td>
<td>7</td>
</tr>
<tr>
<td>Burns</td>
<td>15.21</td>
<td>1</td>
</tr>
<tr>
<td>Bruises</td>
<td>14.97</td>
<td>6</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>1.41</td>
<td>19</td>
</tr>
<tr>
<td>Amputation of limbs</td>
<td>1.41</td>
<td>19</td>
</tr>
<tr>
<td>Blister hand and feet</td>
<td>1.18</td>
<td>18</td>
</tr>
<tr>
<td>Back/Muscle injury</td>
<td>1.09</td>
<td>15</td>
</tr>
<tr>
<td>Noise induced hearing loss</td>
<td>0.7</td>
<td>14</td>
</tr>
<tr>
<td>Bite/stings from fish/版权归</td>
<td>0.52</td>
<td>20</td>
</tr>
</tbody>
</table>

### The impact on the community
- **The impact on the family of losing a child to traffickers can be long-term.**
- Especially if the family was enthusiastic about the child's leaving to find work and gain education.
- Also, if the child does send some money home or even returns to the community, this might be an incentive to other families to send their children into a trafficking situation so that a whole community can be corrupted by child labour and trafficking.

### The impact on the country's social development
- Destroys economic development - lack of educational development and also because potentially productive future workers are lost to the economy.
- Victims with injuries or diseases or psychological trauma can also put a financial burden on their families and on the country.
- The young and middle-aged people are most unable to work and support the older people who depend on them.

### The impact on families
- The impact on families is severe. According to ILO, many families receive threats (including fear of witchcraft or jujú) especially in cases of debt bondage.
- Other families may believe that sending or allowing their child to relocate to find work will bring benefits. In reality, 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 pertinent 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 helpful way to quickly reactivate when looking back on an individual, family, household or community but it will also allow us here to get an understanding of the situation.

It is the foundation for any plans to support, protect, manage or provide aid for an individual, family or community. (Hines and O’Hare, 1988)

Assessment Skills

I need to believe:
- 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 knowledge
- Good socio-cultural knowledge of community
- Accurate reporting
- Collaboration

Some required skills

SNV
SMART DEVELOPMENT WORKS
How do I prepare for community visits?

Good practices

- Collaboration
  The best assessments and strategies are those that are based on identifying local and human resources and evaluating the potential for effective collaboration between the various agencies that will be involved. The need to be part of the response to the problem (UNICEF).
- Background knowledge of the community
  Demographic factors—understanding population sizes, 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 aspects 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, developing action plans, and implementing strategies.

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

Children in capture fishing
- The hours required to be on board the vessel at sea (often the job is work in nursing/marine conservation).
- Weather conditions and distance from shore in combination with the size 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.
- 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.

Children in fish processing and marketing
- Exposure to potentially hazardous substances, such as acids.
- The need to use tools such as sharp knives.
- The requirement to travel for long hours, or at night, including the existence of security risks.
- Fish- related transactions (for example, handling live fish).
- Working hours and the extent work interferes with schooling.
- Housing near shores, which can include physically hazardous tasks (cutting heavy loads 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, hazardous 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)

- Major 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 GLA issues (household experience and the impact on children, households and society)

- Migration for greener pastures and the impact on households (i.e. child abuse 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
Macro-system
- Describes the culture in which individuals live, socioeconomic 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.
- The macro-system evolves over time, because each successive generation may change the macro-system, leading to their development in a unique micro-system.

Mesosystem
- Interconnections between the microsystems. Interactions between the family and teachers.
- Relationship between the child’s peers and the family.
- For example, when a child goes from their parental home to spend the weekend with their grandparents, they have a different set of values and disciplines that they learn, which might influence their normal home environment.

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.
- The individual does not have an active role in the individual’s immediate context. For example, a parent’s or child’s experiences 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.

Ecosystem
- Involves time between 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 experiences 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.
Chapter 7

Best Practice

- Self introduction and your organisation
  Description of the project: SNI 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
  - being clear that the interview can stop the interview at any time if they are uncomfortable with the subject matter
  - being clear information is confidential and the reporting of information will be summative results that ensures the interviewees responses remain anonymous
  - 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
  - providing a name and contact details of a person in the Dept of Social Welfare to contact if they want counselling on issues pertaining to child labor and trafficking
Description of the project:

The Sustainable Fisheries Management Project (SFMP) is interested in understanding labour practices in the fisheries sector including roles of men, women and children.

What will be done:

If you choose to participate, here is what will happen: (a) Explain of what will happen to the subject, how long the subject will be involved in the study; and state what portions, if any, are considered experimental. (b) Explain alternative procedures, if any.

Risks or discomfort:

Describe any risks or discomfort that might reasonably be expected to happen. Such as the emotional impact of asking about ClaT in relation to individual experiences.

Benefits of this study:

Describe benefits to the subject, or to others, of this study. Such as the alternative livelihoods, improved socio-economic situation of the community and help design intensive awareness programs to combat ClaT 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 describe how records are to be maintained.

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

If participants have any concerns about 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. +232 (0) 220230800 or Amnaide Chiliba on 030 733 34450.
- Decision to quit at any time.
- Explain to the subject that data or family will be given the opportunity to decide whether or not to participate in this study.
- Further decision to participate will not affect your or your family's present or future relationship with (name all organizations involved in the research).
- You will have the right to withdraw your permission for you or your family to participate at any time.

- Rights and Confidentiality
- If you are not satisfied with the way this study is performed, you may discuss your complaints with the department of Social Welfare anonymously. If you choose. In addition, if you have questions about your own daughter/son's/children's rights as a survey participant, you may contact the office of the Chief of Party, DMPH SCOR. Phone number.
- Request for signature/thumbprint if you can.
- Explain to the subject that they have agreed to participate in the research (name all organizations involved in the research).

**Additional resources**

- Survey consent form
- Survey questionnaire
- Details of Dept. of Social Welfare Central Region
- Details of project partners