



**USAID | GHANA**  
FROM THE AMERICAN PEOPLE

# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

## Anti-Child Labor and Trafficking Field Survey Report



SEPTEMBER 2015



**Hɛn Mpoano**



**SNV SMART DEVELOPMENT WORKS**



**sps SPATIAL SOLUTIONS**

This publication is available electronically on the Coastal Resources Center's website at [http://www.crc.uri.edu/projects\\_page/ghanasfmp/](http://www.crc.uri.edu/projects_page/ghanasfmp/) and on Friends of the Nation's website at <http://fonghana.org/>

**For more information** on the Ghana Sustainable Fisheries Management Project, contact:  
USAID/Ghana Sustainable Fisheries Management Project

Coastal Resources Center

Graduate School of Oceanography

University of Rhode Island

220 South Ferry Rd.

Narragansett, RI 02882 USA

Tel: 401-874-6224 Fax: 401-874-6920 Email: [info@crc.uri.edu](mailto:info@crc.uri.edu)

**Citation:** Friends of the Nation (2015). Anti-Child Labor and Trafficking Field Survey Report. The USAID/Ghana Sustainable Fisheries Management Project (SFMP), Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island. Narragansett, RI: GH2014\_POL040\_FoN. 37 pp.

**Authority/Disclaimer:**

Prepared for USAID/Ghana under Cooperative Agreement (AID-641-A-15-00001) awarded on October 22, 2014 to the University of Rhode Island and entitled; the USAID/Ghana Sustainable Fisheries Management Project (SFMP).

This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The views expressed and opinions contained in this report are those of the SFMP team and are not intended as statements of policy of either USAID or the cooperating organizations. As such, the contents of this report are the sole responsibility of the SFMP Project team and do not necessarily reflect the views of USAID or the United States Government.

**Report by:** Friends of the Nation (FoN)

**Cover photo:** Cross-section of participants in Cape Coast (Credit: Richard Cobbinah, FoN)

**Detailed Partner Contact Information:  
USAID/Ghana Sustainable Fisheries Management Project (SFMP)  
10 Obodai St., Mempeasem, East Legon, Accra, Ghana**

Brian Crawford	Chief of Party	<a href="mailto:brian@crc.uri.edu">brian@crc.uri.edu</a>
Najih Lazar	Senior Fisheries Advisor	<a href="mailto:nlazar@crc.uri.edu">nlazar@crc.uri.edu</a>
Patricia Mensah	Communications Officer	<a href="mailto:patricia.sfmp@crcuri.org">patricia.sfmp@crcuri.org</a>
Bakari Nyari	Monitoring and Evaluation Specialist	<a href="mailto:hardinyari.sfmp@crcuri.org">hardinyari.sfmp@crcuri.org</a>
Don Robadue, Jr.	Program Manager, CRC	<a href="mailto:don@crc.uri.edu">don@crc.uri.edu</a>
Justice Odoi	USAID Administrative Officer Representative	<a href="mailto:jodoi@usaid.gov">jodoi@usaid.gov</a>

Kofi.Agbogah  
[kagbogah@henmpoano.org](mailto:kagbogah@henmpoano.org)  
StephenKankam  
[skankam@henmpoano.org](mailto:skankam@henmpoano.org)  
Hen Mpoano  
38 J. Cross Cole St. Windy Ridge  
Takoradi, Ghana  
233 312 020 701

Thomas Buck  
[tom@ssg-advisors.com](mailto:tom@ssg-advisors.com)  
SSG Advisors  
182 Main Street  
Burlington, VT 05401  
(802) 735-1162

Andre de Jager  
[adejager@snvworld.org](mailto:adejager@snvworld.org)  
SNV Netherlands Development Organization  
#161, 10 Maseru Road,  
E. Legon, Accra, Ghana  
233 30 701 2440

Victoria C. Koomson  
[cewefia@gmail.com](mailto:cewefia@gmail.com)  
CEWEFIA  
B342 Bronyibima Estate  
Elmina, Ghana  
233 024 427 8377

Donkris Mevuta  
Kyei Yamoah  
[info@fonghana.org](mailto:info@fonghana.org)  
Friends of the Nation  
Parks and Gardens  
Adiembra-Sekondi, Ghana  
233 312 046 180

Lydia Sasu  
[daawomen@daawomen.org](mailto:daawomen@daawomen.org)  
DAA  
Darkuman Junction, Kaneshie Odokor  
Highway  
Accra, Ghana  
233 302 315894

Peter Owusu Donkor  
Spatial Solutions  
[powusu-donkor@spatialdimension.net](mailto:powusu-donkor@spatialdimension.net)  
#3 Third Nautical Close,  
Nungua, Accra, Ghana  
233 020 463 4488

Gifty Asmah  
[giftyasmah@Daasgift.org](mailto:giftyasmah@Daasgift.org)  
Daasgift Quality Foundation  
Headmaster residence, Sekondi College  
Sekondi, Western Region, Ghana  
233 243 326 178

**For additional information on partner activities:**

CRC/URI:	<a href="http://www.crc.uri.edu">http://www.crc.uri.edu</a>
CEWEFIA:	<a href="http://cewefia.weebly.com/">http://cewefia.weebly.com/</a>
DAA:	<a href="http://womenthrive.org/development-action-association-daa">http://womenthrive.org/development-action-association-daa</a>
Daasgift:	<a href="https://www.facebook.com/pages/Daasgift-Quality-Foundation-FNGO/135372649846101">https://www.facebook.com/pages/Daasgift-Quality-Foundation-FNGO/135372649846101</a>
Friends of the Nation:	<a href="http://www.fonghana.org">http://www.fonghana.org</a>
Hen Mpoano:	<a href="http://www.henmpoano.org">http://www.henmpoano.org</a>
SNV:	<a href="http://www.snvworld.org/en/countries/ghana">http://www.snvworld.org/en/countries/ghana</a>
SSG Advisors:	<a href="http://ssg-advisors.com/">http://ssg-advisors.com/</a>
Spatial Solutions:	<a href="http://www.spatialsolutions.co/id1.html">http://www.spatialsolutions.co/id1.html</a>

## ACRONYMS

CEDECOM	Central Regional Development Commission
CEWEFIA	Central and Western Region Fishmongers Improvement Association
CLaT	Child Labor and Trafficking
CR	Central Region
CRC	Coastal Resources Center
CSO	Civil Society Organization
DA	District Authorities
DAA	Development Action Association
DSW	Department of Social Welfare
FC	Fisheries Commission
FoN	Friends of Nation
GES	Ghana Education Service
GHS	Ghana Health Service
GLSS	Ghana Living Standards Survey
GNCFC	Ghana National Canoe Fishermen's Council
GOG	Government of Ghana
GSFP	Ghana Schools Feeding Programme
ICM	Integrated Coastal Management
ILO	International Labor Organization
IOM	International Organization for Migration
LEAP	Livelihood Enhancement Against Poverty
MDGs	Millennium Development Goals
MoFAD	Ministry of Fisheries and Aquaculture Development
MGCSP	Ministry of Gender Children and Social Protection
NGO	Non-Governmental Organization
PRA	Participatory Rapid Appraisal
RCC	Regional Coordinating Council
SNV	Netherlands Development Organization
SFMP	Sustainable Fisheries Management Project
SWOT	Strengths, Weaknesses, Opportunities and Threats
UCEW	University College of Education in Winneba
UNICEF	United Nations Educational and Children's Fund
UNCRC	United Nations Convention on the Rights of the Child
USAID	United States Agency for International Development

## TABLE OF CONTENTS

ACRONYMS.....	iii
FORWARD.....	v
ACKNOWLEDGEMENTS.....	vi
1. Background.....	1
Objective of the CLaT Intervention.....	1
The SFMP Focus on CLaT.....	2
Methodology and Process for the Survey.....	2
The Approach for the Household Survey.....	5
Definition of Key Terminology.....	6
2. FINDINGS OF HOUSEHOLD SURVEY.....	6
Summary of Findings.....	6
3. DATA ANALYSIS.....	10
Economic, Livelihoods and Income.....	11
Livelihood Activities.....	11
Income Levels.....	13
Activities Engaged in by Children Involved in Fishing Practices.....	14
Child Education.....	15
Households Who Gave Out Their Children.....	16
Reasons for Child Labor and Trafficking.....	17
Community Leadership and Structures in Reference to Child Welfare.....	18
Social Reasons Given for Large Family Sizes.....	19
Access to Family Planning Services and Commodities.....	20
4. CONCLUSION.....	21
5. RECOMMENDATIONS.....	22
Developing a Strategy.....	22
REFERENCES.....	25
Appendix.....	26

## LIST OF TABLES

Table 1 Responses from Stakeholders Interviewed.....	4
--	---

## LIST OF FIGURES

Figure 1 Field survey team (left) and Field survey officer interviewing a couple (right) .	vi
Figure 2 Map of Ghana (top) and Map of Central Region (bottom).....	3
Figure 3 Map of Central Region showing the Districts and Coastal Areas.....	4
Figure 4 Grandparents keeping watch in youth's absence (top) and The elderly working for doles of fish (bottom).....	9
Figure 5 Underage children work alongside adults on the beach.....	9
Figure 6 Pupils loitering off school hours at the beach (top) and Children are paid to gut fish to be sold (bottom).....	10
Figure 7 Graphical representation of household heads and livelihood activities.....	12
Figure 8 Distribution of Income Ranges Among Respondents.....	13
Figure 9 Activities engaged in by children involved in fishing practices.....	15
Figure 10 Children of school-going age attending school.....	16
Figure 11 Graphical representation of households who give/ gave out their children.....	17
Figure 12 Reasons why households give out their children.....	18
Figure 13 Community leaders with links to children's welfare.....	19
Figure 14 Graphical representation of access to family planning services.....	20

## **FORWARD**

Child Labor and Trafficking (CLaT) is a very severe human rights violation, which unfortunately exists in Ghana's fisheries sector. CLaT victims are exposed to life-threatening dangers, especially children, who are forced to do fishing activities. Information available during the SFMP design indicated that the Central Region (CR) was one of the main areas where children are recruited for fisheries-related CLaT activities.

To understand the nature, severity, and root drivers of CLaT issues in the CR, a series of studies and assessments were conducted through comprehensive literature reviews and field surveys. During the field surveys, 850 respondents were interviewed through scoping visits and follow-up household surveys. The respondents revealed that CLaT has deep linkage with the fishing industry, with children contributing to increased effort in fisheries because they are cheap labor, they can work for more hours, and they can fish in areas where adults may not normally fish or are reluctant to do so.

Respondents also revealed that poor, female-headed single-parent households (who hardly are able to put food on the table on a daily basis) were very vulnerable to CLaT. Children from fishing communities also are targeted by because they are good swimmers and/or are already familiar with fish processing.

Information from the exercises revealed that poverty and deprivation are the main causes of vulnerabilities and susceptibilities to CLaT in CR. This has been made worse by declining fish harvests and seriously deepened poverty in the coastal fishing communities, where there are hardly any other viable forms of livelihood activities. Many female-headed single-parent households send their children away to assist others for a fee, thinking they are helping both themselves and the trafficked child. Therefore, the issue also has profound gender dimensions that require the necessary attention by appropriate policies supported by adequate interventions.

This report is the work of fruitful collaboration amongst Friends of the Nation (FoN), SFMP partners, state agencies of the Central Regional Development Commission (CEDECOM), Department of Social Welfare (DSW), and the Fisheries Commission of Ministry of Fisheries and Aquaculture Development (MoFAD). It epitomizes the need for strengthened collaboration amongst stakeholders in the fight for social justice, and against deprivation within the fisheries sector, which is the livewire of the livelihoods of about 10% of the Ghanaian population. Gaps in law enforcement on CLaT should be plugged to contribute to reducing the expenses and effort made in rescuing and rehabilitating victims.

Lastly, the key objective of SFMP is to contribute to the rebuilding of Ghana's marine fisheries stock (small pelagics) and catches through adoption of responsible fishing practices. SFMP approaches this complex issue by managing the people and related activities that contribute to overfishing; therefore, this report brings to the fore the drivers of CLaT and the linkages to the effort creep in fisheries. The report also proposes actions to address the issues and contribute to a clean and CLaT-free fishery in Ghana.

## ACKNOWLEDGEMENTS

We extend special appreciation to USAID-Ghana for providing funding for the SFMP and to CRC-URI for guidance and leadership. Also, special mention should be made of all the participating organizations and agencies that availed staff, time and resources for the survey; particularly, to the management of:

- Central Regional Development Commission, Cape-Coast - (CEDECOM)
- Central and Western Fishmongers Improvement Association, Elmina – (CEWEFIA)
- Department of Social Welfare, Cape-Coast - (DSW, C/R)
- Development Advocates Association, Accra – (DAA)
- Fisheries Commission of the Ministry of Fisheries and Aquaculture Development, Cape-Coast.

The effort of Netherlands Development Organization (SNV) provided technical support for the development of field survey instruments and training of field staff.

The assistance provided by the individual traditional leaders (chiefs and queenmothers), chief fishermen, Assembly and Unit Committees members, heads of public first-cycle schools and community opinion leaders who assisted in the exercise in diverse ways is greatly acknowledged.



**Figure 1 Field survey team (left) and Field survey officer interviewing a couple (right)**

Utmost gratitude goes to the dedicated field team, who worked day and night, walked through rains and accessed remote communities sometime on foot to collate information for this report. It is worth noting that some of the field team members donated their field allowance to some of the poor and vulnerable children. Therefore special acknowledgment for the field team members listed below:

Agudze-Tordzro, Robert (FoN); Anti George (FC), Antwi, Hannah (CEWEFIA); Arko Twumasi, Obed (FoN); Armah, Jane (CEDECOM); Baidoo, Stella (CEDECOM); Boakye, Jonathan Konadu (CEDECOM); Boateng Aryeepah, James (FoN); Cobin, a Richard (FoN); Eduful, Frederick (FoN); Gyenkuma, Rebecca (DAA); Johnson, Kwesi Randolph (FoN); Koranchiem Felicia (CEDECOM); Mensah, Daniel Kofi (FoN); Mensah, Elijah Kwesi Armah (DSW); Pra, h Philip (FoN); Mevutam Gabriel (FoN); Quaye, Richmond (DAA); Smith Nicholas, Kwesi (CEWEFIA); Sowah, Samuel Mensah (DSW); and Takyi, Michael (CEWEFIA). Adeborna Dickson (SNV) and Yamoah Kyei Kwadwo (FoN) have been of great technical support to the field team in the areas of training and administrative back-up activities. FoN and SFMP is very grateful to all for their active participation in the field survey activity; findings which has been incorporated into preparation of this report.



## 1. BACKGROUND

The Sustainable Fisheries Management Project (SFMP) is a five-year initiative (2014 -2019) with the goal of rebuilding targeted marine fish stocks that have seen major declines in landings over the last decade, particularly the small pelagic fisheries that are important for food security and are the mainstay of the small-scale fishing sector. The Coastal Resources Center (URI-CRC) at the University of Rhode Island Graduate School of Oceanography leads a consortium of partners tasked with an integrated suite of activities including:

- a. Improved legal enabling conditions for implementing co-management use rights, capacity and effort-reduction strategies.
- b. Improved information systems and science-informed decision-making
- c. Increased constituencies that provides the political will and public support necessary to make the hard choices and changed behavior needed to rebuild Ghana's marine fisheries sector, feeding into applied management initiatives for targeted fisheries ecosystems.

The SFMP also aims at building the capacity of the Regional Coordinating Councils (RCC) and District Assemblies (DAs) in the CR and Western Region (WR) to improve marine fisheries spatial planning and mainstream the development needs of climate- and economically vulnerable fishing communities into their overall development plans, and to provide communities with diversified livelihoods, including ways to obtain greater profitability from fisheries value chains. Particular emphasis is placed on more efficient and profitable fish smokers that have potential for significant scale-up. This element places a strong focus on women and youth and utilizes local partners whose missions address the needs of these target groups.

During the development of the SFMP proposal, focus group discussions were held in Moree and other communities in CR. Participants in the discussion revealed that CLaT in fisheries was a very prevalent issue. They revealed that children are reportedly sent to the Volta Lake region to engage in dangerous fishing activities at a very tender age, and are hardly enrolled in school. These children (under age 18) engage in hazardous fisheries work.

The Fisheries Commission and the Department of Social Welfare also highlighted the problem of illegal child labor and trafficking in fishing in the region as a rather precarious issue that needs addressing to safeguard the developmental potentials of children, Ghana's fisheries, promote good governance and socio-economic advancement of inhabitants within the coastal belt of Ghana, especially in the Central Region.

In August 2013, the United Nations challenged Ghanaian authorities to focus on addressing the root causes of slavery and child labor in the country. This was part of recommendations made by the Special Rapporteur on contemporary forms of slavery, Gulnara Shahinian, following her visit to Ghana. She had observed that children, some as young as four years, continue to be sent on fishing expeditions to perform some of the most dangerous work. They are deprived of education and unpaid. She blamed the persistence of the practice on poverty, regional disparities, urging that the country must begin to focus on education and health delivery to its citizenry.

These revelations informed and contributed to the design of the CLaT component for the SFMP.

### **Objective of the CLaT Intervention**

The main objective of the five-year SFMP CLaT intervention is to contribute to prevention of CLaT practices in communities in the C/R through an evidenced-based information gathering



and the implementation of behavior change communication and livelihood interventions that target adult caretakers (parents, guardians, etc.) who are the key actors within CLaT.

### ***The SFMP Focus on CLaT***

The focus of SFMP in CLaT for the 5-year period is to conduct comprehensive assessment of the problem in the C/R by identifying communities and households most susceptible to such practices, this includes the family heads and adult population engaged in CLaT. The key task is to find out the root drivers of the problem, such as why adults use child labor, or why adults (parents, guardians, caretakers, etc.) allow children under their care to be trafficked, etc.

As detailed in the SFMP work plan for Year 1, the process for the CLaT intervention would involve:

1. A comprehensive literature review of the problem in Ghana,
2. Participatory Rapid Appraisal (PRA) of the issues involving
  - a) Scoping visit to understand the intensity of CLaT issues in C/R and identify communities, households and actors involved in the CLaT issues, or factors contributing to the issues in the sourced communities in CR.
  - b) Surveys to identify vulnerable households susceptible to these practices and root causes for such.
  - c) Identify and mobilize network of community anti-CLaT advocates, including community champions and allies in key communities in the C/R for appropriate action.
3. Develop a behavior change communications initiative with information from the PRA with the intention to communicate extensively with community residents so that CLaT practices become socially unacceptable.
4. Develop and implement livelihood activities that will target the vulnerable households (especially the adult caretakers) most likely to engage in such practices on condition that they would not engage in CLaT.

To support this process, a comprehensive Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis of regulatory agencies of stakeholder institutions is being conducted (by SNV) to unravel the institutional weaknesses and challenges. This will inform an institutional strengthening program (e.g. for the social welfare agencies, the Department of Labor and District authorities) to bring social services more forcefully to bear in the identified sourced communities. SFMP also will engage the National Steering Committee on Child Labor in the design and roll out of the communications campaign; whilst exploring avenues to introduce other relevant services like reproductive health education and access to family planning services and commodities to vulnerable households.

### **Methodology and Process for the Survey**

The team implemented PRA surveys to measure and define CLaT issues in the CR. The process involved scoping visits and household surveys in local communities.



**Figure 2 Map of Ghana (top) and Map of Central Region (bottom)**

**a. Scoping Visits**

Scoping visits were carried out to help understand the intensity of CLaT issues in CR and identify communities, households, and actors involved in the CLaT issues or contributing to the issues in the sourced communities in the CR.

Scoping visits were made to 10 communities, and informal conversations were held with the key informants identified in those communities. The “gossip question approach” was used during the conversation, e.g., “*have you heard people talking about CLaT in this community*” and “*could you share with us households or communities that are perceived to be engaged in CLaT?*” These questions brought out a great deal of information from the conversations as the interviewees shared “*hearsay*” stories. This approach was very useful to overcome interviewees’ hesitation and shyness associated with CLaT surveys.

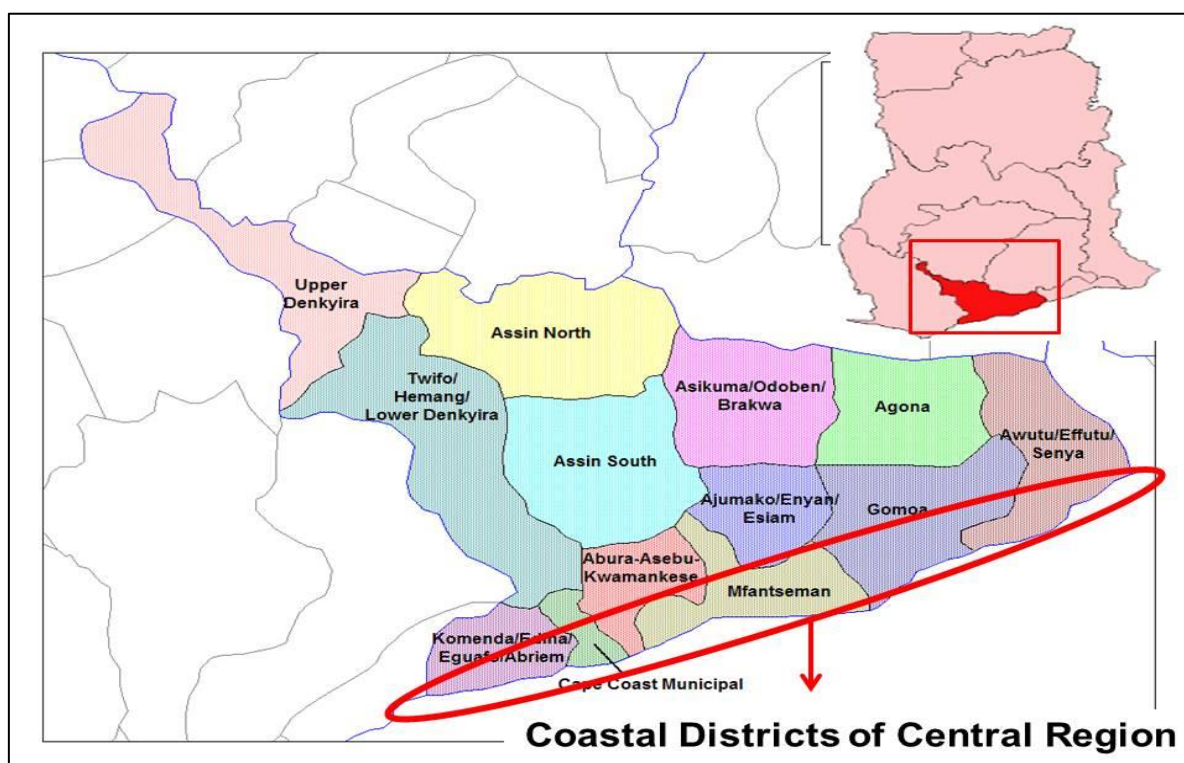
In all, 88 key informants were interviewed during the scoping visits they included but not limited to; Local Chiefs, Queen mothers, women leaders, Chief Fishermen, female fishmongers, fisher folks leaders, Community Champions, opinion leaders, Assembly members, Unit Committee members, teachers, social workers, etc. About 38% of the key informants (33) interviewed were female and 55 (62%) were male. The table below gives the summaries of specific stakeholders interviewed.

**Table 1 Responses from Stakeholders Interviewed**

Stakeholders key informants Interviewed	Number of people interviewed	No of Male	No of Female
Traditional Leaders (local chiefs & Queen Mothers)	12	8	4
Fisher folks Leaders (Chief Fishermen & Konkohene)	16	9	7
Assembly Members & Unit Committee Members	19	13	6
Opinion Leaders and Community Champions	27	16	11
Religious Leaders	5	4	1
Social Workers and Civil Servants	9	5	4
<b>Total</b>	<b>88</b>	<b>55</b>	<b>33</b>

**b. Household Survey**

Household surveys were conducted in 36 identified coastal communities in the CR, and 762 recommended households were interviewed. Approximately 21 interviews were conducted for each of the communities.



**Figure 3 Map of Central Region showing the Districts and Coastal Areas**

The District and specific communities covered by the household survey are as follows:

- **Komenda-Edina-Eguafo-Abirem District:** Abrobiano, British-Komenda, Dutch-Komenda, Ampenyi, Brenu-Akyinim, Elmina-Bantuma, Elmina-Tetre-Kesim, Elmina-Eniaye, Elmina-Ayisa.
- **Cape Coast Municipal:** Ewim, Ntsin, Brofuyedur, Anaafu, Abrofo-Mpoano
- **Abura-Asebu-Kwamankese District:** Ekon, Moree.

- **Mfantsiman District:** Biriwa, Anomabo, Egyaa I, Egya II, Egyaa III, Abandze, Koromantse, Saltpond-Pebi, Saltpond-Nyinee.
- **Ekumfi District:** Ekumfi-Narkwa, Ekumfi-Immuna, Aakraa, Eku-Mpoano, Ekumfi-Otuam
- **Gomoa-West District:** Apam, Mumford, Gomoa-Dago.
- **Efutu Municipal:** Winneba
- **Awutu-Senya East Municipal:** Senya-Beraku
- **Gomoa-East:** Gomoa Fetteh

### ***The Approach for the Household Survey***

The approach for the household survey was a purposive sample based on recommendations of key informants interviewed during the scoping visits. During the household surveys, interviewees also suggested others to be interviewed. This approach was adopted in order to try to have a high proportion of households sampled that have been engaged in child labor and trafficking. A random sample in the communities would not have given us a large number of CLaT households and interviewing this target population was the intention.

The processes for the household survey included questionnaire development, training and orientation of field teams, pretesting of questionnaire and household interviews.

#### **i. Questionnaire**

A participatory process was used to develop a structured questionnaire. The process involved the drafting of the questions and discussions with SFMP partners and external stakeholders (CEDECOM, DSW) and the Fisheries Commission in CR). These questions were categorized under the following headings: Economic and Livelihood, Child Education, Leadership, Population Health Environment, Communication and Recommendations. (See questionnaire attached in Appendix 1).

#### **ii. Training/orientation**

The field team attended training and orientation. Interactive PowerPoint presentations, printed notes, experience sharing, and group discussions explained the nature of the survey, the approach, and the expected output.

#### **iii. Pretesting of questionnaire**

Pretesting of the questionnaire occurred within coastal fishing areas of Cape Coast, where the field team interacted with households and administered (tested) the questionnaire in the Fante language. This process provided information about the duration for each interview, the challenges associated with translating the questions into the Fante language and with decoding it back into English language. This segment was largely a very useful exercise in that it gave revealed nuances and snippets of information about some of the challenges to be expected in the field. The experience gathered from the pretesting informed the household survey (i.e. the pairing of the field team members, and the plotting of the number of interviews per person/community/day).

#### **iv Interviews**

The interviews involved two processes:

- 1). The introductory session involved explaining the project and the purpose of the survey to the household and requesting permission to conduct the interview; and, after the request was granted, signing/thumb printing of the consent form by the interviewee to indicate that he/she freely volunteered the information.

The introduction to the interview also was done in such a way that the interviewee felt comfortable to give information without much hesitation. This approach was very useful to elicit information on sensitive topics such as CLaT in which the interviewee may be shy to admit or receive information. With this approach, re-assurances were made that that information the interviewee gave would not be used against him/her or lead to any arrest.

2). Interactive conversation was adopted whereby the person being interviewed was engaged within a friendly conversation. By this process, there is no right or wrong answers. The interviewer's objective was to grasp the information and quickly put into writing as much as possible within the shortest possible time. For this approach, physical observations were made of the emotional, facial, and physical responses and expressions during the conversation. The interview was stopped when it was observed that interviewees had extreme hesitation, anger, or strong emotions during the process. When the interviewee did not sign the consent forms, the interview was not conducted. The interviewee was thanked in a nice and friendly manner so that he/she did not feel offended given that issues of CLaT are very sensitive, and people may have emotional attachments (as demonstrated in some instances), guilt or even strong support for the activity.

### **Definition of Key Terminology**

During the scoping exercise, informants repeatedly asked for the definition of "Child Labor" and "Child trafficking." For many people, it is a normal cultural practice for children to learn the family vocations from their parents or work to support the home when necessary.

Therefore, we adopted an operational definition: *"Any work by a person who has not attained the legal working age of 18, that is hazardous and inimical to the person's health and/or well-being and that is to benefit another—also especially when the child is denied education, the right to play and the basic necessities of life. For this work, the child may be paid directly or may not be paid at all or another person may take the reward for that child's work."*

The International Labor Organization (ILO) definition of Child Trafficking was adopted: *"Recruitment, transportation, transfer, harboring, and or receipt or both of a child for the purpose of exploitation ...."*

## **2. FINDINGS OF HOUSEHOLD SURVEY**

The household survey was conducted in 35 communities in the CR. The selection of the communities was informed by the scoping visits and information gathered from literature review.

### **Summary of Findings**

Information from the survey confirmed that CLaT is very pervasive in coastal fishing communities in the CR. Respondents revealed that there is continuous recruitment of a large number of children who are sold or involuntarily taken from their communities and exploited as child laborers in the Volta lake areas, in other communities in Ghana, or outside of the country.

The information revealed that child trafficking in the coastal fishing communities is rooted in access to cheap labor, deep poverty, and the near-collapse of the artisanal fishing industry. Respondents explained that children from vulnerable homes are easy targets for perpetrators because as members of a coastal fishing community, they already know how to swim and to process fish. It was also told that children, with small but deft fingers, are able to work nimbly and efficiently in extricating entanglements of nets in and out of water; processing fish (gutting, etc.), and carrying out other duties. Most children and families from

communities are susceptible to CLaT due to myriad and interwoven reasons. The bottom line however, is poverty and deprivation.

It was also revealed that most children involved in labor are engaged in hazardous activities, such as diving under water and working with sharp implements, such as knives, while fishing, especially in coastal areas. One constraint on Ghana's economic growth has been inadequate human capital development. According to the Ghana Living Standards Survey (GLSS) Report (September 2013), the mean time spent by all children in Ghana 5 to 14 years in all activities is 18.6 hours, which is higher than the mean time 16.3 hours recorded during the first three cycles of data collection. Children are engaged in sectors such as transport and storage, mining and quarrying, and manufacturing. More than one in eight children (81.1%) are economically active and are engaged in the agriculture, forestry, and fishing sector, working an average of 18.2 hours a day.

Information gathered also revealed that one girl in three and one boy in four does not attend school, and the figure is worse in the coastal fishing and other rural areas. The increasing demand of employers for cheap and flexible workforce has also been one of the leading causes of child labor. This is normally attributed to small-scale enterprise owners (including small-scale artisanal fisheries). Employers of small-scale enterprises may employ their own family members in the villages and subject them to various herculean tasks at the workplace. These children are exploited, since they are not paid according to the number of hours they work and the amount of work they do.

With endemic poverty in the coastal fishing communities, broken homes, single-parent female-headed families, the trafficking of children from therein is much easier. Many inhabitants of coastal fishing communities noted the worsening decline in fish catches, therefore, even with the awareness of the illegality of CLaT, the magnitude of poverty makes the temptation to indulge in the act hard to overcome. Information from the youth also revealed that teenagers organized themselves to work on farms for fees which they save to raise transportation to "escape" from their homes (without the knowledge or permission of the parents) to look for work in El Dorado. This was common in some of the household as the heads could not tell where their children had gone but had been informed that they left in a group. There are very serious cases in which some families had not seen or heard from children who left for the past 10-15 years.

Some of the youth who were interviewed (informal conversation without using questionnaire) explained that some of their friends mobilized and trafficked themselves because their families were poor and could not take them to school or afford decent meals for them. Such groups of young teenagers interviewed drew close to the survey team members after they overcame their initial apprehension of "an outsider" barging into their home.

Respondents also gave the following reasons as the root causes of CLaT in the communities: (Not in any particular order)

- Single-parent female-headed families are very susceptible, especially when the female head has no sustainable income.
- Divorced women with children from previous relationships who remarry other men are tricked into getting rid of the children by selling them off into child work by their new partners.
- Single women with children with "troublesome character" give them off to other men. This is so that the children could "have a father figure or disciplinarian around," but ends up with bitter experiences or being sold.

- Homes where the fathers do not honor their responsibilities of caring for the children; this includes providing them with the basic necessities of life.
- Inadequacy of social amenities in the coastal fishing areas and deprivation make life elsewhere appear better. Therefore, parents give away their children hoping for better life for them.
- Large family size due to inadequate access to birth spacing (family planning) commodities.
- Some families migrate and ensemble as workers and sometimes the whole family is engaged as laborers, including the children.

Many respondents said child-employees are not as expensive to engage compared to adults. Meanwhile, they are usually more hard-working than adults. This notion has contributed to the entrenchment of CLaT practices. The respondents also explained that:

- Traffickers prey on vulnerable households and either clandestinely lure young children away, or pay such households some money and make promises of remittances that rarely are honored.
- Children without proper parental care identify more with their peers and friends than with own families, so they become easy prey for traffickers and/or child labor employers.
- Children who are not academically adept or do not get school items for school due to poverty or poor parenting are easily lured by strangers or “been-tos” to abandon their family and join them in El Dorado for a “better life” that hardly ever is better.
- Large families in which the parents are unable to provide and control the children make the children susceptible to CLaT. Interestingly, many families gave tangible reasons for raising large families. They said that when they have a large family size, they are assured there will be adult children supporting them in their old age. Some of them noted that they were trying to have a particular sex of child, and when this did not happen initially, they had a large number of children.





**Figure 4 Grandparents keeping watch in youth's absence (top) and The elderly working for doles of fish (bottom)**



**Figure 5 Underage children work alongside adults on the beach.**



**Figure 6 Pupils loitering off school hours at the beach (top) and Children are paid to gut fish to be sold (bottom).**

The vicious cycle of teenage pregnancy and its contribution to the perpetuation of CLaT was expressed by a field team member who coincidentally lived in Biriwa (one of the communities visited). He unequivocally stated that the high rate of pregnancy among young girls is as a result of child labor in the community. It was also learned that girls as young as 10 were sent out to trade, while others sleep outside their home due to congestion and fall prey to boys and men who impregnate them. These “baby-mothers” are highly susceptible to giving their children out easily, and also offer themselves cheaply for labor and further sexual exploitation. Such children go through the “worst forms of child labor at the expense of formal education” he said.

It was noted that men shirking their responsibilities and over-burdening women should be discouraged. He also opined that both teenagers and adults who are sexually active should have access to reproductive health services.

### **3. DATA ANALYSIS**

The analysis of data collected from the 762 households interviewed was categorized under the following headings;

- Economic, livelihoods and income
- Activities engaged in by children involved in fishing practices
- Child education
- Households who give/gave out their children
- Community leadership and structures in reference to child welfare
- Reasons why households give out their children

- Access to family planning services

Though there are laws restricting child labor, its existence is prevalent in the coastal fishing communities. The ILO reports that children work the longest hours and receive the lowest pay of all laborers (*Bequele and Boyden 1988*). They endure work conditions that include health hazards and potential abuse. Employers capitalize on the docility of the children, recognizing that these laborers cannot legally form unions to change their conditions. Such manipulation stifles the development of youths.

In Ghana, the minimum working age of 18 is higher than the required age of compulsory education of 15. Therefore, barring children access to employment after they have completed the minimum amount of schooling is hard for communities and families to comprehend. However, when impoverished children are allowed to work legally, they will often abandon school to better their family's condition, as indicated during the survey. Because the minimum age requirement for work is greater than the compulsory schooling age, children who have completed the required schooling must stay inactive before they can legally work. For example, when a poor child from a coastal fishing community finishes the required schooling at 15 years of age, that child is not supposed to work until the age of 18. Such an expectation seems unreasonable. It is worth noting that, some respondents said they do not work with children, as they define them: "We only work with people who are 12 years and above." For many community folk, 12 years of age is mature. However, Ghanaian laws describe a child as any one yet to attain the age of 18.

Children work for a variety of reasons. The most important is poverty. Children work to ensure the survival of their family and themselves. Though children are not well paid, they still serve as major contributors to family income in communities. That is, if that child is able to bring something home, it helps the whole family in a way. However, the future quality of that child's life is sacrificed to satisfy the exigencies of today. This is like "eating all of one's eggs – no chicken for tomorrow" – as a Fante proverb states.

Schooling problems contribute to child labor. Many times children seek employment simply because there is no access to schools (distance, no school at all, boredom, or repetitive routine). When there is access, the low quality of the education often makes attendance a waste of time for the pupils. In this context, a few pupils who do well at the Basic Education Certificate Examination (BECE) and their families do not have the means for them to continue to the senior high school. As such, in a regular case, that child will still start working at age 15 or 16, which is still below the legal age of 18.

Because parents have so much control over their children, their perception of the value of school is a main determinant of children's attendance. Educated parents understand the importance of schooling from personal experience. As a result, parental education plays a large role in determining child schooling and employment (Tienda 1979). School attendance by a child is also highly correlated with family income (Ilon and Moock 1991). Therefore, when children drop out of school, it is not necessarily because of irresponsible parenting; it may be due to the family's financial situation. When these children leave school, they become potential workers.

## **Economic, Livelihoods and Income**

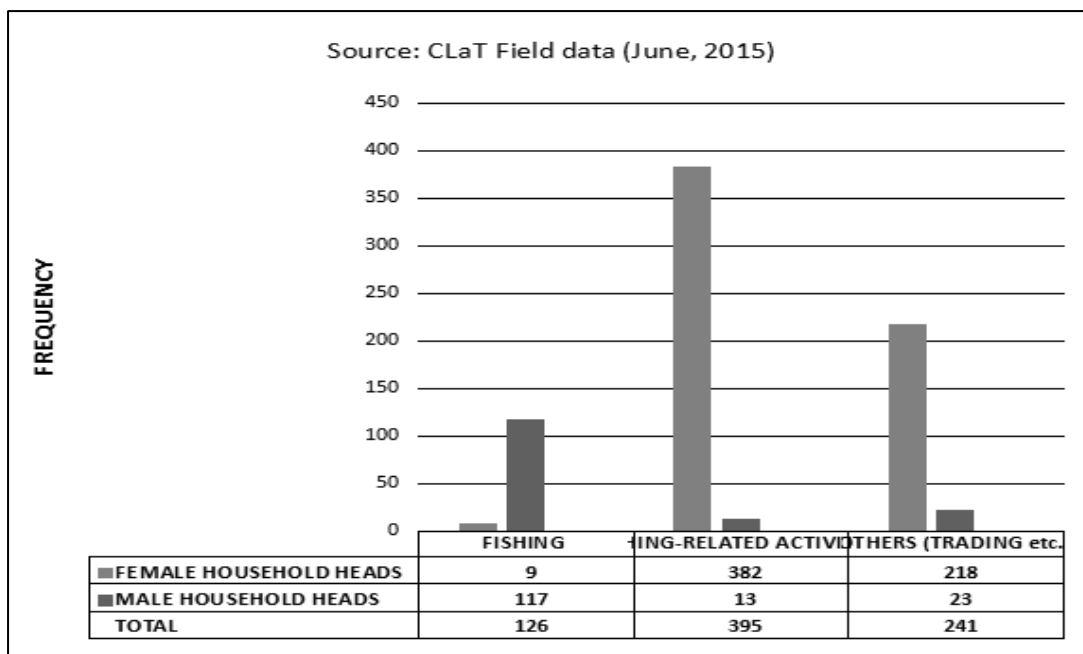
### ***Livelihood Activities***

The survey revealed that the major livelihood activity/activities for 762 households interviewed were: offshore and near shore fishing, onshore fisheries-related activities and other activities including trading.

About 395 (52%) of the 762 households interviewed were involved in onshore fisheries-related activities, such as fish mongering, processing and marketing, hauling nets at the shore, carrying fish from canoes, general canoe repairs, net mending, etc. About 97% of the 395 were women, and they mostly engaged in fish processing, mongering, storage, wholesaling, and retailing.

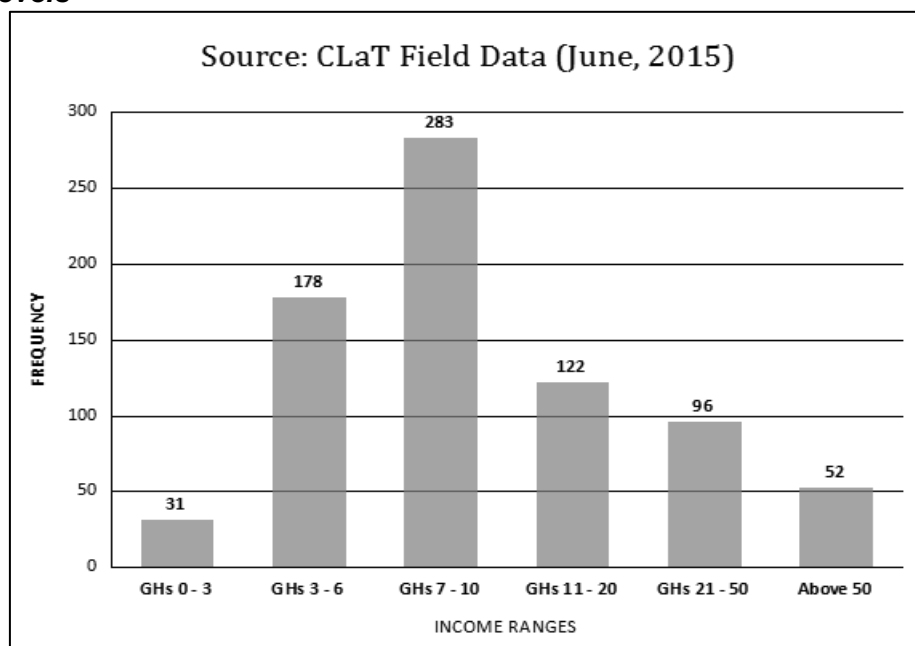
The next level livelihood engaged in was petty trading, such as selling gari, sugar, vegetables, cooking oil, cassava, sachet water, sugar cane, clothing, and other items. This constituted 241 (32%) of the 762 households interviewed, 90% of the 241 were women.

The last livelihood level was canoe/boat owners and people who go to sea and engage in proper fishing activities (fishermen). This constituted 126 (17%) of the 762 households interviewed, and 7% of this 126 were women who owned canoes, nets or other fishing gears but they were not involved in the actual offshore fishing activities. It was also revealed that some of the fishermen in this category were migrants who came to do fishing in the communities. It was also revealed that some of the indigenous fishermen from the communities also moved to other areas to do fishing after the major fishing season. Figure 7 below shows the graphical representation of household heads and livelihood activities.



**Figure 7: Graphical representation of household heads and livelihood activities**

## Income Levels



**Figure 8: Distribution of Income Ranges Among Respondents**

This data was collected in June 2015, and the information revealed that daily income levels were not uniform (It goes up in the major fishing season and drops afterwards.). However, respondents said the overall household income ranged from “zero to more than fifty Ghana cedis” (GHS50) per day for the whole household. (See Figure 8).

This overall household income range was extrapolated from the income range of the individual working members of the household. In some cases, only the household head earned income to support the house. However, in cases where other household members also earned income, the commutative daily income for all the working members of the household was used.

*(In January 2015, the National Tripartite Committee negotiating with the government increased the minimum wage from GHS6 to GHS7. The increment took effect from January 1, 2015, with a further recommendation that the increment should be tax exempt. This is the current national minimum wage and the base pay for public sector workers for 2015. This does not apply to private sector workers (no clear figures available). However, in the informal sector (like artisanal fisheries), labor rates are not regulated, opening a leeway for exploitation. It should be noted that even if a household head responded to earning more than GHS50 per day, it is only during the fishing season, which totals fewer than six months in total per annum. This is unlike the formal sector worker who earns income constantly throughout the year).*

*During this survey, it was found out that many households also live on “nothing” in terms of money for a long time, existing virtually on the benevolence of others. Indeed, one visibly sick woman mentioned her profession as a “beggar.” “I beg for fish at the beach,” she answered. It was obvious she is not strong enough to indulge even in the lightest work for money.*

Most of the respondents explained that sometimes they do not get actual money but rather items including fish, which they exchange for other items they need (e.g. vegetables, etc.).

About 4% of the households interviewed said that their income were between GHS0.00 - GHS3.00 per day during the major fishing season. They said they engaged in menial jobs including hauling of nets at the shore, carrying of fish from canoes, general canoe repairs, net mending, etc. Others said they were unemployed. This category also included single-mothers who were unemployed and would give out their children to work for others. The single mothers explained that sometimes they were paid with fish, which they sell or exchange a portion of for other necessities like vegetables, kerosene, or cooking oil.

Twenty-three percent of households interviewed had incomes of between GHS3.00-6.00; 37% received GHS7.00 -10.00, and 16% earned GHS11.00-GHS21.00. Those in the category earning an income between GHS3.00 to GHS21.00 a day during the major fishing season work on fishing canoes as crew members, are fish mongers and processors (women), or do other jobs such as repairs on canoes or petty trading. Thirteen percent get GHS21.00 - GHS50.00, and 7% get more than GHS50.00 a day during the major fishing season. These groups have boats or own canoes, and some are large-scale fish mongers/processors, gear sellers, and other investors. All respondents indicated that their incomes drop after the major season is over.

From the chart, more than a third of the people interviewed (37% or 283 individuals) indicated that they get daily income of GHS7.00-10.00 during the major fishing season, however, most of them indicated that their income dropped as low as GHS0.00 when the season is over.

### **Activities Engaged in by Children Involved in Fishing Practices**

The survey revealed that most children, especially from the age of 5 in the coastal fishing communities, were involved in fishing-related activities because it is a cultural practice for children to support the family livelihood. However, respondents revealed that more children are being forced into severe and full-time fisheries work due to increasing poverty levels.

The practice of children involvement in all kinds of fishing-related activities is seen as a way of life; and with no law enforcement activities, or incentives to keep children in school, life at the beach eking livelihoods for themselves in support of families have become a matter of course. It is at the beach that the children start their 'training'.

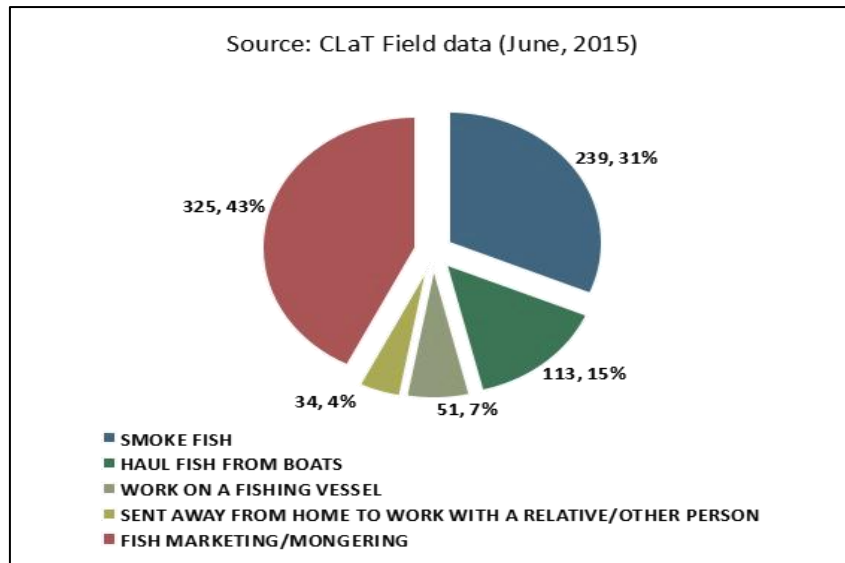
All (100%) of the children especially from the age of 5 years in the households interviewed engaged in fishing or fishing related activities. About 30% of these children attended school regularly, however, these children engage in fish-related activities after school, during holidays, school vacation, and/or weekends. Seventy percent of the children were out of school, and these children are engaged in full-time fisheries work.

Of the 762 households interviewed, 43% responded that they engage their children in fish mongering and marketing, with a further 31% responding that they engaged them in fish smoking.

Fifteen percent said their children were engaged in hauling fish from the canoes; 7% said they work on fishing vessels that go to sea. Hauling fish or working on fishing vessels (canoes) is usually not for immediate family members (e.g. household head).

Four percent responded that, in times of need, they sent their children to work with relatives of other persons in other communities, areas, or countries. Three women household heads responded that they sent their sons to go and work for others (males) so that those boys could have father figures and disciplinarians around them since they were going wayward. See figure below.





**Figure 9 Activities engaged in by children involved in fishing practices**

About 22% of respondents indicated that all their children work for them, and about 78% indicated that they allow some of their children to work for others at certain periods but not on regular basis.

### **Child Education**

Households defined “children of school-going age” as children below the 15 years old and in primary school.

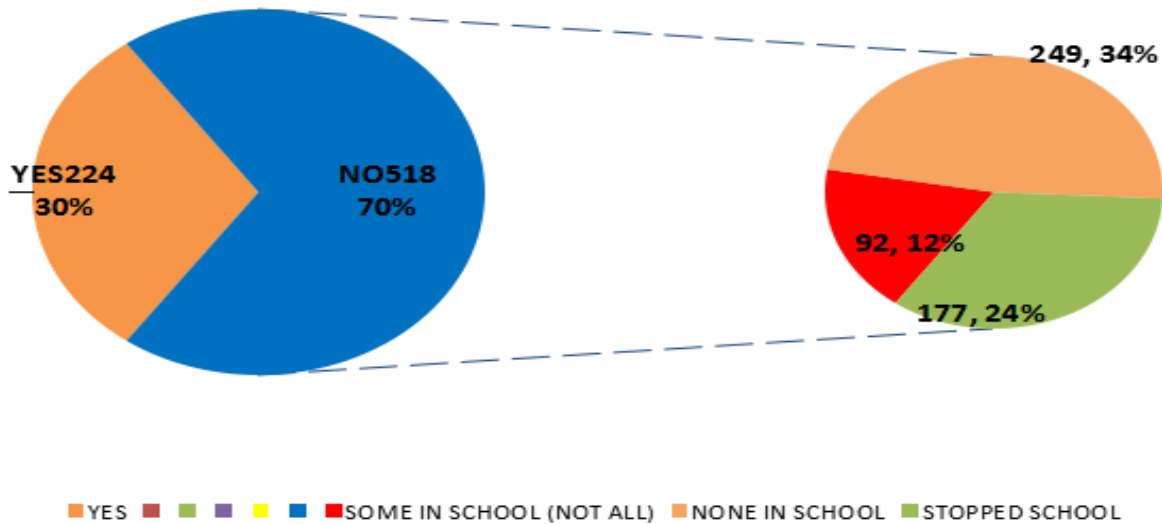
About 70% of respondents indicated that their children of school-going age (children below 15 years old) were not in school. Out of this, 24% said they took their children to school but they stopped on their own (children from the age of 7 years to 18). They indicated that 90% of the children in this category dropped out of school at the primary school level). Of the 70% not in school, 34% said none of the children of school-going age in the household were in school; 12% said some of the children of school-going age were in school, but not all of them.

According to respondents, most of the 30% of children who were in school do not attend regularly, especially during the major fishing seasons. Researched learned that parents or guardians could barge into classrooms to request that their children or wards leave school to help them at the beach and that the teachers dare not refuse or face insults, threats, or the complete removed of the child from the school.

It was learned that some teenagers of both sexes sometimes go out on their own during school hours to work at the beach, with their teachers allowing the practice because they know that working at the beach is the only way the child could pay his/her school fees. This category of children mainly falls within the bracket that works to pay their school fees for themselves. See fig 3.3 below.

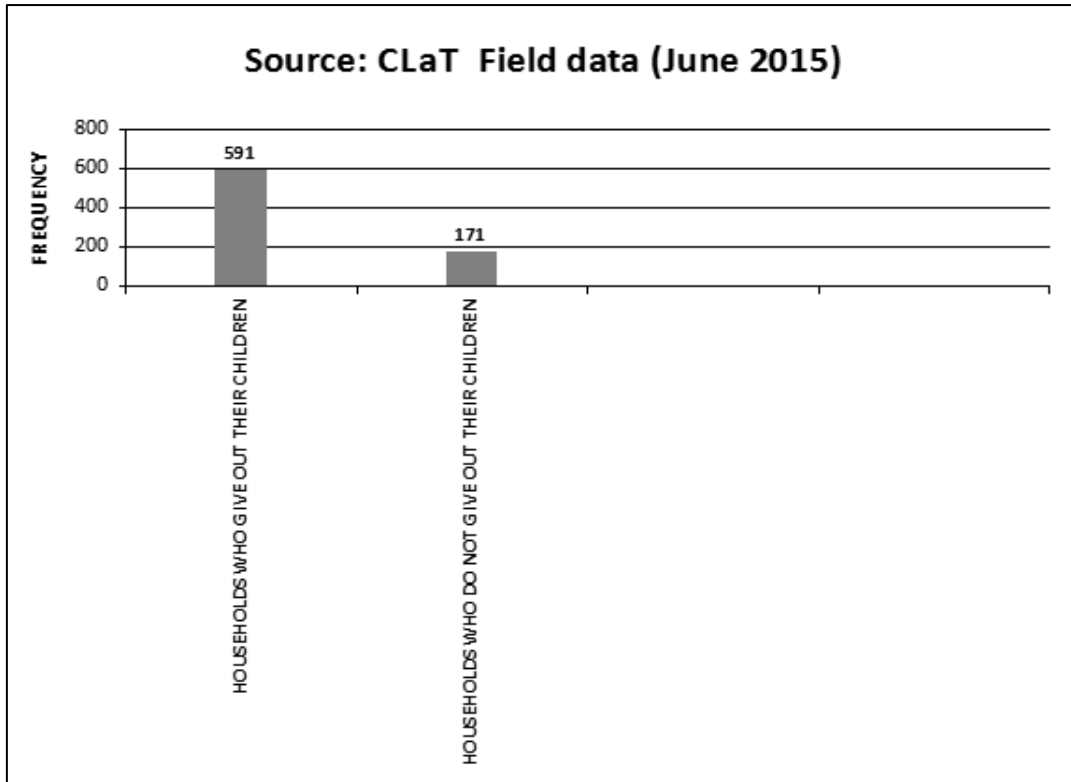


Source: CLaT Field data (June, 2015)



**Figure 10 Children of school-going age attending school  
Households Who Gave Out Their Children**

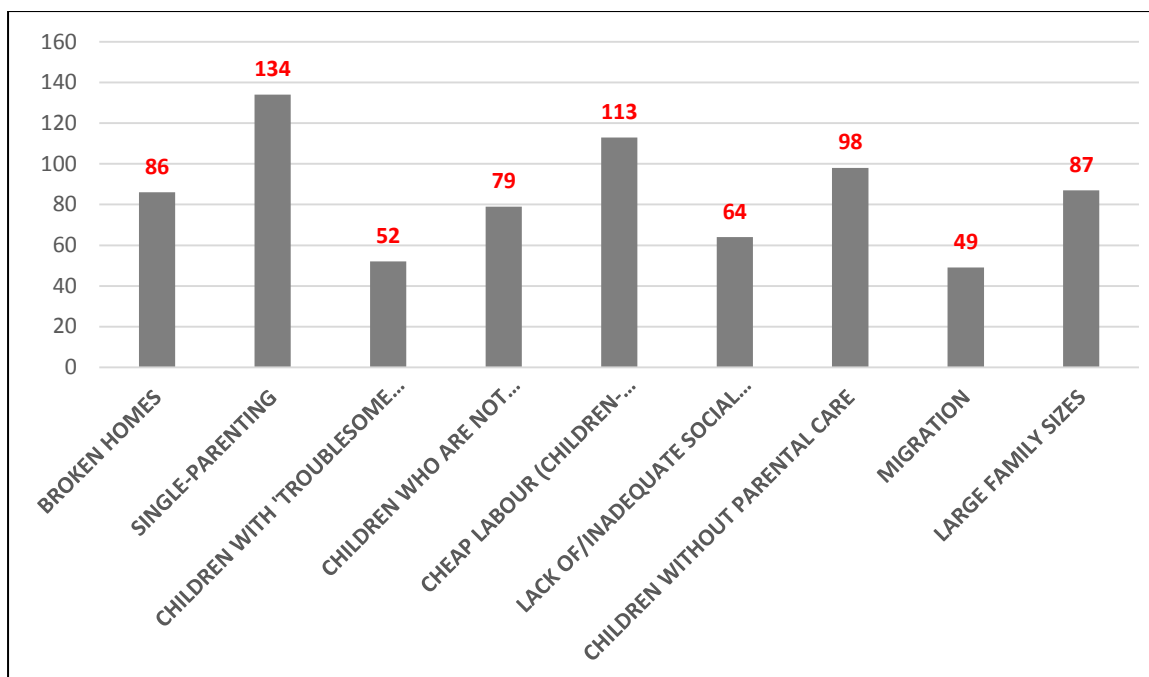
From responses, it was clear more than two-thirds (about 78%) of the 762 interviewees give out their children, or have given out their children, to work for others (for the family’s survival). Of this percentage, 34 households indicated that they send their children out to work with others in other communities, areas, or countries. The remainder indicated that they allow their children to work for others in the same community. Some 15 households from this 78% indicated that they gave out their children so that they could have father figures to instill discipline in them (This came from some single women with children and no fathers present). Clearly, boys were given out at a slightly earlier age than girls were. This is due to the type of work they engage in. About 22% of the households interviewed have never given out their children to work for others but engage them in the families’ economic activities. (See Figure 11). This indicates that 100% of children are engaged in work, though the intensity differs from families that “give out their children,” to families that “do not give out their children” to work for others.



**Figure 11: Graphical representation of households who give/ gave out their children Reasons for Child Labor and Trafficking.**

Respondents revealed that there were several reasons why children went into CLaT to live with others and work for them, or were sold off.

Of the 762 households interviewed 18% (134) revealed that households gave their children out because they were single parents (all these were single parent, female-headed households). Some 15% (113) said people gave their children out because they were cheap labor in high demand and easily employable, and 13% (98) said children were sent into CLaT because they did not have adequate parental care. And 11% (87) said the children did not have parental care, either both parents were away and a relative or family friend was taking care of them, or their parents were “irresponsible.”



**Figure 12 Reasons why households give out their children**

Another 11% (86) said the children went into CLaT because they were from broken homes where none of the parents took care of them well. Some 10% (79) said children who were not academically strong went into CLaT, and 8% (64) said lack of adequate social amenities pushed parents to send their children to other areas to do child labor because they want a better life for them. Finally, 7% said children with troublesome character are sent into CLaT, and 6% (49) said people who migrate with their children allow them to work to support the family. (See Figure 12)

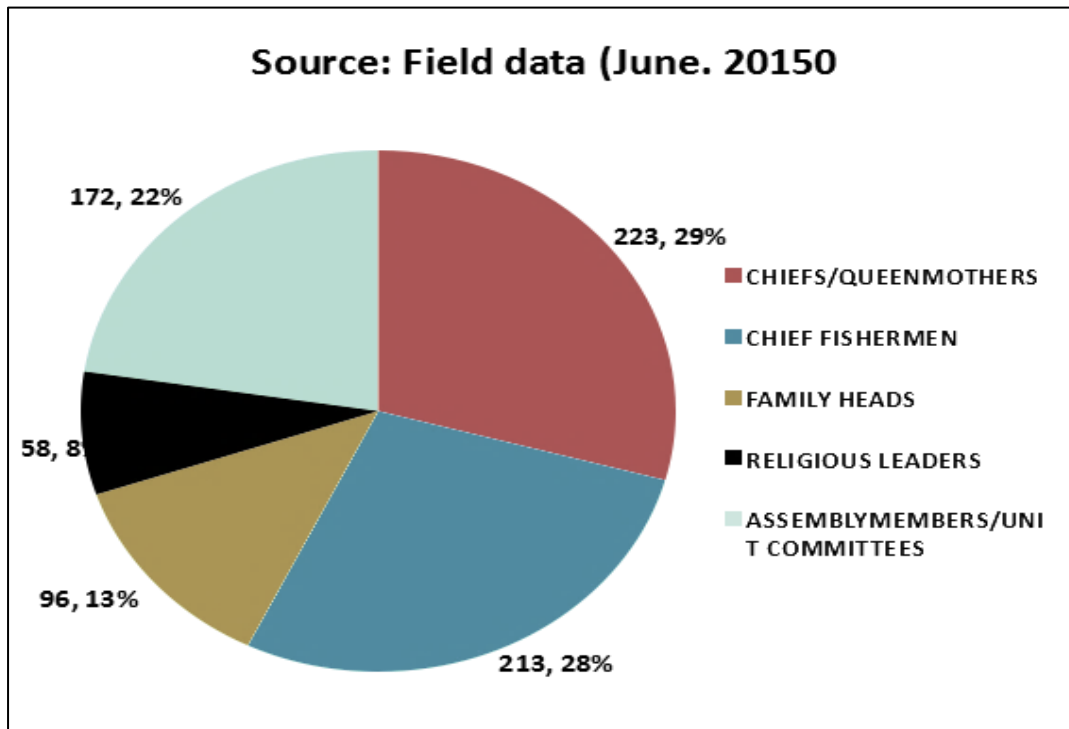
### **Community Leadership and Structures in Reference to Child Welfare**

Almost all the respondents said there was a good leadership structure and good leadership in the communities that could address CLaT issues. However, they explained that a *laissez-faire* attitude of these leaders' stems from the fact that children belong to individual families and parents, first, before the community comes in.

The surveys revealed that in most of the communities visited, it was commonplace for leaders to be humiliated with insinuations when they try to admonish practices of poor parenting. Interestingly, many children in the communities also challenge the moral authority of the adults to advise them, because they claim the adults do not take care of them and as such are not responsible. Findings also indicate that there are few organizations working for children's welfare, education, and anti-CLaT initiatives. Notable ones are Challenging Heights in Winneba, CAMFED and Compassion International in Mfantseman and Ekumfi areas, International Organization for Migration (IOM) in Ekumfi-Immuna and Ekumfi-Narkwa communities in Ekumfi District, and CEWEFIA in Elmina areas, etc.

Of the households interviewed, 29% said they see traditional leaders as key community leaders who can solve the CLaT issues; 28% said chief fishermen could ensure that children do not engage in CLaT at the beaches or work in canoes. Some 22% said Assembly members, along with stakeholders, could enact and enforce by-laws by the District Assemblies. And 13% said family heads could ensure that family members take good care of their children and stop them from giving their children out or working with them.

During the validation workshop of field findings, Nana Kwamena Ababio III, chief fisherman of Atimkwaa, said some children are already eager and happy to work with their families in fishing, as the activity is usually a family livelihood activity. In this regard, most children enjoy working rather than schooling because they earn “something small.” In his opinion, this is “child labor” if it is done to the neglect of the child’s education or training. He also said that it is very easy for a child already engaged in work in his or her own community to be trafficked. So stakeholders should be vigilant of such situations because it would be difficult to address “once it has happened,” he concluded.



**Figure 13 Community leaders with links to children's welfare**

Eight percent said religious leaders could talk and advise parents to take care of their children and also talk against child trafficking. Figure 13 shows community leaders who have links with children welfare and can help solve CLaT.

### Social Reasons Given for Large Family Sizes

As mentioned earlier, lack or inadequate parental care for children and wards is attributable to the high birth rate of teenagers in the coastal fishing communities. This is because of the high rate of unprotected sex, which leads to pregnancy. In addition, married couples are not spacing their children’s births.

Most men interviewed indicated that they were not interested in condom use, as they say “it does not feel the same” with it on, and those women who want their men to use protection find the men hostile to the idea.

Respondents indicated that the desire for a particular sex of a child was another reason for the high birthrate in the communities visited. When a woman (or couple) first had a boy, for instance, she (or they) tried to get a girl the next time. If she (or they) has /have the same gender of child repeatedly, they continue to keep having children. Male partners women who fall into the above situation also go behind them to “try their luck” with other women.

Poverty and hunger, coupled with the presence of a large army of children and families contribute to the cheap and rampant exchange children for a fee to engage them in labor.

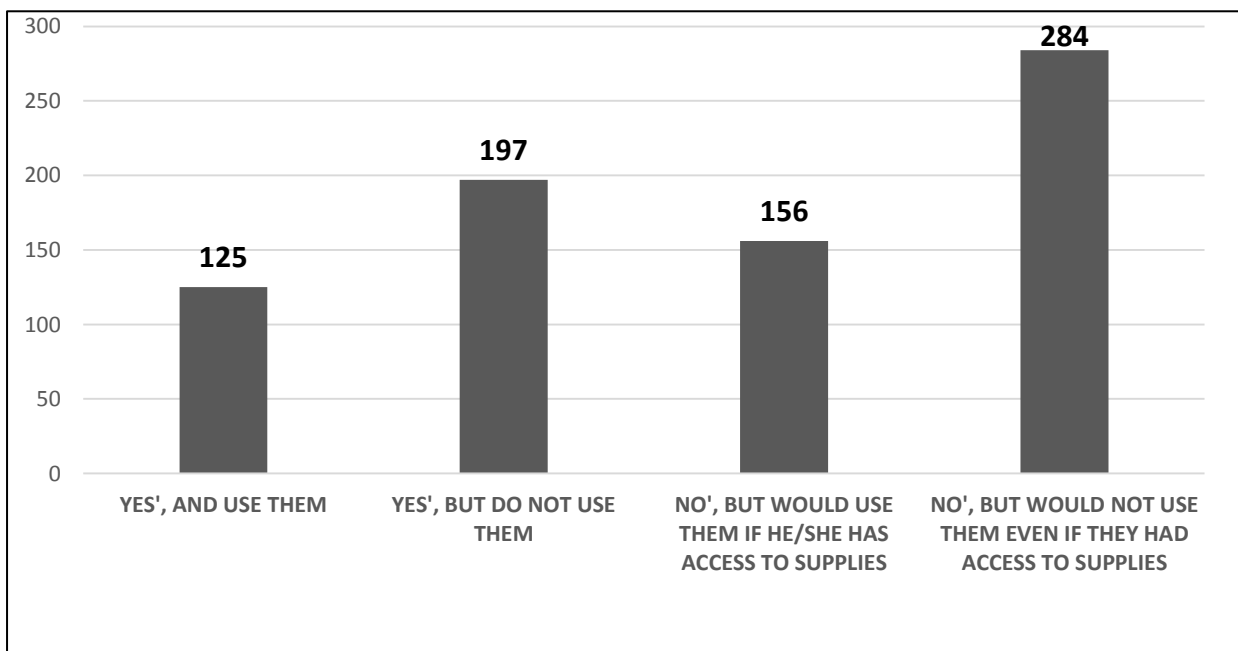
Twenty-two percent of respondents said they would have the same number of children again if they have the chance to start all over again. Seventy-eight percent said they would have a fewer number of children so they could take better care of them. There was no indication of respondents wishing they had had more children, though that line of interviewing was not pursued. It was, however, clear that they believed in having children so they would take care of them in their old age.

The interviews revealed, however, that many women were especially scared of the effects of hormonal methods of contraception as they get negative feedback from their peers or associates that use them; and most men were not keen on condom use.

### Access to Family Planning Services and Commodities

Thirty-eight percent of the household heads interviewed said they do not have access to family planning and birth spacing services but they said they would not use them even if they had access. Twenty-six percent said they have access to family planning and birth-spacing services but they do not use them.

Some 20% said they do not have access to family planning and birth spacing services but they said they would rather use them if they had access. 16% they have access to family planning and birth spacing services and they said they use them. Currently, family planning services are not free though it is subsidized through making the commodities and services relative cheap compared to other medical services. The Ministry of Health and the Ghana Health Service (GHS) in collaboration with the United Nations Population Fund (UNFPA) plans to incorporate family planning services into the free maternal care available under the National Health Insurance Scheme (NHIS) in the country.



**Figure 14 Graphical representation of access to family planning services**

At the launch of the Dissemination of the Campaign on Accelerated Reduction in Maternal Mortality in Africa (CARMMA) Accountability Report and the Maternal and New Born Health Week Celebration in Accra, the sector minister said the campaign: “Is to make sure that every woman has access to a family planning facility.” President John Dramani Mahama, who performed the launch, pledged the government’s commitment to allocate more resources to

build more health care centers and train more midwives to ensure the delivery of timely and efficient health care to pregnant women. There are community-based ‘chemical shops’ or drug stores where family planning commodities can be accessed at a fee. For more services, one has to visit the nearest accredited health facility which on average, is about 5 km from the communities. The more urbanized communities, the more access points they have (e.g. Senya-Beraku, Winneba, Apam, Saltpond, Anomabo, Moree, Cape-Coast and Elmina, which have relatively a lot of both government and privately operated health facilities and, shops selling family planning commodities). However, most other communities visited have few drug stores, and they are not licensed to sell much apart from basic off-the-counter medications and male condoms. Female condoms are rare in the system. Though it is evident that unmarried and non-economically active teenager- girls are having unprotected sex and are also giving birth thus worsening the economic situation of their own selves, their families, and their communities, many are unwilling be provided with services to space child-birth. Indeed, in the rural coastal fishing communities (and many parts of the peri-urban areas within cities like Accra and Tema), child-bearing is regarded as a status symbol for females and anyone who is into her late teens and has not had a child is ridiculed. So as poverty and inadequate access to birth spacing services contributes to rising population, social expectation and peer pressure also add to the woes of the coastal fishing area teenage-dweller and aggravates the already precarious situation in many families. Figure 14 shows the graphical representation of the access to family planning services.

#### 4. CONCLUSION

Child Labor and Trafficking (CLaT) is widespread in CR as most families are desperately poor. In most of the communities, parents and guardians are dispatching off their children for a pittance. Young teenagers on their own also organize themselves and ‘escape’ from their communities either on foot, or by hiring out labor to raise money for transportation fare. Young boys, who cannot pay their fares readily, are taken on-board “trafficking vehicles” on “credit” and pay after working for a master for some time in some communities along the Volta Lake banks universally referred to as Yeji.

The trend of poverty persists because of two main issues; non-enforcement and education of fisheries laws and regulations; and of the denial of education, blocking the escape route of poverty for the next generation for the household. Attempts to eliminate child labor and trafficking have most of the time failed because of the desperate poverty levels and high rate of illiteracy. Poor parents are unable to send their children to school either because of high cost of schooling or inaccessibility. This is attributable to low incomes as a result of depleting fish catches in the artisanal fishery sector. It is important to note that cultural pressures also undermine value for long-term education especially for the girl-child and the rural-boy who perceives an easy escape by way of fisheries. In most cases poor parents who have tried all strategies for survival and after failing, give off, or sell their kids.

CLaT activities within the fisheries sector have been going on for over five decades, and the challenge is an enormous one as some perpetrators and victims see it as a favor being done for them. One respondent explained:

*“There is poverty and hunger and someone is helping your family to put bread on the table and also take away some of your burden (children), who are a liability to feed. This is a benevolent act to support the family isn’t it?”*

Large family sizes, illiteracy, poor parenting, poverty and deprivation are also contributory root causes of CLaT. According to the Ghana Child Labor Survey (GCLS, 2003), two in every five children aged five to 17 years have engaged in economic activity before. The study

showed that a higher proportion of children engaged in economic activity in rural areas (39.7%). There is evidence of children as young as five years old engaged in economic activities (Ghana Child Labor Survey, GSS, 2003). As recent as 2008, studies indicated that 13 percent of 4.7 million children surveyed aged seven to 14 were economically active (Ghana Child Labor Survey, GSS, 2008) in sectors such as agriculture (89.3 percent of working children in rural areas), fishing (2.3 percent) and petty trading (3.3 percent). This means that a significant proportion of the time and energy of children in Ghana, especially those in rural areas, is taken up by work rather than education. This situation invariably places the development and normal growth of children at risk and prevents them from realizing their full potential.

This survey report by FoN and the SFMP will be shared with stakeholders and the SFMP will collaborate with all to address the CLaT issues. The project is counting on stakeholders to carry out their duties and roles toward addressing CLaT and contribute to improved child development in Ghana.

## **5. RECOMMENDATIONS**

The findings in this report point to certain implications for local communities, District Assemblies, Government Agencies and both the international and local NGO community. Further studies into this subject are recommended to help prescribe sustainable interventions for the child, and for the family.

By establishing partnerships with humanitarian organizations, the stakeholders can focus on immediately solving the remediable problems of working children.

The situation of the prevalence of CLaT in CR is the result of poverty, inadequate resources, and inefficiency of child labor inspectors among other factors discussed earlier in this report. The Government of Ghana has passed several CLaT laws and has signed three key international treaties that ban certain practices of child labor. There is also the Children's act of 1998 and the labor act of 2003, both of which address child labor in detail. Article 28 of the 1992 constitution prohibits labor considered as injurious to the health, education or development of the child. Adequate measures should be put in place to implement and enforce the laws and treaties; this will contribute to addressing the issues of CLaT in Ghana.

Addressing the fundamental cause of poverty in Ghana especially in coastal fishing communities in the CR is important in halting CLaT practices. Poverty and related conditions will only contribute to a situation where poor parents who can hardly fend for themselves and their children will continue to send their under-aged children to work under unfavorable conditions.

### **Developing a Strategy**

Rigid enforcement of fisheries laws in all coastal fishing communities will contribute to sustaining the fishing livelihoods and improve the fortunes for coastal dwellers who can in turn invest income in education, quality childcare and training of their children. Responsible parenting, manageable family sizes via childbirth spacing, etc. are very important to addressing the problem. Parents should also be held responsible for their children. Stakeholders, including; government, traditional leaders, CSOs, media, private sector, etc., should support public education and sensitization to make CLaT socially unacceptable. School represents the most important means of drawing children away from the labor market. Studies have correlated low enrollment with increased rates of child employment (ILO 1992).

School provides children with guidance and the opportunity to understand their role in society. Therefore, many insist on immediately abolishing child labor in developing countries and



requiring children to go to school. Yet, this approach is unfeasible for a number of reasons. First, children will not attend these schools without an economic change in their condition. Schools must make it worthwhile for children to attend in order to make up for lost earnings. One necessary provision is that these schools be free. Another possibility is that these schools serve food supplements. Parents might view this nutrition as valuable and therefore keep their children in school. The quality of education can also be improved so that schooling is considered an important factor in the future success of a child. It is only after introduction of such substitutes will school attendance increase.

Another problem with complete abolition of child labor is that education and employment for children are not mutually exclusive. As mentioned previously, many children work and go to school. In fact, many children have to work to go to school; otherwise, they could not afford the tuition and other fees associated with attendance. This underscores the fact that child labor and education may work together in many cases. As mentioned above, specialization allows some children to acquire an education through support of their working siblings. The result of abolishing child labor would then be a reduction in the educational attainment of a population.

The analysis above leads to certain implications for the stakeholders:

- Collect/study child labor data and devise interventions that allow for the possibility of children being in school and working.
- Improve the quality of schooling by investing in education so as to increase its value to children and parents.
- Provide subsidies to poor families prone to having working children so they can afford their children's schooling (income subsidies, nutritional supplements); and
- Establish partnerships of international organizations dedicated to improving children's lives.

There must also be the increase in the number of child labor and trafficking inspectors to check CLaT cases. Prosecution of CLaT cases should be strengthened to ensure that culprits are duly punished by the legal processes. Therefore, a comprehensive approach to address prevention, protection and prosecution of CLaT is recommended. This approach could include an educational component to inform people about the elements of the crime of trafficking. Educational programs for stakeholders, community champions and the media to eliminate all ambiguities on CLaT. It will be helpful for all involved in the fight against CLaT to have an identical or unified set of jargon for operation (e.g. If people are not clear on the “definition” of CLaT as understood from the surveys, it might be useful to educate them. For instance, it might be helpful to categorize the crimes of CLaT into:

1. “Actions,” such as recruiting/transporting
2. “Means,” such as fraud/coercion
3. “Purpose” being labor exploitation.

It will be useful for stakeholders, especially at the grassroots to educate perpetrators so that they understand how their actions and involvement violate national and international laws. The problem of insufficient labor inspectors or labor inspectors not doing their work well also thwarts efforts to eliminate child labor. Better-trained and well-resourced labor inspectors must be in place to address the problem. Also, a multi-sectorial approach should be adopted to address the issues of CLaT.

To eliminate child labor and to improve human capital in Ghana, the government must improve schooling and formal education. The recent school feeding program is a good step taken by the Government of Ghana to reduce child labor to some extent. The free basic school uniform given out to pupils will go a long way to reduce child labor, also reduction in

the cost of schooling and expanding the School feeding program to all schools in coastal communities in CR by government will put more children in school and reduce the burden on parents. The educational system must be relevant to the needs of the labor market. When the country's schooling system provides all these things, more families may decide that schooling is viable option as opposed to child labor.

With children not very interested in remaining in school or continuing beyond the first-cycle, educational facilities should be made more child-friendly and incentive-driven for teachers to give their best. The Integrated approach of development through the Population Health and Environment (PHE) model should be promoted to foster inter-agency collaboration amongst the sectors. Capacity enhancement of the coastal fishing communities/Districts to plan, implement and carry out demand-driven integrated programs in health and conservation should be paid attention.

The CR where this survey took place in June 2015 is reputed to be the fourth poorest region in Ghana after the three northern regions. Coupled with the sea as an available resource, it is not surprising that, children from this area coming from backgrounds of seething poverty end up being trafficked to engage in child labor in fishing in other areas.

The Millennium Development Goals (MDG) expired in 2015. The UN system has begun efforts at determining the next development agenda. The UN has targeted 50 countries, including Ghana, for national consultations on the post-MDG agenda. It is an expectation that Ghana will push the issues of children without parental care to the fore.

Clearly, the Ministry of Gender, Children and Social Protection has a responsibility of ensuring that Ghana's voice is heard in the Post-Millennium Development Goals<sup>1</sup> agenda. The UN then set targets around poverty reduction, universal primary education, gender equality, reducing child mortality, and improving maternal health among others.

A few policy options are proposed as possible solutions to CLaT in the coastal fishing communities in Central Region. These include:

1. Improving access to quality basic education;
2. Implementing social protection schemes such as:
  - i) unconditional transfers, and
  - ii) conditional cash transfers.
3. Improving access to services such as potable water, schools and clinics to reduce the time spent by children and their families in accessing them.
4. Improved childcare, responsible parenting and improving family planning education and services to poor and rural communities.

---

<sup>1</sup> The MDGs are eight international development goals that were established officially after the Millennium Summit of the United Nations in 2000.

## REFERENCES

- Child Labor: Issues, Causes and Interventions (F. Siddiqi; H. A Patrinos, Princeton University Press.1991).
- Exploited Entrepreneurs: Street and Working Children in Developing Countries - Working Paper Number 1 (Barker, G. and F. Knaul - Childhope Inc; New York, 1991).
- Ghana Child Labor Survey (Ghana Statistical Service, 2003).
- Ghana Child Labor Survey (Ghana Statistical Service, 2008).
- Ghana Living Standards Survey VI: - With Labor Force Module (GLSS6/LFS) 2012/2013 (Ghana Statistical Service, 2013).
- Revisions: Global Estimates and Projections of Population by Age and Sex (United Nations; New York, 1989).
- Statistical Yearbook (UNESCO; Paris, 1993).
- Working Children: Current Trends and Policy Responses (Bequele, A. and J. Boyden - International Labor Review, 1988).

# APPENDIX

## QUESTIONNAIRE

### INTRODUCTION

This Survey instrument (questionnaire) is being administered as part of activities under the Sustainable Fisheries Management Project (SFMP) sponsored by the United States International Development Agency (USAID) and implemented by the University of Rhode Island Coastal Resources Centre (URI-CRC) as lead; with partners including Hen Mpoano, Friends of the Nation, SNV, DAA, CEWEFIA, DAASGIFT and Spatial Solutions.

This survey is being carried out to understand how children are involved in fisheries related work and the drivers for such practices. Information gathered from this survey will inform project planning and implementation to contribute to addressing the issues.

It is in line with the above that the project seeks to have a few minutes of your time to get your views on the questions below. We would also solicit your agreement to willingly participate in this exercise by signing the consent form attached.

---

---

### Questionnaire

---

---

1. Name of Community & District;.....
2. Name of household: .....
3. Location of household (area/landmark): .....
4. H/No (if any):.....
5. Name of interviewee.....
6. Is this household indigenous or migrant to this community? YES / NO
7. Who is the head/ bread winner of the household?
  - a. Father; b. Mother; c. Other (please specify).....
8. What is the civil status of the head /bread winner of household?
  - a. Married; b. Separated; c. Divorced; d. Single; e. Widowed
9. How many persons are in this household? .....
- a. Number of males ( ); b. Number of females ( )
  - a. How many of them are your biological children, and dependents?
    - i. Number of biological.....; ii. Number of 'dependents' .....
    - iii. What are the ages of the members of this household?.....  
0- 5 ( ); 6-10 ( ); 11-14 ( ); 15-18 ( ), 18 and above ( )

How many of these are in school? .....**ECONOMIC & LIVELIHOODS**

10. What are the major livelihood activity (ies) this household is involved in?
  - a. None ( ); b. Fishing ( ); c. Fish processing ( ); d. Fish marketing (mongering, retailing, wholesaling); e. Other (specify).....

- 11.** What is the average daily income range?  
 a. None ( ); b. GHs 0-3; GHs 4-6 ( ); c. GHs 7-10, d. GHs11-20 ( ); e. GHs21-50 ( );  
 f. above GHs 50 ( ); g. Other (specify).....
- 12.** Do any of your dependents/children help you in your work? YES / NO  
 a. If 'yes', what are their ages? .....  
 b. Number of girls.....  
 c. Number of boys.....  
 d. What kind (nature) of work do they do for you?.....
- 13.** Do you know or have heard of people in this community who give/gave out their children to work for others? If Yes/ No.
- 14.** Do you give or have given children from this household out to work for or with others?  
 a. What were their ages when they were sent away? .....  
 i. Number of girls.....  
 ii. Number of boys.....  
 b. Why do/did they give away the children to work for others? .....  
 c. Where are/were they sent to work?.....  
 d. Who did/do they go to work with?  
 i. Immediate relative; ii. Distant relative; iii. Someone from your ethnic group or with family connections to other community, iv. Total Stranger.  
 e. What work were they sent to do? .....
- 15.** If 'no', would you ever send your children to work for others: YES / NO ?
- 16.** If 'yes', under what circumstances would you be willing to send your children to work for others? .....  
 ...
- 17.** In your own view, what are some of the reasons why you or others prefer/preferred children workers?.....
- 18.** If you had your own way, will you employ services of children? YES / NO. Why?  
 .....  
 ..
- 19.** Which of the following practices do you think is okay to have children involved?  
 a. Smoke fish; b. Haul fish from boats; c. Work on a fishing vessel fishing;  
 d. Be sent away from home with a relative or other person to work; e.  
 Other specify: .....; f. None

## CHILD EDUCATION

20. Does every child of school-going age attend school? YES / NO.

(If 'no') why? .....

21. At what age (s) did they stop school? 4-12 ( ); 13-15 ( ); 16-17 ( )

22. Are those not in school engaged in any work activity? YES / NO

a. If yes what work do the boys engage in?

- i. Fishing ( ); ii. Fish processing ( ); iii. Fish marketing ( );  
iv. Other ( ) specify.....

b. At what age do they start working i. 4-11 ( ); ii. 12-14 ( ); iii. 15-17 ( )

c. If 'yes' what work do the girls engage in?

- i. Fishing ( ); ii. Fish processing ( ); iii. Fish marketing ( ); iv. Other ( )  
specify.....

d. At what age do they start? 4-11 ( ); 12-14 ( ); 15-17 ( )

22. If the children are in school, who pays their fees? a. Father ( ); b. Mother ( );

- c. Relative ( ) specify .....; d. Other (specify).....

23. Is any child in full-time school also working? YES / NO

a. If 'yes' what work to the boys in this situation do?

- i. Fishing ( ); ii. Fish processing ( );  
iii. Fish marketing ( ) iv. Other (specify).....

b. At what age do they start? i. 4-11 ( ); ii. 12-14 ( ); iii. 15-17 ( )

c. If yes what work do the girls do?

- i. Fishing ( ); ii. Fish processing ( ); iii. Fish marketing ( )  
iv. Other (specify).....

d. At what age do they start? 4-11 ( ) 12-14 ( ) 15-17 ( )

24. When do the children work?

- a. Monday-Friday after school only ( ); b. Saturday - Sunday only; c. School holidays ( ); d.  
school vacation e. Others (specify) .....

=====

## LEADERSHIP

25. Who are the leaders in this community? (e.g. chiefs, assemblyman, pastor, family heads etc). .....

26. Are there organizations in the community that are concerned about or provide services regarding child and family welfare? YES or No

If Yes, can you mention them? .....

## PHE issues

27. When fish catches are **low**, families/people are more likely to send their children away from home to work.

- i. Strongly agree; ii. Moderately agree; iii. Moderately disagree  
iv. Strongly disagree

- 28.** When there is bumper catch, families/people in the community are more likely to have their children work during the day on fishing activities; either fishing, hauling catch from boats or smoking and processing, or selling fish.  
**i.** Strongly agree; **ii.** Moderately agree; **iii.** Moderately disagree  
**iv.** Strongly disagree
- 29.** What is your opinion on large family size and "quality family life" (*nutrition, health care, education, clothing, household water-sanitation-hygiene issues etc*)? .....
- 30.**  
 What in your opinion, do you think are the factors contributing to large family sizes in this community? .....
- 31.** If you had the chance, will you have the same number of children you have now again, or less, or even more? Why? .....
- 32.** Where is the nearest health service delivery/provision point (hospital, clinic, pharmacy/chemist/dispenser, and herbalist)? What type(s) of services are provided there? .....
- 33.** Do you have access to family planning commodities such as condoms, birth control pills or other family planning devices? YES / NO?
- a.** If 'yes', do you use them?  
**b.** If 'no' would you use them if you had access to supplies? .....
- 34.** In order for families to plan and space the number of children will you agree that it is good that access to birth-control services is improved for adolescents and adults in this community?.....
- 35.** Will you say fishing in this community is connected to child work (*that is decline leading to exodus, and bumper catch leading to children flocking the beaches*)?  
 .....

=====

**COMMUNICATION/INFORMATION FLOW**

- 36.** In this community, what are the most often used (preferred) methods for receiving/giving out information
- a.** Radio FM – which one? ( ); **b.** PA system; **c.** Word-of-mouth,  
**d.** Church announcement; **e.** market place; **f.** social group meetings;  
**g.** Text messages on a cell phone; **h.** Others (specify): .....
- 37.** Do you own a cell phone? YES / NO
- a.** Does it have internet access? YES/NO
- b.** Do you ever use your phone for the following? **i.** Internet; **ii.** Facebook; **iii.** Twitter; **iv.** WhatsApp; **v.** SMS Messaging  
**vi.** Voice mail; **vii.** Other Specify.....



Vii. Mobile money Transfer.....

**RECOMMENDATIONS**

- 38. What could be done to keep children in school and not to work? .....
- 39. If you should be assisted in order to strengthen the economic base of your family what kind of assistance will you require/suggest? .....
- 40. Why that particular choice? .....
- 41. What are the other potential economic activity(ies) that the household would like to involve in? .....
- 42. Are there some other households you will recommend that I talk to? YES / NO? If 'yes', why? .....
- 43. Thank you for your time, and do you also have questions/ comments / or clarifications to be sought?

Date: ..... Name of Assessor: .....

Please Provide your contact if you want us to contact you for further information sharing

Phone No: .....