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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

A TWO-DAY TRAINING IN ADVOCACY SKILLS FOR CCPCs
AND ANTI-CLAT ADVOCATES IN MOREE AND ELMINA



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THE
UNIVERSITY
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GRADUATE SCHOOL
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Cover photo: A Cross section of participant at the Advocacy training (Michael Takyi)

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ACRONYMS

CEWEFIA	Central and Western Region Fishmongers Improvement Association
CLaT	Child Labor and Trafficking
NGOs	Non-Governmental Organizations
SFMP	Sustainable Fisheries Management Project
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

Child Labor and Trafficking (CLaT) is a common phenomenon in fishing communities in the coastal communities of Ghana. Most children of school going age in the communities are not enrolled. Others have been trafficked to other destinations. This development continues to affect the total development of children as some of them are pushed into doing works that are harmful to their health. They are denied opportunity to enroll in school, thus contributing to high teenage pregnancy in fishing localities.

As part of implementation of the Sustainable Fisheries Management Project run by Central and Western Fishmongers Improvement Association (CEWEFIA) with sponsorship from United States Agency for International Development (USAID) the project made provision to fight against Child Labor and Trafficking.

To this end, CEWEFIA is undertaking advocacy training to build capacity for members of Community Child Protection Committees to effectively support the fight against child labor and trafficking and to highlight the provisions in the law that protect and provide for corrective measures for victims and their families.

SECTION 1 BACKGROUND

CEWEFIA under the Sustainable Fisheries Management project is working to strengthen child protection and family welfare systems along the coastal communities to make it more effective in preventing violence, abuse and exploitation. A strengthened child protection system will also ensure justice for all children. CEWEFIA's work aimed at ensuring that children are well cared for at the community level to prevent them from falling victim of child labor and trafficking. The whole idea is to have a well-organized intervention system to provide disadvantaged children with sustainable social development support in deprived communities, strengthen collaboration and coordination between the Non-governmental organizations (NGOs) and sub-national actors; fostering local economic development in the fishing industry and promoting local collaboration and ownership of the child health promotion and education by local authorities, communities and stakeholders and image building as well as information management of child related issues.

Effectiveness of the program requires strong advocacy at all levels. Adequate planning and implementation of the advocacy program requires capacity building. It is against this background that CEWEFIA organized advocacy training for selected members of the child protection committees from various communities to build skills in advocacy project planning and implementation of the members, to effectively understand why and how advocacy is done effectively.

CEWEFIA has therefore organized a two-day training workshop for eighty-three (83) selected members to build and strengthen their existing capacity, to be able to go to the various fishing communities to impart the right skills, knowledge and best practices.

1.1 Workshop Objectives

The objectives of the workshop were to:

- Promote community/stakeholder participation in child protection advocacy.
- Strengthen/Upgrade the capacity of executives of various committees for advocacy campaigns.
- To enhance the capacity of selected members to acquire advocacy skills/tools for dialogue towards an improved child and family welfare system.

- Empower trainees to better understand abusive situations, in order to make choices to prevent and respond to risk.
- Support the development of community-based plans - bye laws against child labor and trafficking etc.
- Roll out community facilitation toolkit - child protection awareness
- Promote visibility of success stories by champions - media, forums etc.

1.2 Expected Outcomes

Expected outcomes of the workshop included:

- Participants have appreciation of the effects and dangers of child labor and trafficking.
- The training ended with capacities built in advocacy tools/skills to enable the group to be effective in their advocacy implementation.
- The participants have been able to develop action plans to begin advocacy on child labor and trafficking.

SECTION 2 TRAINING DELIVERY

2.1 Opening

Mr. Michael Takyi, in opening the training session conveyed goodwill message from management of CEWEFIA to the trainees. He told the trainees to take the training seriously by paying attention to the facilitators and asking questions for clarification. He indicated that participants should feel free and get involved in all discussions and contribute for better understanding of issues.

Thereafter, the trainers were introduced to the participants and vice versa. During the introduction, expectations, fears, likes and dislikes were highlighted. The team leader took time to explain to the participants what Sustainable Fisheries Management Project was all about, its objectives and mode of operations; and the need to deal with child labor and trafficking in this subsector.

2.2. Organization

The program was a two-day one, organized for selected Child Protection Committee (CPC) members and Anti-CLaT Advocates of Elmina and Moree communities of the Central Region. It run from 30th to 31st March 2018. During the program delivery, both Fante and English were adopted in facilitating the training.

Rev. Gabriel Fiatui facilitated the training session and was assisted by Mr. Michael Takyi. The staff members of CEWEFIA were on hand to assist throughout the program. They encouraged the participants to be sincere and vigilant in the implementation of the advocacy project and indicated their readiness to support the members with any relevant information and contacts that will make their action successful. CEWEFIA promised their preparedness in supporting to ensure best practices in the implementation to achieve result and to derive maximum impact from the program.

2.3. Attendance

In all, eighty-three (83) people comprising thirty (30) females and fifty-three (53) males participated in the training.



Figure 1. A cross section of participants in attendance

2.4. Methodology

During the training delivery, participatory Rural/Learning Appraisal method was used.

Some of the tools used include the following:

- Brainstorming
- Group discussion and presentation
- Role plays
- Experience sharing
- Group exercises
- Drama
- Energizers

SECTION 3 TRAINING CONTENT

The participants were taken through the following topics:

3.1 Definition of Terms

Various terms such as advocacy, influencing, effective advocacy etc. were defined to help the participants understand the concepts.

3.2 Child Labor and Trafficking

Participants studied and appreciated the difference between child training, child labor and trafficking; their interrelations and how the creation of enabling environment for children is critical for their development. They equally learnt about the impact of child labor on the child and society at large.

3.3 Stakeholder Analysis

The actors and their roles in child labor and trafficking were examined, and the need for advocacy in the sector emphasized. The need for community members to appreciate the needs of children in order to act in removing the barriers was also discussed. Focused areas include how to deal with parents who give their children out for trafficking, traffickers, how to help public institutions working to promote child welfare with relevant information, and how to handle issues when children come into contact with the law.

3.4 Steps to Advocacy

The trainees were taken through a 5-step approach to effective advocacy. The training highlighted the definitions and various stages in handling each step.

The steps were then taken one by one and discussed in detail with examples and group work as a way of helping participants appreciate the issues at stake.

Identify the Issue - emphasized the need for members to elicit information from various actors and fathom the breadth and depth of the issue on children.



Figure 2. Participants going through Problem Identification Process

3.5 Understanding the Issue

Critically examined the relevance of research in establishing facts and figures of matters arising, and how and who should be targeted.

3.6 Developing Proposals and Responses

This focused on the need to prepare a document which spell out clearly the goals, objectives, and activities intended to address the issue; and resources required. It outlines implementation plan to be followed to the end of day situation. How to come out with clear messages targeted at various stakeholders and selection of appropriate channels in conveying the messages to specific targets were discussed.

3.7 Influence Policy Makers

How the trainees would dialogue effectively with the target was discussed. Practical demonstrations were staged. It was stressed that the group must be well prepared, having alternative solutions and be persuasive with cogent information.

Follow up - one important thing that was discussed was follow-up and monitoring. Participants learnt how to establish indicators as a way of checking progress of planned activities, and how

to determine results and impact of their advocacy activities. Qualitative and quantitative indicators and how they are done were discussed.

Several role-plays were used to enhance participants understanding of all the steps.

Various issues involved in building effective team and coalitions and allies were vividly explained. The building blocks such as:

- *Leadership* - having defined leadership, the types of leadership (democratic, autocratic and laissez-faire) and their attributes. Good and bad qualities of a leader were outlined as a way of helping guide the participants.
- *Communication* skills was also treated. Discussions centered on the message, the sender, the receiver, and the medium for transmitting the message. Verbal and nonverbal communication were also identified. Requirements for each case were thoroughly discussed, and how it may affect the message and the receiver in order to determine willingness to response to demands when advocating.

Each block was examined vis-à-vis the strength and weaknesses of the members; and the group was encouraged to take immediate steps to improve on their weaknesses.



Figure 3. Participants in a dialogue stage.

SECTION 4 LOGISTICS DURING THE TRAINING

All the logistics required for the training were adequately provided.

4.1 Training Outcome

The training ended with capacities built in advocacy tools to enable the group to be effective in their advocacy implementation.

4.2 Challenges

The challenge was that the two days were not adequate for the training and therefore participants were required to stay long hours to exhaust the content.

4.3 Conclusion

The training ended successfully. The participants were happy about the new skills in advocacy and lauded efforts of USAID and CEWEFIA for their instrumentality in child labor and trafficking advocacy, and the support for fisheries management in general. They were confident

of using the imparted skills well. They also expressed their joy to the facilitators for taking time to explain issues to their understanding.

4.4 Recommendation

It is recommended that training in fund raising will help trainees, as advocacy work require resources to avoid over-dependency.

4.5 Evaluation of Training

The participants used mood barometer in evaluating the training daily, along the lines of the evaluation framework provided. Pictures were drawn to represent the mood of participants (Happy, Indifferent and Sad) and trainees were asked to tick their mood in relation to areas of assessment. The outcome was analyzed and presented in the Table below:

Table 1. Outcome Analysis

Areas of assessment	No of Participants	Absolute Number	Percentage
Venue for Training	81	80	98
Training Materials	81	81	100
Workshop Facilitation	81	80	98
Participation	81	81	100
Meals	81	79	97
Training Method	81	80	98
Duration	81	78	96
Level of Understanding	81	80	98
Ability to Plan Advocacy Activities	81	79	96
Overall Impression of Training	81	80	98

No participant ticked sad. The absolute figures represent happiness while the remaining was indifferent. On the whole, all trainees indicated that they were delighted about the program. Finally, the trainees were encouraged to be proactive in child labor and trafficking advocacy issues. On their part, they promised to use the new knowledge extensively for maximum benefit.

REFERENCES

- Advocacy skills training manual