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# SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

## Training for New Anti-CLaT Advocates



**NOVEMBER, 2017**

THE  
UNIVERSITY  
OF RHODE ISLAND  
GRADUATE SCHOOL  
OF OCEANOGRAPHY



Development  
Action Association

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/)

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**Cover photo:** Anti-CLaT Advocates in a Training Session (**Credit:** Development Action Association)

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## ACRONYMS

CLaT	Child Labor and Trafficking
CEWEFIA	Central and Western Region Fishmongers Improvement Association
CRC	Coastal Resource Center
DQF	Daasgift Quality Foundation
FtF	Feed the Future
HM	Hen Mpoano
NGOs	Non-Governmental Organizations
SFMP	Sustainable Fisheries Management Project
SNV	Netherlands Development Organization
UCC	University of Cape Coast
URI	University of Rhode Island
USAID	United States Agency for International Development

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## **SECTION 1: INTRODUCTION**

There are 1.8 million child Laborers in Ghana, according to the latest Ghana Living Standards Survey (GLSS6) reported by the Ghana Statistical Service in 2014. This is unacceptable. Our constitution establishes child Labor as an abuse of the fundamental human rights of the child. Article 28 (2) of the 1992 Constitution is unequivocal: “every child has the right to be protected from work that constitutes a threat to his health, education or development”. Since 2000 when Ghana ratified the ILO convention on the worst forms of child labor, there have been many interventions to deal with the menace. Some achievements have been made but progress is generally slow because of many factors.

One major challenge in the design and implementation of child labor interventions is the need to properly target the problem areas and to address the root causes in an accountable manner.

It is in view of the above that Development Action Association (DAA), one of the local implementing partners under the Sustainable Fisheries Management Project with sponsorship from USAID, trained some community individuals in selected fishing communities in Apam, Mumford and Winneba in child labor and trafficking issues. This training program is to equip the women and men in the selected Communities and strengthen them to be Community Anti-CLaT Advocates or Champions to educate, sensitize and create awareness on CLaT as socially unacceptable in these fishing communities.

### **1.1 Objective of Training**

The broad objective of the training is to improve the knowledge and skills of trainees in basic child labor and trafficking issues, to campaign against the issue, create awareness, educate and sensitize people about Anti-CLaT.

The training specifically underlines the following objectives:

- Build the capacity of anti-CLaT advocates on anti-Child Labor and Trafficking Strategies.
- For Champions to create awareness, educate and sensitize people about child labor and trafficking.
- Build the capacity of anti-CLaT advocates on the use of the systematic referral mechanisms and protocols developed under the Child Protection Compacts.
- Build the capacity of anti-CLaT advocates on Development of Community Action Plans.

### **1.2 Expected Outcomes**

The key outcomes of this workshop are:

- Capacity of the participants on anti-CLaT strategies developed.
- Participants to use the referral mechanisms and protocols developed under the Child Protection Compacts.
- Finally, the training workshop sought to train participants on the development of Community Action Plans (CAPs).



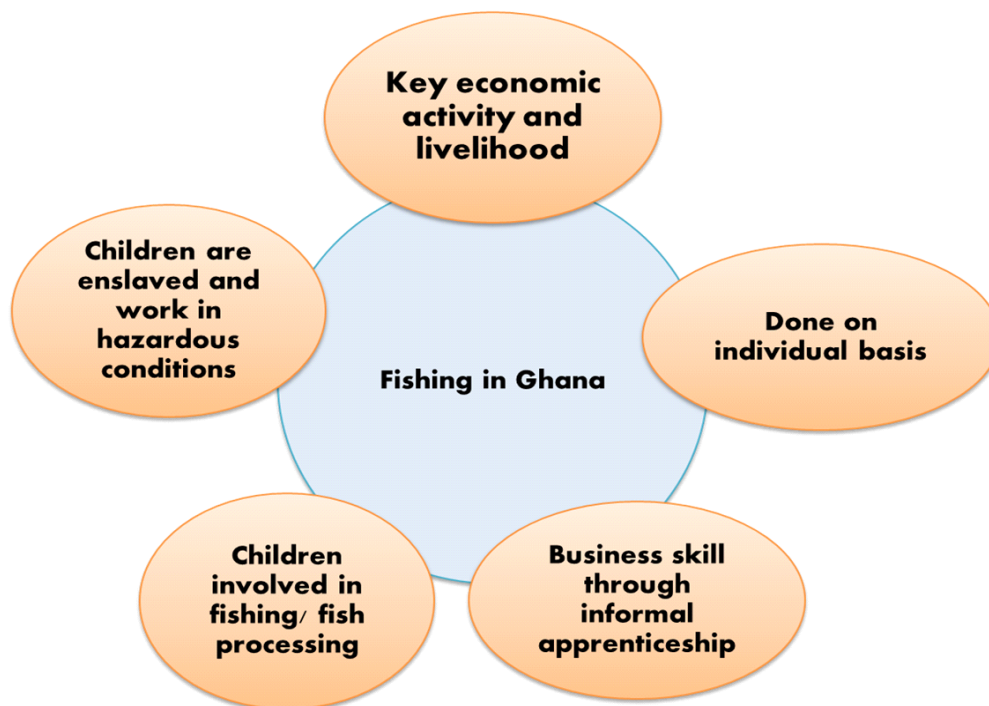


Figure 1: Diagram explaining child labor and trafficking in fisheries

## SECTION 2: TRAINING DELIVERY

### 2.1 Needs Assessment

Before commencement of the training DAA met with the selected participants and discussed the training needs. The meeting helped to discuss with the trainees the specific knowledge gaps.

Equally, trainers met and had discussions with DAA field staff to ascertain the training needs of the beneficiaries to help facilitate the design of appropriate intervention in terms of training materials suitable to achieve the objectives. The parties also agreed on the training venue, date and time appropriate for the training.

### 2.2 Training Venue and other Logistics

The training was non-residential, and was conducted for 2 days from 16<sup>th</sup> to 17<sup>th</sup> of November 2016, with each day lasting an average of 5 hours each day. There were a total of 29 participants, 15 being females. The venue was the Bi-first Guest House in Apam, Gomoa West District Assembly in the Central Region of Ghana. The training venue was spacious enough to allow for movement, group interactions and exercises. Snack and lunch were also provided.

### 2.3 Organization

Training beneficiaries were divided into their communities to enable easy facilitation and active participation. The training was organized by DAA, facilitated by Abraham Asare from DAA and an external facilitator Micheal Takyi from CEWEFIA.

With respect to specific community needs of the participants and their expectations for the training, the training workshop highlighted and discussed approaches to prevent children from being engaged in child labor or trafficked into fisheries value chain.

## **2.4 Participants' Expectation and Methodology**

The trainers were introduced to the participants and vice versa. During the introduction, expectations, objectives, likes, dislikes and ground rules were highlighted.

### ***2.4.1 Expectations***

Participants outlined their expectations of the training and some have been summarized below:

- To understand what child labor and trafficking is.
- To be able to identify signs of dangers of child labor.
- To clearly distinguish between what child labor is from child work (non-harmful work a child can participate in).
- To know the difference between child labor and trafficking.
- What will be the reward for Anti-CLaT champions/advocates.
- To know the root cause of child labor and trafficking.
- To understand the current referral mechanism in place for reporting child labor and trafficking.



Figure 2: Trainees grouped into their various communities for active participation.

### **2.4.2 Methodology**

Power point presentation alongside several informal group and individual discussions, video/documentary discussions, experience sharing and group exercises were employed as the main methodology for the training. Some of the tools adopted under this methodology include the following:

- Brainstorming.
- Group discussions and presentations.
- Team work exercise.
- Experience sharing.
- Group exercises.
- Energizers.



**Figure 3: Trainees brainstorming, sharing experience during the training**



**Figure 4: Trainees engaged in group exercise during the training.**

## 2.5 Content of the Training

### 2.5.1 What constitutes Child Labor?

A child is defined as a person less than 18 years of age (Children's Act of Ghana, 1998).

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

The training highlighted the key points that make work performed by a child under the age of 18, child labor under the laws of the country. To help trainees appreciate the definition of child labor, they were asked to list work when performed by a child does not constitute child labor and those that can be classified as child labor.

### Child Labour

- > **Work that is mentally, physically, socially or morally dangerous and harmful to children**
- > **Work that interferes with a child's schooling**
- > **deprives children of the opportunity to attend school**
- > **compels children to leave school prematurely**
- > **requiring children to attempt to combine school attendance with excessively long and heavy work**



Figure 5: Participants brainstorming as they list work that constitute child and those that are not



Figure 6: Training slide used during the training to explaining what work constitutes child labor.

Trainees were then asked to compare their list against the established definition of what constitutes child labor.

## Hazardous CL

- work underground, **underwater**, at dangerous heights
- work with **equipment and tools** or transport of heavy loads
- work in an unhealthy environment which may expose children to hazardous substances.....or **to bad temperatures**, **noise levels damaging to their health**
- difficult conditions i.e. long hours, **during the night**
- exposes children to **physical**, **psychological** or **sexual abuse**






Figure 7: Training slide used during the training to explain what work constitutes child labor.

**WORST FORMS CHILD LABOR - WFCL**

- debt bondage
- Serfdom
- forced or compulsory labour
- procuring or offering of a child for prostitution
- sale and trafficking of children



**Figure 8: Training slide used during the training to explain what work constitutes child labor**

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

### *2.5.2 Prevention Strategies*

- Establish programs that lead income-generating opportunities for deprived families in the community who are likely to be vulnerable to child labor and child trafficking.
- Target vulnerable families and sensitize such households to see investment in children's education as providing them with a future, and helping society to derive the best out of its citizens.
- Undertake public education and sensitization on the laws that prohibit child labor and child trafficking (including the dangers of CLaT).
- Engage in media awareness and policy advocacy on policies and laws that prohibit child labour and child trafficking.



**Figure 9: Mr. Abraham Asare explaining what constitutes CLaT during the training**

## **SECTION 3: COMMUNITY CHAMPIONS**

Community champions come from a variety of backgrounds. They represent a range of ages, culture, gender, and profession. As CLaT champions, this training equipped them to understand the local community issues; and to utilize the skills, knowledge and resources to make a difference.

Trainees listed, discussed and shared who can qualify as a community Anti-CLaT Advocate or champion, what qualities they should possess, their roles and motivation.

### **3.1 Who Can Be a Community Champion?**

- Leaders of fish processing groups.
- Chief fishermen.
- Church Pastors.
- Imams.
- School Teachers.
- SRC Presidents in schools.
- Police Officers.
- Nurses.
- Doctors.
- Youth Leaders in the Community.
- School groups.
- Sub-chiefs.
- Queenmothers.





**Figure 10: Participants discussing and sharing qualities of an Anti-CLaT Advocate**

### **3.2 Qualities of a Community Champion**

- A community champion seeks out organizations that match his/her core values of giving, and takes action to give back.
- A community champion garners support from family, friends, employees and employers to broaden his/her network and provide greater support to his/her charitable passion.
- A community champion ensures that provision of good work is celebrated in a humble yet visible way, so others may learn first-hand the joys of giving back to the community and feel engaged to want to participate in the same fashion.
- A community champion actively seeks feedback to ensure that maximum benefit for the effort extended is ensued. He/she makes the necessary adjustments whenever and wherever possible for the overall benefit for his/her charitable passion.
- A community champion should be patient. Change takes time and to "champion" anything in life requires patience.

### **3.3 Role of Community Champions**

- Meet local charities and services to find out how to be of help.
- Support local charities and services to raise the profile with customers.
- Support local fundraising events with raffle prizes and refreshments.
- Meet religious bodies to create awareness on CLaT issues.
- Gather stories of interest on CLaT and identify CLaT victims in the community.
- Form clubs in schools to create awareness on CLaT.
- Encourage parents to send their children to school because it is their right.
- Refer CLaT issues to the Department of Social Welfare.

### **3.4 What are the rewards?**

As with other volunteer positions, the rewards of the work are both practical and personal. Trainees discussed, after which they listed the following (below) as key motivation and reward for the volunteering they will offer:

- Meet new people
- Use one's strengths
- Use and develop one's skills
- Learn new things
- Help make community safer and healthier.

## **SECTION 4: COMMUNITY MAPPING**

This section of the training sought to illustrate the importance of advocates knowing their community, resource, landmark identification in their communities, the link with population growth on health and natural resources, and how it is related to CLaT.

### **4.1 Preparation and Group Work**

Trainees were asked to divide themselves into three groups based on the three communities they were selected from i.e. Apam, Mumford and Winneba.

If activity is held indoors, pieces of chalk and small cut-outs that depict natural resources (e.g. trees, fish, bananas, water) are used to represent the resources commonly utilized by residents. Using the under listed instructions, the participants were tasked to draw or sketch the map of their community showing major roads, land marks, major resources and population density.

#### **Instructions:**

1. Stand in a clear area.
2. Draw a map of the community on the ground/floor using chalk or flipchart (newsprint) and marker pen. With the help of the participants, label the areas and mark the boundaries of agricultural areas, settlements, water-sources/streams, and the sea.
3. Create a story of how the community looked 20 – 25 years ago. Invite two participants to stand inside the 'settlement' area. These two volunteers will represent the first family who settled in the area.
4. Distribute the cut-outs in the delineated agricultural and coastal areas (e.g. trees and shrubs inside the forest area; fish, seaweed and other coastal resources in the 'sea'; bananas, cows, animals inside the agricultural areas).
5. Volunteers play the 'first family' what resources they need for household-use (e.g., shelter, food, water). Have them gather what they need by picking-up the cut-outs representing the 'resources.'
6. Ask the volunteers how many children they would like to have, and let them call other participants who they would like to be identified as their 'children.' Have the 'children' stand inside the settlement area with their 'parents.'
7. Divide the settlement between the 'parents' and the number of 'children', and ask them to gather the resources they need (e.g. trees for houses, fish, bananas, cows, goats, shellfish, etc. for food; mangrove trees for firewood).
8. Have the 'children' state the number of children they would like to have, and continue the process until all the 'resources' are depleted (i.e. there are no more cut-outs to gather) and/or a participant says he/she no longer has space to build his/her house (i.e. the settlement has encroached upon the forest/agricultural area or has 'reclaimed' part of the sea). Bring the whole group together and ask them the following questions (related questions could be added):

9. What did you observe during the session?
10. Were the circumstances similar to your experience in your community? In what ways?
11. What did you learn from the exercise?
12. Write down all answers from the participants on flipchart paper. When all the questions have been answered, read aloud what has been written.
13. Ask participants if all their inputs were recorded. If someone answers “no,” ask what answer(s) were left out and add to the answers on the flipchart paper. If everyone answers “yes,” then proceed to the next activity. Leave the flipchart paper with the answers posted.
14. Divide participants into small groups (maximum of six individuals per group). Instruct each group to answer the following:
15. Describe the community’s population, its health, and the state of its resources as depicted in the exercise.

Participants were asked to report on their group discussion and write their outputs on flipchart paper. Each group summarized the presentations made by reading through the outputs listed.



**Figure 11: Trainees preparing to undertake community mapping group exercise**



**Figure 12: Trainees preparing to undertake community mapping group exercise**



Figure 13: Trainees preparing to undertake community mapping group exercise



Figure 14: Trainee makes a presentation of their community mapping



Figure 15: A sample of the community mapping group exercise

## SECTION 5: TRAINING OUTCOMES

The training ended with participants drawing out their own action plan to combat CLaT in their various communities. These action plans will guide the trained Anti-CLaT advocates in delivering their behavioral change communication.

The training ended with capacities of Anti-CLaT advocates built. The participants were confident that they would be able to sensitize, educate and create awareness on the negative effects of child labor and trafficking confronting their communities.



**Figure 16 Groups discuss and draw up their action plans**

Below are the action plans drawn up by the representatives from Mumford, Apam and Winneba communities.

## 5.1 Mumford

Contact person: Mr. F. Essel

**Table 1: Mumford indicators**

<b>Indicators</b>	<b>Target</b>	<b>Key Deliverable</b>	<b>Time line</b>	<b>Leader</b>
No. of Refresher Training attended	2		Jan	Mr. F. Essel
No. of Anti-CLaT interested NGOs engaged	2			
Focus Group Discussions	4		monthly	
Number of Community Video Shows	3		monthly	
Number of Anti-CLaT interest stories	2		monthly	
Number of Community Radio sensitization	1		monthly	
Number of Community Advocates meetings	3		monthly	
Number of success stories developed	2		monthly	
Number of interest stories written up	3		monthly	
Number of Anti-CLaT victims identified	-		monthly	
Number of Anti-CLaT public outdoor events	2		monthly	
Number of Anti-CLaT driven initiatives	2		monthly	
Number of study tours on Anti-CLaT	2		monthly	



## 5.2 Apam

Contact person: Emmanuel Quansah

**Table 2: Apam Indicators**

<b>Indicators</b>		<b>Target</b>	<b>Key Deliverable</b>	<b>Time line</b>	<b>Leader</b>
No. of Refresher Training attended		2	Report/pic	April	Emmanuel Quansah
No. of Anti-CLaT interested NGOs engaged		2	Picture	Feb	
Focus Group Discussions		10	picture	Jan	
Number of Community Video Shows		5	report	Every two months	
Number of Anti-CLaT interest stories		1	report	Every two months	
Number of Community Radio sensitization		6	report	Twice monthly	
Number of Community Advocates meetings		4	report	Bi-monthly	
Number of success stories developed		2	report	Bi-monthly	
Number of interest stories written up		2	report	Bi-monthly	
Number of Anti-CLaT victims identified		10	report	Bi-monthly	
Number of Anti-CLaT public outdoor events		2	report	Bi-monthly	
Number of Anti-CLaT driven initiatives		10	report	Bi-monthly	
Number of study tour on Anti-CLaT		2	report	Bi-monthly	

### 5.3 Winneba

Contact person: Madam Phoebe

**Table 3: Table 3 Indicators for Winneba**

<b>Indicators</b>	<b>Target</b>	<b>Key Deliverable</b>	<b>Time line</b>	<b>Leader</b>
Number of Refresher Training attended	4	Report/pic	March	Madam Phoebe
Number of Anti-CLaT interested NGOs engaged	2	Picture	April	
Focus Group Discussions	6	picture	Jan	
Number of Community Video Shows	4	report	Feb	
Number of Anti-CLaT interest stories	2	report	Every two months	
Number of community radio sensitization	8	report	monthly	
Number of community advocates meetings	3	report	monthly	
Number of success stories developed	2	report	monthly	
Number of interest stories written up	2	report	monthly	
Number of Anti-CLaT victims identified	5	report	monthly	
Number of Anti-CLaT public outdoor events	2	report	monthly	
Number of Anti-CLaT driven initiatives	1	report	monthly	
Number of study tours on Anti-CLaT		report	monthly	



## GHANA SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

### **Training for Community Anti CLaT Champions/Advocate**

NOVEMBER 16 - 17, 2016

APAM, Ghana

Bi First Guest House

Training Led by DEVELOPMENT ACTION ASSOCIATION - DAA

**THEME:**

**REDUCING CHILD LABOR AND TRAFFICKING IN  
FISHERIES**