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Printing: STUDIO-7-KAT CO LTD. KOKOMLEMLE, ACCRA. P. O. Box BT 384, C2 TEMA. Email: s7kat@yahoo.com

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Acknowledgment:

The International Cocoa Initiative (ICI) gratefully acknowledges the efforts and input of Stella Dzator (ILO-IPEC Ghana) for her comments and contributions. In addition, the useful feedback from members of Ghana's National Steering Committee on Child labour (NSCCL) under the Child Labour Unit (CLU) of the Ministry of Employment and Labour Relations (MELR) is also highly appreciated and acknowledged.

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List of Acronyms

CAP	Community Action Plan
CCPC	Community Child Protection Committees
CIDA	Canadian International Development Agency
CL	Child Labour
CRC	Convention on the Right of the Child
CHRAJ	Commission for Human Right and Administrative Justice
DANIDA	Danish International Development Agency
DCPC	District Child Protection Committees
DOVVSU	Domestic Violence and Victim Support Unit
FL	Forced Labour
GCLMS	Ghana Child Labour Monitoring System
GIZ	Gesellschaft fur Internationale Zusammenarbeit
GLSS	Ghana Living Standard Survey
GRA CEPS	Ghana Revenue Authority Customs Division
GSGDA	Ghana Shared Growth and Development Agenda
GSS	Ghana Statistical Services
HAF	Hazardous Activity Framework
ICI	International Cocoa Initiative
ICPO-INTERPOL	International Criminal Police Organization
ILO	International Labour Organisation
ILS	International Labour Standards
IOM	International Organisation on Migration
IPEC	International Programme on the Elimination of Child Labour
KG	Kilogramme
MDA'S	Metropolitan District Assemblies
MELR	Ministry of Employment and Labour Relations
MESW	Ministry of Employment and Social Welfare
MOGCSP	Ministry of Gender, Children and Social Protection

NGOs	Non-Governmental Organisations
NPA	National Plan of Action
NSCCL	National Steering Committee on Child Labour
NPECLC	National Programme on the Elimination of Child Labour in Cocoa
TVET	Technical Vocational Education and Training
UNCRC	United Nations Convention on the Right of Children
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UNODC	United Nations Office on Drugs and Crime
USAID	United States Agency for International Development
WFCL	Worst Forms of Child Labour

Introduction

The International Labour Organisation (ILO) report, *"Marking progress against child labour"* published in 2013 states that there was a decrease in the number of child labourers aged 5 to 17 years, from 246 million children in 2000 to 168 million in 2012 (representing about 10.6 % reduction). According to the Tulane University Report (2015) almost 96 % of the 2.12 million child laborers in cocoa production in Ghana and Cote d'Ivoire were involved in hazardous work in the 2013/14 harvest season, representing a 13% increase from the 2008/2009 season.

In Ghana, the National Plan of Action for the Elimination of the Worst Forms of Child Labour (NPA 2016-2020) aims to reduce the worst forms of child labour **to the barest minimum** by 2020, while laying strong social, policy and institutional foundations for the elimination and prevention of all other forms of child labour in the long term. However, the Ghana Statistical Service (GSS 2014) in the 6th round of the Ghana Living Standard Survey (GLSS) estimates that about 1.9 million (21.8%) children between 5-17 years are still engaged in child labour. Over 1.2 million of these children are in hazardous child labour, 87.5% of which are in rural areas and engage mainly in activities in the agricultural sector.

Purpose of the Manual

The purpose of this manual is to help practitioners and actors in their activities against WFCL in an effective and professional manner. It comprises four specific objectives:

1. Help practitioners enhance the effectiveness of their actions against WFCL in the field;
2. Provide technical and methodological tools to all involved in the training of actors in combating WFCL;
3. Stimulate discussion among the various actors in order to constantly improve the tools and methods described;
4. Contribute to the debate on the evolution and implementation of stakeholder participation in the process of eliminating WFCL.

The manual presents the overall issue of combating WFCL in six main chapters:

1. Definition of concepts related to children
2. Definition of concepts related to child labour
3. International, national, institutional and legal frameworks against WFCL
4. Causes and consequences of child labour on children
5. Social protection for child victims of trafficking and exploitation
6. Participatory approach and tools for community awareness raising and mobilisation

This manual is intended for all stakeholders in the fight against child labour, particularly practitioners, irrespective of their function in programming or policy-making at national, local or decentralized levels. The manual is relevant to all of them in its entirety; though some sections may be more relevant to particular actors according to their specific role in combating child labour.

Rather than a comprehensive, final document, this manual represents a recap of a constantly evolving process. To improve the manual, the Drafting Committee calls upon readers to share their remarks, comments, views and suggestions based on their own experiences in the field.

About ICI

The International Cocoa Initiative is the leading organisation promoting child protection in cocoa-growing communities. ICI works with the cocoa industry, civil society, farmers' organisations, international organisations and national governments in cocoa-producing countries to ensure a better future for children and to contribute to the elimination of child labour. ICI is a multi-stakeholder Foundation built on, and promoting, partnership between companies and civil society organizations. It is governed by "a balanced Board" comprising experts from industry and civil society, which provides oversight of ICI's management, its strategy and its finances.

Operating in Côte d'Ivoire and Ghana since 2007, ICI has promoted holistic child protection measures in more than 600 cocoa-growing communities benefiting over 1.3 million people, half of whom are children. ICI's vision is of thriving cocoa growing communities where children's rights are respected and protected, and where child labour has been eliminated. ICI's mission is to work and improve the lives of children in cocoa-growing communities by supporting the acceleration and scale-up of child-centered community development and responsible supply-chain management throughout the cocoa-sector. ICI's aims to safeguard children's rights and contribute to the elimination of child labour through innovation, development, application and promotion of good practices, and partnerships building.

MODULE 1:

DEFINITION OF CONCEPTS RELATED TO CHILDREN

EDUCATIONAL CARD 1: THE CONCEPT OF CHILDHOOD

In order to combat child labour effectively, it is important to understand the concept of childhood in a traditional African society as well as international standards and laws pertaining to Ghana specifically.

Objectives

Help participants:

- Gain a clear understanding of all the basic concepts related to the child;
- Determine the age of a child in traditional societies and the criteria for identification thereof;
- Identify who is a child and determine his/her age in accordance with international and national standards;
- Identify the different stages in children's development.

Expected Results

Participants have a better understanding and knowledge of:

- Basic concepts related to the child;
- The age of the child in accordance with international standards and national laws;
- The different stages in children's development;
- The basic principles for the protection of the rights of the child.

Time required: 45 minutes

Methodology

- Prior assessment of materials needed;
- PowerPoint presentation;
- Group exercises and case studies.

Materials: Video projector, flipchart paper and stand, Kraft paper, ZOPP card, markers, image box.

Procedure

1. Initiate discussion and agree on the age range in which an individual is considered a child and the age at which he/she ceases to be a child;
2. Do the above in the context of Western societies and of traditional African societies;
3. Emphasize the age defined by the legal instruments as the key criterion for identifying a child.

Guiding questions and synthesis

- Who is a child?
- Does the definition of a child match the realities of a traditional African society? Why? Give reasons for your answer;
- What are the main rights of the child?

Reference documents

- International conventions and standards (ILO Convention No.182, 1999 on the Worst Forms of Child Labour ; African Charter on the Rights and Welfare of the Children, 1990; ILO Convention No. 138 of 1973 on Minimum Age);
- The Constitution of the Republic of Ghana, 1992;
- The Children's Act, 1998, Act 560.

1.1. Who is a child?

A child is a person below the age of eighteen (18) years. **(The Children's Act, 1998 (Act 560))**. Childhood is the period during which a child receives education and guidance for social and moral integration which are necessary for his/her development into a healthy, confident, productive and responsible adult.



There are three important stages that mark the development of the child:

- Early childhood: **between 0 and 5 years**
- Childhood: **from 6 to 12 years**
- Adolescence: **from 13 to 17 years**



Early childhood



Childhood



Adolescence

1.2. Adolescence



Adolescence is the period that comes after childhood and is before adulthood. It is generally between **13 and 17** years, that is to say, between the ages of childhood and adulthood.

1.3. Adulthood



An adult is any individual who is 18 years old or older and whose physical and mental development is far more advanced than that of a child.

1.4. Child Rights

These are all the needs of a child, all the attention and protection that must be given to the child to ensure his/her development to his/her full potential.

What are the main children's rights?

- The right to a name, the right to a family
- The right to health, the right to food
- The right to education
- The right to respect regardless of race, colour, religion
- The right to freedom of expression and association
- Protection against abuse and violence
- Protection against forced labour
- Protection of children with disabilities
- Protection against enlistment in war, etc.



The right to education

What are the duties of parents

Parents must:

- Love and protect the child
- Respect the best interests of the child
- Ensure the necessary conditions for children's education and development

Some responsibilities of children

Children must:

- Respect their parents
- Obey their parents
- Assist parents in some activities suited to their age

EXERCISE 1: EVALUATION OF KNOWLEDGE ON CHILD CONCEPTS

Learning objectives

Assess participants' knowledge on the definition of the concept of a child

Equipment: Flipchart paper, markers, images (drawings)

Time required: 30 minutes

Proceedings

Organise participants into working groups

After defining the basic concepts related to the child, each group draws a child. At the end of this activity, one member is designated to deliver the definitions of the following terms:

- Child
- Adolescent
- Adult
- Child development
- Rights of the child

Elements for solutions against Child Labour

- Conventions, national legislative framework (ILO Conventions 138 and 182; UNCRC; the 1992 Constitution of Ghana; The Children's Act, 1998 (Act 560); The Labour Act, 2003 (Act 651); The Human Trafficking Act, 2005 (Act 694).

Guiding questions for discussions

- Does the definition of a child match the realities of traditional African societies?
- What should be taken into account when deciding whether an individual is to be considered as a child?

MODULE 2:
THE CONCEPT OF CHILD LABOUR
AND ITS IMPLICATIONS

EDUCATIONAL CARD 2: THE CONCEPT OF CHILD LABOUR AND ITS IMPLICATIONS

Understanding the concepts related to child labour is an important part of getting acquainted with the problem and eliminating this phenomenon that endangers the health, safety and development of children.

Objective

Help participants to:

- Gain a clear understanding and knowledge of all the basic concepts related to child labour; (Child work, child labour, hazardous work, worst forms of child labour, forced labour, trafficking, etc.);
- Understand the difference between child work in accordance with the traditional concept and child labour as defined by the existing conventions and laws; and
- Understand the criteria or characteristics to identify child labour.

Expected results

Greater understanding and knowledge gained by the participants on the:

- Basic concepts related to child labour;
- Difference between child labour and work according to traditional concepts and child labour as defined by the law;
- Criteria for identification of child labour;
- Dangers of prohibited work for children.

Methodology

- Prior assessment of materials needed;
- PowerPoint presentation;
- Group exercises and case studies.

Materials: Video projector, flipchart paper and stand, Kraft paper, manila card, markers, picture box.

Time required: 45 minutes

Proceedings

1. Agree on the concept of child labour and its implications;
2. Initiate discussions and agree on definitions of child labour in accordance with concepts held by a traditional African society and in accordance with legally prescribed standards;
3. Show activities that are suited for children and those that are prohibited for children;
4. Show the impact of hazardous labour on the health and safety of children.

Guiding questions for discussions and synthesis

- What is child work, child labour, the worst forms of child labour, hazardous work, forced labour and trafficking?
- What are the criteria for identification of child work, child labour, the worst forms of child labour, hazardous work, forced labour and trafficking?
- To what extent are these forms of work hazardous to children?
- Does the definition of child labour match the realities of traditional African societies? Why? Give reasons for your answer.

Reference documents

- ILO Convention No. 138 of (1973) on the minimum age for admission to employment and Recommendation No. 146
- ILO Convention No. 182 of (1999) on the WFCL and Recommendation No. 190
- The United Nations Convention on the Rights of the Child (CRC)
- The African Charter on the Rights and Welfare of the Child
- Supplementary Protocol of the United Nations Convention against transnational crime (2000)
- ILO Convention No. 29 of (1930) on forced labour and Recommendation No. 35
- The Constitution of the Republic of Ghana, 1992, (protecting every child from engaging in work that constitutes a threat to his health, education or development)
- The Children's Act, 1998, Act 560, (setting the minimum age for admission of a child to employment at fifteen years)
- The Labour Act, 2003, Act 651, (prohibiting the engagement of young persons (under 18) in any kind of employment likely to expose them to physical or moral hazard)
- The Human Trafficking Act, 2005, Act 694, (prohibiting the trafficking of persons)

2.1. Child work

- This is any activity appropriate for the age of a child outside school hours (in or out of school), **who learns while working for short periods of time, under the supervision of parents and guardians**
- This type of work helps **develop the capacity and skills** of children and **encourages them to learn** family responsibilities and to grow into responsible adults.

Child work suited to the age of the child includes:

In cocoa farming: Watering, removal of cocoa beans, collecting and stacking pods, drying beans, sorting bags, etc.

At home: Laundry, sweeping the house, cleaning his/her room, washing the dishes, sorting rice, etc.

Note: Refer to HAF (2008) for age appropriate activities, especially in cocoa production.



Laundry

EXERCISE 2: UNDERSTANDING THE CONCEPT OF CHILD WORK

Learning objectives

- Assess learners' prior knowledge with regard to child work;
- Measure their ability to identify the characteristics of child work deemed appropriate for children in accordance with the legal framework;
- Measure their knowledge of the impacts of child work on the health, safety and development of children.

Materials: Notebooks, pencils and pens, flipchart paper, markers

Time required: 45minutes

Process

Read text and facilitate group discussions on the following case studies:

In the village of Seikrom, Kweku regularly accompanied his father to the farm. He helped with several small tasks. He fetched water for him when he was thirsty and provided food at lunch break. He picked the fruit he found in the bushes. Kweku liked to feel useful but his father always supervised his activities closely and only allowed him to do the tasks that he considered appropriate for his age.

- Identify the situation of Kweku
- What are the key issues that enable you to better understand the situation?
- Do a role play about Kweku's situation

Guide

- The trainer will conduct a general review of participants' knowledge about child work;
- The concepts, conventions, national and international standards must be understood in order to identify child work as well as good practices in advocacy.

2.2. Child labour

Definition of child labour

Child labour is all work that deprives children of their childhood, their potential, their dignity and undermines their physical and psychological development.

Child labour is work that:

- is mentally, emotionally, socially and morally dangerous and harmful to children ;
- restricts or deprives children of their opportunity to attend school ;
- forces children to leave school prematurely;
- encourages children to combine school with excessive hours and exhausting work.

What are the criteria to be taken into account when talking about child labour?

- The age of the child;
- The duration of the work performed-Working for more than 3 hours a day on non-school days or working more than 2 hours on school days for children in school;
- The nature of the work performed;
- Conditions and circumstances in which it is carried out;
- The child's best interests.

Carrying heavy loads



Scavenging through trash

EXERCISE 3: KNOWLEDGE OF THE CONCEPT OF CHILD LABOUR

Learning objectives

- Assess participants' knowledge of child labour;
- Measure their ability to identify child labour;
- Measure their knowledge of the impacts of labour on the health, safety and development of the child.

Materials: Notebooks, pencils and pens, flipchart paper and markers

Time required: 35 minutes

Process

Organise participants in focus groups on the following case:

I wake up very early in the morning and walk several kilometres to fetch firewood in the forest. It is a forest reserve and I hide from the park rangers because what I do is prohibited and if they catch me, they will beat me. I also walk far every day to fetch water from the well. I am always afraid of falling into the well, because there is nothing to hold me. Every evening I make the fire to prepare dinner. While the family is eating, I have to do some household chores. When I finish I am only allowed to eat the leftover food. Every night, I sleep on the floor and I'm not even allowed to use any water I have fetched to bath. I have to go to the stream that is very far from home. My mother sent me to work with this family because she had no money to feed me and she believed that they would feed me properly and send me to school.

- At the end of the group work, two members will present the work of the group;
- Discussion on the above case study, conventions and laws;
- Outreach and awareness-raising on the issue of child labour.

Addressing the problem

- The trainer will present the criteria to consider, including age, in order to categorise whether a working task is child labour.
- The trainer will emphasise the adverse effects of some forms of labour on the health, safety, education and overall development of the child.

2.3. The Worst Forms of Child Labour (WFCL)

Such work is:

- Intolerable for children
- Unconditionally prohibited for children

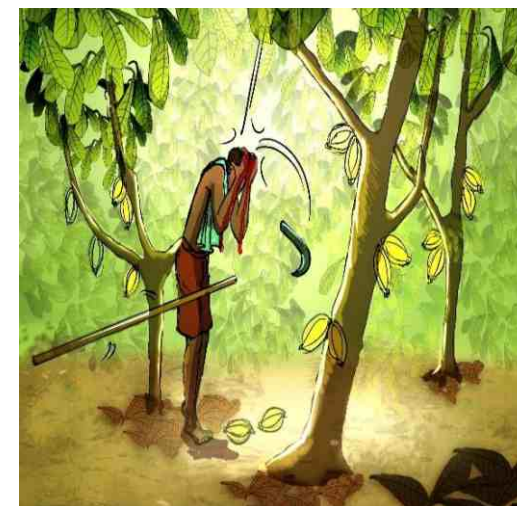
According to ILO Convention 182, the worst forms of child labour are:

- a) All forms of slavery or practices similar to slavery, such as the sale, trafficking of children, debt bondage and serfdom or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b) The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c) The use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d) Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (hazardous work).

a), b) and c) are known as the unconditional worst forms of child labour, while d) is considered a conditional worst form of child labour. d) is conditional on the national definition, in Ghana, this is defined through the list of hazardous activities. See further below for more detail on the Hazardous

According to the National Plan of Action (NPA) for the Elimination of the Worst Forms of Child Labour in Ghana (NPA 216-2020 final draft), the WFCL to be prioritized for elimination in Ghana are:

- | | |
|---------------------------------|--|
| • Child Trafficking | • Commercial sexual exploitation of children |
| • Fisheries | • Child domestic servitude |
| • Mining and quarrying | • Carrying of heavy loads |
| • Ritual servitude e.g. Trokosi | • Agriculture |
| | • Street hawking including begging |



Hazards associated with farming



Engaging children in prostitution

EXERCISE 4: KNOWLEDGE OF THE CONCEPT OF WORST FORMS OF CHILD LABOUR (WFCL)

Learning objectives

- Demonstrate the ability of participants to identify WFCL
- Identify problems and shortcomings to make corrections

Materials: Flipchart, paper and markers

Time required: 35 minutes

Proceedings

Let a participant read the story, and then organise participants in working groups to answer the questions below based on their knowledge of the WFCL. At the end of the meeting, a representative of the group will present their work.

For many years, I was beaten repeatedly for no reason. Sometimes merely at the whim of the children of my 'master', I worked hard and endured many humiliations. In my own family I was a loved child but here, I had to get used to sleeping with animals and clean the floor where I was sleeping. I ate the leftovers from my 'master's' plate. I got up first and went to bed last, after completing all my chores. I went through hell but I'm not ashamed because I had no choice. The one, who should have been ashamed, was the so-called 'master'.

Guiding questions for discussions

- What are the key issues that enable you to better understand the story?
- What can be done to protect such a child?

Addressing the problem

- The trainer will conduct a general review of knowledge about child labour and WFCL. It is important to note that there are two categories of WFCL which are distinct.
- The concepts, conventions, national and international standards must be mastered in order to identify best practices in education.

2.4. Hazardous work

Hazard and Risk

A “**hazard**” is anything with the potential to cause harm, while “**a risk**” is the probability of accomplishment of the potential harm from the hazard.

For example, the risk associated with motorized agricultural machinery could be for someone to become trapped or entangled in moving parts. The risk may be greater if the machine is poorly supervised and workers approach it too closely. If, however, the machine is properly supervised, regularly maintained and repaired by authorized personnel, then the risk is lower.

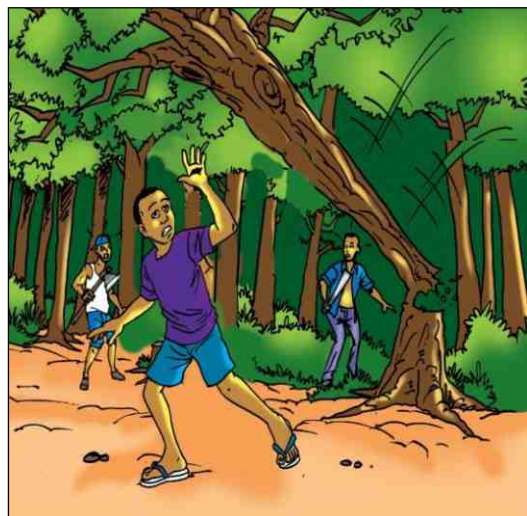
Hazardous work

This is work which **by its nature** or the **circumstances in which it is carried out** is likely to harm the **health, safety or morals of children**.

Children are more likely to face work-related accidents because they are less experienced, ignorant of the dangers and risks and how to prevent them.

Hazardous work can lead to injury, illness or death of the child. Approximately 22,000 children worldwide are killed through such work every year. (ILO 2004)

According to the Hazardous Child Labour Activity Framework(HAF) for the Cocoa Sector in Ghana (MMYE 2008), hazardous work in cocoa production includes:



- Clearing of forest/felling of trees
- Bush burning
- Working with and exposure to agro-chemicals
- Working with dangerous tools and motorized farm machinery
- Climbing tall trees higher than 3 metres to cut mistletoe with cutlass
- Harvesting overhead cocoa pods with harvesting hook
- Breaking cocoa pods with breaking knife
- Carrying heavy loads beyond permissible carrying weight i.e. above 30% of body weight for more than 2 miles (3Km)

Circumstances or conditions which make any work hazardous :

- Subjecting a child to abuse in the course of work e.g. verbal abuse, physical abuse, sexual exploitation, emotional torture
- Working at night between 6pm and 6am
- Working for more than 3 hours a day on non-school days
- Working more than 2 hours on school days for children in school
- Working alone on the farm in isolation
- Working without adequate basic personal protective clothing
- Working under contract that does not permit a child of school-going age to attend school



EXERCISE 5: KNOWLEDGE ON THE CONCEPT OF HAZARDOUS CHILD LABOUR AND ITS DAMAGING EFFECTS ON HEALTH

Learning objectives

- Conduct a review of prior knowledge of different types of child labour
- Demonstrate participants' ability to distinguish between different types of work
- Identify problems and shortcomings and make corrections

Materials: Flipchart paper and markers

Time required: 35 minutes

Proceedings

Let a participant read the story of Ogbalo and then arrange the participants in working groups to answer the questions below based on their knowledge of hazardous work.

My name is Ogbalo. I am thirty years old. I have never been to school. From childhood, I followed my father to the farm. Today, I have burns on my knees and back. When I walk, even for a short time, I can hardly breathe. I underwent hernia surgery five years ago, and since then I have not been able to do anything. It is my children who take care of the farm. I have not put them in school. I fear and dread that my children will end up like me, poor and sick without any support.

Guiding questions for discussions

- What are the key issues that enable you to better understand OGBALO's story?
- To which dangerous work was he exposed? Identify the signs that show this.
- What should farmers do for the protection of children who work with them?

Addressing the problem

- The trainer will conduct a general review of knowledge.
- The concepts, conventions, national and international standards must be mastered in order to identify best practices in education.

2.5. Forced or compulsory labour

Forced or compulsory labour is prohibited for children and adults. It includes all work or service outside of age appropriate family chores and school homework/studies required from a child that he should not or will not or cannot do, but is forced to do under threat, assault or deprivation of any kind, for the benefit of individuals, organizations or companies.



Forced or compulsory labour is all work or service exacted from any person (an adult or a child) under threat of punishment and for which the said person has not offered him/herself voluntarily.

Criteria for recognising forced labour

- Lack of consent (on behalf of the worker);
- Proven threat of punishment (as a means to keep someone in forced labour);
- Deprivation of food, shelter or other needs
- Limited freedom of movement.



EXERCISE 6: KNOWLEDGE OF THE CONCEPT OF FORCED LABOUR

Learning objectives

- Demonstrate participants' ability to identify forced labour
- Identify challenges and shortcomings and provide solutions

Materials: Flipchart paper and markers

Time required: 35 minutes

Procedure

Let a participant read the story, and then organise participants in working groups to answer the questions below based on their knowledge of the WFCL. At the end of the meeting, a representative of the group will present their work.

I remember the day I was beaten up by Mr. Peprah. My father was a bonded labourer in his house. When they asked me to work, I refused, but they forced me to do it. I said I was too young for that kind of work, but he forced me and said I had no choice. I escaped but I was caught at the border and brought back. He beat me until my body was swollen all over and I was unable to get up for four days. He threatened to kill me and throw my body into the river if I ever tried to escape again.

Guiding questions for discussion

- What are the key issues that enable you to better understand the story?
- What work is the child talking about?
- What should a social worker do to protect this child?

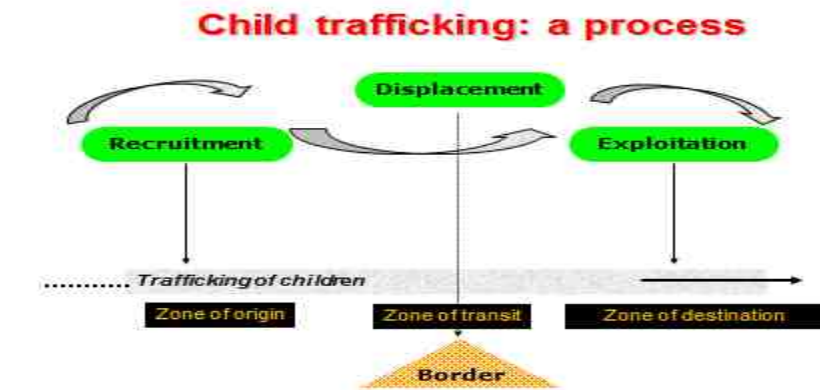
Addressing the problem

- The trainer will conduct a general review of knowledge about child labour and WFCL.
- The concepts, conventions, national and international standards must be mastered in order to identify best practices for outreach .

2.6. Trafficking

Human trafficking is the recruitment, transportation, transfer, harbouring, trading or receipt of persons, within and across national borders by the use of threat, force or other forms of coercion, abduction, fraud, deception, the abuse of power or of a position of vulnerability or the giving or receiving of payments or benefits to get the consent of a person having control over another person for the purpose of abuse.

(Palermo Protocol (2000), Article 3a). Human Trafficking Act, 2005 (Act 694)



Criteria

- Recruitment: Involves the participation of an intermediary. There may be one or more intermediaries involved in the same transaction;
- Transaction: Exchange of the child against a payment in cash or in kind;
- Displacement: Transfer from the place of recruitment to the place of exploitation;
- Exploitation: The purpose of trafficking is the exploitation of the child.



EXERCISE 7: KNOWLEDGE OF THE CONCEPT OF TRAFFICKING

Learning objectives

- Demonstrate participants' capacity to identify child trafficking
- Identify problems and challenges and provide solutions

Materials: Flipchart, paper and markers, except from newspapers

Time required: 35 minutes

Procedure

Let a participant read the story, then arrange participants into working groups to respond to questions below based on their knowledge of trafficking. At the end of the session, a representative of the group will present their work.

One morning, three men and a woman came to our village. One of them talked with my dad and gave him some money. After that, Dad told me (14 years old) and my two junior brothers (7 years and 12 years), to go with them although we did not know them. Dad told us that we were going to work, go to school and also that we would earn a lot of money. The people took us to a farm where we met other children. We worked from 6:00am till 7:00pm. We ate once a day, the guards beat us and we even worked in the rain. At night, they locked us into a hut with a padlock. There was an armed guard on patrol. He used to say that he would shoot us if we tried to escape. Many children got sick; others cried from hunger and begged to go back home. The lucky ones managed to escape into the bush. But we were not sure about their safety.

Questions

- What situation are these children facing?
- Think of all the essential questions to be asked in suspected cases of trafficking and exploitation, child labour, worst forms of child labour, forced labour and hazardous work.
- What are the immediate actions to be implemented for the protection of the children?

Addressing the problem

- The trainer will conduct a general review of knowledge about child labour and WFCL.
- The concepts, conventions, national and international standards must be mastered in order to identify best practices for outreach.

MODULE 3:

INTERNATIONAL AND NATIONAL INSTITUTIONAL AND
LEGAL FRAMEWORKS AGAINST CL & WFCL

EDUCATIONAL CARD 3: INSTITUTIONAL FRAMEWORK AND NATIONAL AND INTERNATIONAL REGULATORY STANDARDS AGAINST CL & WFCL

Knowledge of the existing legal and institutional frameworks allows for more effective prevention of child labour.

Objectives

Help participants:

- Understand the importance of knowing and taking ownership of the international framework, international standards and regulations for the effective combating of WFCL;
- Understand the trends in the national, institutional and strategic frameworks and the importance of enforcing national legal and regulatory framework;
- Know government actions against CL & WFCL in Ghana.

Expected results

Participants understand and have a better knowledge of:

- The international regulatory framework for the effective fight against the worst forms of child labour related to the child;
- The trends in the national institutional and strategic framework and national legal and regulatory standards;
- Government and other partners' i.e. employers, CSO's and development partners actions against WFCL in Ghana.

Time required: 1 hour

Methodology

- Prior assessment of materials needed;
- PowerPoint presentations;
- Group work and case studies.

Materials: Videoprojector, flipchart and flipchart paper, zopp card, markers, image box.

Procedure

1. Initiate discussions and agree on the international conventions, international standards and regulations;
2. Identify legal framework and national regulations;
3. Identify government actions in the fight against CL/WFCL;
4. Discuss initiatives and actions undertaken or to be undertaken in the fight against CL/WFCL.

Guiding questions for discussion and synthesis

- Which local institutions are involved in the fight against CL/WFCL?
- Which national and international institutions are involved in the fight against child labour?
- List the national and international laws against CL/WFCL.

Reference documents:

- ILO Convention n°138 of (1973) on minimum age for admission to employment and recommendation n°146
- ILO Convention n°182 of (1999) on WFCL and recommendation n°190
- United Nations Convention on the Right of the Child (UNCRC)
- African Charter on the Rights and Welfare of the Child (1999)
- Additional Protocol to the United Nations Convention against Transnational Crime (2000)
- The Constitution of the Republic of Ghana, 1992
- The Children's Act, 1998, (Act 560)
- The Labour Act, 2003, (Act 651)
- The Human Trafficking Act, 2005, (Act 694)
- Hazardous Child Labour Activity Framework (HAF), MESW 2011
- The National Plan of Action for the Elimination of the Worst Forms of Child Labour in Ghana (NPA: 2016 - 2020 Final draft)

Introduction





International standards and regulations effectively contribute to the fight against WFCL by :

- improving labour and employment conditions of adults (who have attained the legal working age);
- improving labour and employment conditions of children and adolescents;
- setting a minimum age for admission for employment in all business sectors.

3.1. Institutional framework and international labour standards and regulations

3.1.1 International institutions against child labour

- **Some Agencies of the United Nations involved in the fight against CL& WFCL**

Agencies of the UN		Definition	Focus Area
UNICEF		United Nations Children's Fund	Promote the rights and wellbeing of every child
ILO		International Labour Organization (ILO) / International Programme on the Elimination of Child Labour (IPEC)	Progressive elimination of child labour by strengthening the capacity of countries to combat child labour
UNDP		United Nations Development Programme	Aim to improve the lives of the poorest, the marginalised and the disadvantaged
UNODC		United Nations Organization against Drugs and Crime	Global leader in the fight against illicit drugs and international crime

- **Some Technical Cooperation Agencies**

Technical Cooperation Agencies		Definition	Focus area
ICP-INTERPOL		International Criminal Police Organization	Assists in the prevention of crime and human trafficking by arresting traffickers
GIZ		German Technical Cooperation	Provides technical and financial assistance in the fight against trafficking and the worst forms of child labour
IOM		International Organization for Migration	Provides technical cooperation to support migrants particularly for remittances and family "tracing"

- Some International development partner organizations

International development partner organizations		Focus area
International Cocoa Initiative		Child labour in cocoa growing communities
World Vision International		Sustained well –being of children, especially the most vulnerable.
CARE International		Provides assistance to child victims and support for rural development
Chocolate industry		Implementation of various projects
DANIDA		Supporting education for empowerment

3.1.2. International standards and regulations in the fight against the WFC L

International labour standards in the fight against child labour	Date of adoption	Entry into force in Ghana	Ratified by Ghana
ILO Convention No. 138 on Minimum Age for Employment	June 26, 1973	January 18, 2002	June 6, 2011
United Nation Convention on the Rights of the Child	November 20, 1989	September 2, 1990	February 5, 1990
African Charter on the Rights and Welfare of the Child	July 11, 1990	November 29, 1999	June 10 2005
Hague Convention on Child Protection and Cooperation in Respect of International Adoption	May 29, 1993	Not enforced in Ghana	Not ratified. The Ghanaian Department of Social Welfare has the sole legal authority to process adoptions in Ghana.
ILO Convention No. 182 on the Worst Forms of Child Labour	June 17, 1999	November 19, 2000	June 13, 2000
Optional Protocol to the CRC on the involvement of children in armed conflicts	May 25, 2000	February 12, 2002	Signed September 24, 2003 but not ratified. Main relevant provisions reflected in national laws.
Optional Protocol to the CRC on the sale of children, child prostitution and pornography of children	May 25, 2000	January 18, 2002	Signed September 24, 2003 but not ratified. Main relevant provisions reflected in national laws.
Additional Protocol to the UN Convention Against Transnational Crime	November 15, 2000	December 25, 2003	Not ratified but the relevant obligations are derived from the 1992 Constitution and The Children's Act, 1998
Bilateral Cooperation Agreement in the fight against cross-border trafficking of children	Dec 14, 2010	November 3, 2016	June 13, 2000

3.1.3. Minimum age for admission to employment

ILO CONVENTION 138 of 1973	Minimum legal age at which children are allowed to work according to international standards	Minimum legal age at which children are allowed to work in Ghana
Minimum age	15 years	15 years
Light work	13-15 years	13 years
Hazardous work	18 years (16 years under certain conditions)	18 years

3.2. Institutional framework and national labour standards and regulations

In Ghana:

- There are specific constitutional provisions and specialized agencies working against human trafficking and child labour;
- The Government of Ghana and its development partners are engaged in actions to prevent child labour and strengthen child protection and the institutional framework supporting the process.

3.2.1 National response in the fight against the worst forms of child labour

- Ratification of international conventions and agreements on child trafficking and labour (ILO Conventions 138 and 182; multilateral cooperation agreement against child trafficking)
- Establishment of a national action plans, activity frameworks and structures to co-ordinate government actions e.g. National Steering Committee on Child Labour (NSCCL)
- Existence of a committee of Parliamentarians against the worst forms of child labour on Ghana parliament.

3.2.2. Evolution of national legal and regulatory standards

- The 1992 Constitution of the Republic of Ghana, prohibiting children's engagement in work that threatens their health, education or development
- The Children's Act, 1998, (Act 560) and the Labour Act 2003, (Act 651), prohibiting underage employment, exploitative and hazardous child labour
- The Human Trafficking, 2005, (Act 694), to prevent the trafficking of persons
- The Hazardous Child Labour Activity Framework (MESW 2011) defining hazardous labour in all working sectors
- The Hazardous Child Labour Activity Framework for the cocoa sector in Ghana (MMYE 2008) defining hazardous child labour for the cocoa sector
- The National Plan of Action for the Elimination of the Worst Forms of Child Labour in Ghana (NPA 2016-2020) reducing WFCL to the barest minimum by 2020
- The National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC)'s goal is to reduce the worst forms of child labour in the cocoa producing sector by 2020 by 70%

3.2.3. Prohibited work

Summary of prohibited hazardous work in crop agriculture:

- Clearing forest
- Felling trees
- Removing tree stump
- Bush burning
- Working with and exposure to agro-chemicals
- Working with sharp tools and knives
- Working with motorized mist blowers, knapsack sprayers and chain saw
- Climbing trees higher than 3 meters for harvesting or pruning
- Harvesting overhead cocoa pods with harvesting hooks
- Carrying heavy load beyond permissible carrying weight i.e. above 30% of body weight for more than 2 miles (3Km)

Circumstances or conditions which make any work hazardous:

- Subjecting a child to abuse in the course of work e.g. verbal abuse, physical abuse, sexual exploitation, emotional torture
- Working at night, going to or returning from the farm alone or working in the farm from 6:00pm to 6:00am
- Working for more than three hours per day for children on no-school days such as weekends, holidays and/or have completed school
- Working during schooling days, working more than 2 hours on a school day
- Working without adequate basic personal protective clothing
- Working under contract that does not permit a child of school-going age to attend school
- A child working alone on the farm in isolation

3.2.4. Penalties

- Engaging children in exploitative labour and hazardous employment: A fine not exceeding C10 million or imprisonment for a term not exceeding two years or both (Children's Act, 1998 (Act 560), Section 94 (1).
- Trafficking people forcibly or through financial coercion: Imprisonment for a term of not less than five years (Human Trafficking Act, 2005 (Act 694, Section 2).
- Providing another person for trafficking even as a parent: Imprisonment of not less than five years (Human Trafficking Act, 2005 (Act 694, Section 3).
- Using a trafficked person: Imprisonment of not less than five years. (Human Trafficking Act 2005, Act 694 Section 4)
- Causing injury to a person in pursuit of trafficking: Payment of compensation to the injured person. (Human Trafficking Act, 2005 (Act 694, Section 19 2).
- Having information about trafficking and not reporting to the police: A fine of not less than two hundred and fifty penalty units or a term of imprisonment not less than twelve months or both. (Human Trafficking Act, 2005 (Act 694, Section 6).

3.2.5. National institutional and strategic framework

- Ghana has a comprehensive National Plan of Action that aims to eliminate the worst forms of child labour by 2020. This Plan as at December 2016. is yet to be adopted by the Cabinet but finalised.

- A National Child Labour Monitoring System (GCLMS) has been developed, through harmonization upgrading and scaling-up of successive versions.
- The institutional framework for combating child labour has been strengthened by the creation of the National Steering Committee on Child Labour (NSCCL).

The NSCCL facilitates effective inter-ministerial and institutional cooperation among the institutions with a mandate for the elimination of child labour. It also reviews and advises on the implementation of all child labour interventions by development partners. Membership of the NSCCL includes the following:

National partners:

Representatives of the Ministry of Employment and Labour Relations (MELR) and its key department of Labour; National Programme on Elimination of Child Labour in Cocoa (NPECLC); Parliamentary Select Committee on Employment, Labour Relations and State Enterprises; the National Development Planning Commission (NDPC); Ministry Of Education, the Ghana Statistical Service (GSS), Ministry of Gender, Children and Social Protection (MOGCSP) (Human Trafficking Unit); Ministry of Health; Ministry of Local Government and Rural Development (MLGRD); Ministry of Justice and Attorney-General's Department; Commission of Human Rights and Administrative Justice (CHRAJ); National Commission for Civic Education (NCCE); Domestic Violence and Victim Support Unit (DOVVSU); Ministry of Lands, Forestry and Mines; Ministry of Food and Agriculture; Ministry of Information; Ministry of Finance and Economic Planning; Ghana Cocoa Board; Ghana Immigration Service; Anti-Human Trafficking Unit of Ghana Police Service; Ghana Revenue Authority (Customs Division); Research Institutions; Christian and Moslem Councils; Ghana Employers Association; Organised Labour; Civil society organisations and traditional authorities.

International partners:

International Labour Organisation/International Programme on the Elimination of Child Labour (ILO/IPEC); UNDP; UNICEF; DANIDA; IOM; JICA; USAID; CIDA; ICI; WCF; World Vision and Mondelez International.

3.2.6. National Plan of Action (NPA 2016-2020)

- The National Plan of Action for the Elimination of the Worst Forms of child labour (NPA 2016-2020) is intended to provide a platform for coordinating interventions that give effect to the provisions of the 1992 Constitution of Ghana, the Children's Act, 1998 (Act 560), the Human Trafficking Act, 2005 (Act 694) and other national legal instruments which address various forms of child labour.

- The NPA's main objective is to reduce the worst forms of child labour to the barest minimum(10%) by 2020, while laying strong social, policy and institutional foundations for the elimination and prevention of all other forms of child labour in the longer term.

- This will be done by addressing 4 major issues:

I. Low public awareness on child labour and insufficient advocacy on child development interventions

Reinforcing public Awareness and strengthening Advocacy for improved policy programming and implementation of child development interventions

II. National implementation of Policy interventions and law enforcement on Child labour are not sufficiently effective, efficient and sustainable

Improving Collaboration, Coordination and Resource Mobilisation for policy development and implementation against child labour

III. Insufficient capacity, collaboration, coordination by institutions and agencies responsible for the design and implementation of child development policies and programmes.

Effective Provision and monitoring of Social Services and economic empowerment programmes by local government administrations

IV. Low prioritization and inadequate implementation modalities for child development policies at Regional and District levels

Promoting Community empowerment and sustainable action against child labour

3.2.7. The Ghana Child Labour Monitoring System (GCLMS)

The GCLMS is a holistic and dynamic process for eliminating the worst forms of child labour. Its overall goal is to contribute to the reduction of the worst forms of child labour **to the barest minimum** while laying strong social, policy and institutional foundations for the elimination and prevention of all other forms of child labour in the longer term. The GCLMS process involves direct regular observations to:

- identify child labourers and to determine the risks to which they are exposed to;
- refer them to appropriate remediation services;
- verify that they have, indeed, been removed and track them to ensure that they have satisfactory and sustainable alternatives in life; and
- ensure that withdrawn children are not replaced with other child labourers.

Phases of the GCLMS

The GCLMS has the following phases:

- i. Monitoring phase
 - Identification and assessment: A team of community child labour monitors/data collectors trained in child labour monitoring techniques conducts monitoring using a set of agreed tools, to identify girls and boys assessed to be in or at risk of the WFCL.
 - Referral: Refer children identified to be involved or at risk of WFCL to social services (i.e. social welfare) corresponding to their needs (prevention, removal, protection) through a network of service providers and standard operating procedures and guidelines.
 - Protection and prevention: Use the monitoring information to provide protection for legally employed children and put in place interventions to protect children at risk of the WFCL.

ii. Follow-up phase

- Tracking: Continuous monitoring of workplaces, schools, training centres to track girls and boys covered to make sure that they are attending school or have been provided other suitable alternatives and that those withdrawn are not replaced with other children.
- Quality control and verification: The information from monitoring is checked to ensure that it is credible and accurate.

The Ghana Child Labour Monitoring System (GCLMS) is the central reference information on the implementation of child labour monitoring in Ghana where in or at risk of Child Labour (CL) can be identified and supported. The GCLMS has two components (administrative and database). The database component has been captured but the administrative component made of child protection committees for social mobilization including the community action planning's process, district and national conditions is also very important.

The different reports available about the GCLMS raise questions as to whether the system has really remained operational after the end of the ILO funding in December 2014 and whether data collection, identification and remedial assistance is still conducted regularly in the target communities.

3.2.8 District and Community Child Protection Committees (DCPC & CCPC)

Child protection being the solution for child labour and the worst forms of child labour, has been adopted by the National Plan of Action (NPA 2016-2020) and the National Programme for the Elimination of Child labour in Cocoa (NPECLC) in Ghana. Child protection has been seen as investigating the true needs of the child and addressing the issue from the root in a socially acceptable manner. This is done well at the community and district levels.

To this end, District Child Protection Committee (DCPCs) and Community Child Protection Committees (CCPCs) have been formed by the government and works in many cocoa-growing districts in Ghana. DCPCs are to:

- Work with the District Assemblies in developing and implementing pro-child interventions within a district;
- Support District Social Welfare and Labour Officers as well as CCPC to carry out their activities in favour of all children within the district;
- Ensure that the elimination of the worst forms of child labour in cocoa is mainstreamed into the plan and activities of the District Assemblies.

The CCPCs on the other hand are to:

- Create awareness of community members on child labour;
- Develop child surveillance mechanisms to ascertain the status of children;
- Identify and report cases of child labour and trafficking with the community.

Membership of these committees is selected based on identifiable leaders either at the community and district level. However, various parties within the district and communities are represented. Members include; traditional rulers, Assembly Members, religious leaders, local NGOs, education services, security agencies and other stakeholders. These committees tackle children issues outside cocoa including proposing bye-laws to protect children from child labour and any form of harm. (NPECLC 2008)

3.3. Strengths of the institutional framework

- Early ratification of some of the key ILS and incorporation into national policy frameworks;
- Building on past initiatives to develop the child labour monitoring system;
- Positive Impact of nation - wide advocacy
- Many interventions under the successive medium-term development policy frameworks (GSGDA) e.g. Livelihood Empowerment Against Poverty (LEAP) and the school feeding programme, present good opportunities for addressing the underlying causes of child labour;
- Since 2000, many MDAs, Employers' and Workers' Organisations, local and international development partners have contributed significantly to the development of policy and legislation to combat WFCL.

3.4. Weaknesses of the institutional framework

- Ghana has a comprehensive legal framework for addressing the child labour problem, but enforcement is weak and uncoordinated and updating is needed to plug some gaps, e.g. The Children's Act is not fully operational;
- Institutions charged with child protection and the enforcement of laws relating to WFCL are inadequately equipped to carry out their responsibilities especially at the district and community levels;
- There is limited knowledge on children's rights in Ghana and the rights and welfare of children are not adequately protected nor promoted;

- In general, there is a lack of inter-agency collaboration for the identification, withdrawal, rehabilitation and integration of children in the WFCL;
- The NSCCL needs to improve its coordination role.

Conclusions

- Government policies in addressing the worst forms of child labour are becoming increasingly dynamic with strengthened legal and institutional framework with stakeholders and relevant agencies well motivated;
- The ratification of International Labour Standards (ILS) in the fight against child trafficking and labour contributes significantly to child protection;
- The ownership of international labour standards can only be achieved through their integration into national policy and legal frameworks;
- Effective collaboration and coordination of child labour interventions result in better impact :
- In order for such laws to be effectively enforced and complied with, wider dissemination and advocacy outreach should be conducted.

EXERCISE 8: KNOWLEDGE AND OWNERSHIP OF INTERNATIONAL LABOUR STANDARDS (ILS)

Learning objectives

- Evaluate the acquisition of knowledge of institutions, international and national standards and regulations in the fight against WFCL ;
- Provide input for the understanding of International Labour Standards (ILS).

Materials: Flipchart paper, markers

Time required: 45 minutes

Process

After reading the text below organise the participants into two groups to reflect on the discussion held between Kwame and Gyimah.

- Group 1 shall reflect on the statements made by Kwame with supporting evidence.
- Group 2 shall reflect on the statements made by Gyimah with supporting evidence.

A designated member of each group shall present the results, followed by plenary discussions for greater understanding and experience-sharing on knowledge of ILS.

A heated discussion broke out between Kwame and Gyimah on WFCL at Egya Boakye's house. According to Kwame, Ghana lacks specific institutions and legislation to protect children in cocoa production. However, Gyimah thinks the opposite and cited the national institutions and the legal and regulatory standards that exist in the fight against child labour and human trafficking.

Guiding questions for discussions

- Which of the two is wrong?
- Which are the institutions and national regulatory legal standards that address the issue of child labour?
- Which national regulatory legal standards are targeted at hazardous work and the other worst forms of child labour?
- What are the ILS adopted by Ghana on which national regulatory legal standards are based?

Addressing the problem

- The trainer will conduct a general review of knowledge.
- The concepts, conventions, national and international standards must be mastered in order to identify the ILS in the fight against child labour.

MODULE 4:

CAUSES AND CONSEQUENCES OF CHILD LABOUR
ON THE HEALTH, SAFETY AND THE DEVELOPMENT
OF CHILDREN

EDUCATIONAL CARD 4: CAUSES AND CONSEQUENCES OF CHILD LABOUR

Knowing the causes and effects of child labour helps us take appropriate measures to protect the health and safety of children and ensure the development of their full potentials.

Objectives

Help participants:

- Identify the reasons why children work;
- Identify the risks and consequences of child labour on their health, safety and overall development;
- Gain a clear understanding of all the dangers facing children in the workplace;
- Better appreciate the effect of child labour on the family and economy.

Expected results

The participants have a good understanding and knowledge of:

- The reasons why children are placed in work situations;
- The risks and consequences of child labour at individual, community and national levels;
- The dangers facing children in the workplace.

Time required: 1 hour

Methodology

- Prior assessment of materials needed;
- PowerPoint presentation;
- Group exercises and case studies.

Materials: Video projector, flipchart paper and stand, Kraft paper, ZOPP card, markers, picture box.

Procedure

1. Initiate discussions and agree on the causes that lead children to work;
2. Identify the risks and consequences of child labour at individual, community and national levels;
3. Emphasize the dangers facing children in the workplace.

Guidings questions for discussions and synthesis

- Why do some people engage children on farms?
- Are you aware of any cases of children working in cocoa farms? What are the consequences for their health safety and development?
- What can be done to avoid child labour?

Reference documents

- ILO 2007. Eliminating Child Labour – Guides for Employers
- ILO/ GAWU 2014. Eliminating Hazardous Child Labour and Occupational Safety, Health and Environment Risk

4.1. Children involvement in cocoa production

Which cocoa farming activities do children get involved in?

Activities or operations	Timeline											
	Jan	Feb	Mar	April	May	Jun	Jul.	Aug	Sept	Oct	Nov	Dec
Site selection												
Clearing												
Nursery creation												
Burning												
Planting banana												
Planting other food crops												
Planting cocoa trees												
Weeding												
Plant treatment												
Suckering												
Harvesting												
Pod opening												
Fermentation												
Drying												
Bagging												
Marketing												

4.2. Causes of child labour

Objectives: Help i) identify the main causes of child labour; ii) explain the various causes identified;

Tasks: Discuss and agree on the factors that lead to the use of children on farms;

Materials: Flip chart paper and flipchart, markers, awareness poster on child labour, picture box .

Socio cultural Factors	Economic Factors	Educational Factors	Technical Factors	Limited Enforcement of Laws
<ul style="list-style-type: none"> - Socialization of children - Disease and old age of parents - Ignorance of community members - Domestic work - Limited food - Gender-based discriminatory attitudes - Social exclusion of marginalized groups - Decreased youth commitment to cocoa farming - Irresponsibility of parents - Conflicts - Truancy of some children 	<ul style="list-style-type: none"> - Poverty - Quest for livelihoods - Fluctuation and low prices of agricultural products - Family debt - Inadequate farmland; - Quest for profit - Inadequacy of the adult workforce - High cost of living - Lack of socio-economic infrastructure in rural area - Non-diversified sources of income 	<ul style="list-style-type: none"> - Limited access in remote areas - Poor infrastructure - Limited teaching and learning materials - Limited trained teachers - Teacher-pupil absenteeism - Poor school performance - School drop-out 	<ul style="list-style-type: none"> - No mechanization of agriculture - Non-professionalization of farming - Lack of farm inspectors - Diversity of cultural values - Low agricultural productivity - Limited presence of unions in the agricultural sectors 	<ul style="list-style-type: none"> - Limited dissemination of laws - Limited capacity of law enforcement agencies to apply relevant laws - Unwillingness of family members to testify against relation especially in trafficking cases - Lack of shelters - Challenges with referral and rehabilitation system



Poverty of parents



Aged parents

4.3. The consequences of child labour

Consequences at the individual level

- Injuries
- Handicap/disability
- Poisoning
- Disease and/or death
- Compromised physical, psychological and moral development
- Compromised education
- Inferiority complex
- Limited skills and uncertain future
- Poverty, etc.



Consequences at the national level

- Stigma
- Risk of embargo and boycott of Ghanaian cocoa
- Unskilled labour
- Reduced economic growth
- National development compromise.
- Increased criminality
- Increased expenditure on health, etc.

Consequences at the family and community level

- Separation from family and dispersal of community
- Stigma
- Penalties
- Decline in incomes
- Poverty cycle
- Compromised community development, etc.

EXERCISE 9: PRODUCERS' AWARENESS OF HAZARDOUS WORK

Learning objectives

- Assess producers' knowledge of hazardous work
- Measure their ability to identify hazardous work for children in accordance with the law, regulations and the HAF
- Evaluate their knowledge of the impacts of such work on children's health and development

Materials: Notebooks, pencils and pens, flipchart paper, markers

Time required: 30 minutes

Process: Let a producer read out the following text and form a discussion group.

Willy has a 14 years-old son called Kofi, who helps him on his cocoa farm. One day, after harvesting and breaking cocoa pods, Willy carried his bags of cocoa weighing approximately 50 kgs each. He carried the bags himself and expected his son to do the same. Although the bag was too heavy for Kofi, the boy did not complain as his father was also carrying the same load. Moreover, he felt that he must obey his father. One day, while carrying a similar load, Kofi collapsed. Willy rushed him to the clinic. The doctor examined him and diagnosed a lesion of the spine.

Guiding questions for discussions

Based on your knowledge of WFCL, answer the following questions:

- Identify the situation experienced by Kofi.
- What are the key issues that enable you to better understand the situation?
- What should members of the CCPC and Agric extension officer do to protect Kofi?
- Make a role play of the situation faced by Kofi.

Addressing the problem

- The trainer will present the criteria to be taken into account, including age, to identify hazardous labour.
- The trainer will emphasize the adverse effects of some forms of work on the health, safety, education and overall development of the child.
- The concepts, conventions, national and international standards and the hazardous activity framework must be mastered in order to identify hazardous work and good practices in advocacy.

MODULE 5:

SOCIAL PROTECTION FOR CHILDREN VICTIMS
OF TRAFFICKING AND EXPLOITATION

EDUCATIONAL CARD 5: SOCIAL PROTECTION OF CHILDREN VICTIMS OF WFCL

What can you do if you are faced with a case of exploitation and trafficking? What are the immediate steps to be taken to protect the children? Understanding the process of social protection of children is an important factor in the fight against child labour.

Objectives

Help participants:

- Understand the process of social protection of children;
- Know the procedures for identification, care and rehabilitation of a child victim of trafficking and exploitation;
- Identify actors and institutions involved in the protection of children;
- Know the child protection systems.

Expected results

Participants have a better understanding of:

- The child social protection system;
- Procedures for the identification, care and rehabilitation of children victims of trafficking and exploitation;
- Actors and institutions involved in the protection of children;
- The child protection system.

Time required: 45 minutes

Methodology

- Prior assessment of materials needed;
- PowerPoint presentation;
- Group exercises and case studies.

Materials: Video projector, flipchart and flipchart paper, Kraft paper, ZOPP card, markers, picture box.

Procedure

- Initiate discussion and agree on procedures for child protection;
- Identify actors and institutions engaged in child protection;
- Knowledge of the child protection systems and processes for better protection of children.

Guiding questions and synthesis

- How do we protect children victims of trafficking?
- What are the procedures for child social protection that you know about?
- How can child labour be prevented?
- Which remedial actions can be taken in the fight against child labour?

Reference documents:

- Ministry of Family, Women and Social Affairs/IPEC -LUTRENA/UNICEF, 2011, Procedural Manual for the management of child victims of trafficking in November 2011.
- ILO Standard Operating Procedure and guidelines for addressing the Worst Forms of Child Labour in Ghana. (ILO 2012)
- Ghana Family and Child Welfare policy (2014).

5.1. Definition of concepts relating to child-sensitive social protection

5.1.1. Social protection for children victims of trafficking and exploitation

Social protection covers all steps taken to secure a child recognized as a victim of trafficking and exploitation, and to support and reintegrate that child into the social fabric.

Social protection refers to "all public policy measures to deal with forms of vulnerability, risk and deprivation deemed socially unacceptable."

These are all actions that are intended to ensure compliance and enforcement of the rights of child victims, and protection against all forms of violence, abuse and exploitation.

The duty of the family, community and the state is to protect the child.



Principles to be respected in child welfare

- Best interests of the child
- The right to non-discrimination
- Respect for the views of the child
- Right to information
- Right to privacy
- Right to protection
- Survival and development

5.1.2. Identification of children victims of trafficking and exploitation

Identification refers to the process by which the relevant authorities obtain information on the situation of a trafficked and/or exploited child, and what facilitates his/her repatriation and/or reintegration.

Steps of the identification process:

- Register the child (cultural identity, origin, gender, age, etc.)
- Prepare documentation

5.1.3. Care for children victims of trafficking and exploitation

Management of the process that aims to ensure the safety, feeding and housing of the child in a safe environment, access to social and health services, psycho-social support, legal assistance and education. This may or may not involve repatriation in the child's family.

5.1.4. Rehabilitation of children victims of trafficking and exploitation



Re-integration is the process that aims to return and re-adapt the child to his/her family, community of origin and social environment.



5.2. Recognising a child victim of trafficking, exploitation or forced labour

Children victims of trafficking and labour exploitation can be recognized by the following characteristics related to their physical, psychological, social and demographic circumstances.

➤ **Physical appearance**

The child displays signs of neglect, poverty and/or physical injuries.

➤ **Psychological state**

The child victim looks haggard and fearful. This fear stems from abuses that could be meted out if they reveal their identity or those of their colleagues.

➤ **Social circumstances**

The child victim does not usually know his age. He/she has been taken out of school to be exploited. Some also combine schooling with work and are always late, doze in class and usually do not do their homework.

➤ **Geographic circumstances:**

Children victims of trafficking and exploitation do not usually know their final destination. They seem out of place and are suspicious of people who venture to engage them in conversation.

5.3. Identification of a child victim of trafficking and exploitation

Identification criteria

The child victim is a person who is deprived of his adolescence/childhood and suffers damage to his/her health, safety and education due to exploitation. For identification purposes, reference should be made to the following criteria:

- Age of the child
- Nature of the tasks performed by the child
- Working conditions
- Nature of treatment (cruelty, deprivation, beating)
- Relationship (parental authority?)

- Apparent physical condition (injury and disability)
- Freedom of the child and the presence of peers
- School attendance (work during school hours)
- Child-headed household (early pregnancy)
- Young female worker/girl forced into early marriage
- Origin of the child (migrant)

5.4. What to do in case of discovery of a child victim of trafficking and exploitation

In case you discover a child in a situation of trafficking and exploitation, you must:

- Take action at different levels of the situation
- Take into account the fundamental principles of child rights (participation, best interests, life, survival and development, non-discrimination)
- Collect reliable and verifiable information about the child
- Provide detailed documentation
- Inform relevant authorities about the matter
- Work closely with other stakeholders and don't act on your own.
- Follow best practices in the field (not to expose the child, protect the identity of those who reported the situation of the child)
- Meet the basic needs of the child by providing his/her required needs: water, food, shelter, clothing, first aid, etc .
- Be sure not to take any action that can worsen the situation of the child

5.5. Summary of procedures for child-sensitive social protection

5.5.1. Identification of a child victim of trafficking and exploitation

What to do?	Steps to take	By whom?
Identification	<ul style="list-style-type: none">- Detection (recognition)- Observing child at work and play- Solicit information from informant- Interview child and people around- Registration/initial interview- Determination of the physiological age- Immediate or urgent care	<ul style="list-style-type: none">- Community Child Protection Committee (CCPC)- Security forces- Labour inspectors- Social service agents- NGOs, Local Committees, community leaders, teachers, etc.- Medical Doctor- Anti-trafficking Unit- Commission of Human Rights and Administrative Justice

5.5.2. Care of a child victim of trafficking and exploitation

What to do?	Steps to take	By whom?
Care	<ul style="list-style-type: none"> - Appointment of a guardian - Transfer, harbouring - In-depth interview - Child physical support - Administrative protection - Psychosocial, medical, food, clothing care, legal and judicial protection - Support in education/training - Coordination of actions - Return/repatriation 	<ul style="list-style-type: none"> - Community leaders/CCPC - NGO's , Community development officers - District Assemblies/DCPC - Security Forces - Tutor - social service agents - Psychologists - Legal Assistant/ CHRAJ - Investigating judge - Criminal Court Judge - Juvenile Judge - Anti-trafficking unit

5.5.3. Reintegration of children victims of trafficking and exploitation

What to do?	Steps to take	By whom?
Sustainable reintegration	<ul style="list-style-type: none"> - Seek solutions - Family reunification - Socio-occupational reintegration - Monitoring the child 	<ul style="list-style-type: none"> - Guardian - Social Workers - NGO - Anti-trafficking unit - CHRAJ

5.6. Prevention and remediation measures in the fight against child trafficking and exploitation

5.6.1. Some preventive measures

Prevention efforts against WFCL refer to all measures taken to prevent trafficking, exploitation and child labour. Preventive actions are as follows:

- Ensure that children below the minimum age for employment pursue their education, while those who have reached the legal age for employment, access TVET services and work in safe conditions;
- Ensure that children have the opportunity to receive quality education at least until the minimum age for admission to employment;
- Fully implement the laws against child labour;
- Carry out awareness campaigns in the communities to show the exposure of children to the dangers and to support behavioural change for the protection of children against child trafficking, exploitation, abuse and labour;
- Update the regulatory framework for child protection;
- Strengthen the operational capacity of the stakeholders involved in combating child trafficking, exploitation, abuse and labour;
- Improve coordination at all levels.

5.6.2. Some remedial measures

The remedial actions are provided in several aspects :

Child-led initiatives

Make children become:

- Enlightened on their rights
- Aware of available support and services
- Knowledgeable on how to avoid and respond to risks
- Aware of healthy behaviours and how to advocate for themselves in the adult world

Action for family engagement

Address factors that make children vulnerable to maltreatment, such as poverty, stress, lack of parenting skills and social isolation. These can be achieved by:

- Enhance parenting knowledge and skills
- Strengthen families' livelihoods
- Facilitate access to key services

Outreach initiatives

- Raising awareness of political and administrative authorities, etc.
- Raising awareness of traditional authorities and community leaders
- Raising awareness of the local population through focused groups (children, parents, women, farmers, teachers, etc.)

Action for community engagement

- Establishment of committees against CL & WFCL
- Mobilization of other key players (cocoa cooperatives, women's associations, service delivery groups, etc.)
- Establishment/support of other community structures capable of inducing changes in the education and protection of children
- Development of CAP and implementation through micro-projects

Action to support education at community level

- Support for the construction, rehabilitation and equipping of school facilities (classrooms, canteen, latrines)
- Advocacy training for trained teachers

Action to support local development

- Construction of improved water infrastructure e.g. boreholes, wells
- Internal monitoring and evaluation schemes for micro-projects managed by the community

Supportive action at individual level

- Establishment of birth certificate
- Donations of school supplies
- Support for education or training

EXERCISE 10 - ROLE PLAY: KNOWLEDGE OF PROCEDURES TO PROTECT CHILD VICTIMS OF WFCL

Learning objectives

- Assess participants' knowledge of WFCL
- Evaluate their ability to react to aforementioned cases
- Assess their knowledge of procedures for protection of child victims

Material: Pieces of wood, leaves, shrubs, chairs, tables, notebooks, pencils and pens

Time required: 60 minutes

Procedure

- Let a participant read the text below.
- Form three groups and let them stage the situation faced by the three children:
 1. Role of children in trafficking situations and exploitation
 2. Role of the identification and care
 3. Role of the rehabilitation/sustainable solution, follow the procedures for social protection of child victims of trafficking and exploitation:
- At the end of each partition, a group shall bridge to the procedure to engage until child rehabilitation .

Once in the morning, three men and a woman came to our village. One of them discussed with my dad and gave him some money. After that, Dad told us; me (14 years old) and my two junior brothers (7 years and 12 years), to go with the unknown persons. Dad told us that we were going to work, go to school and also earn a lot of money. These people led us in a farm where we met other children. We work from 6:00a.m. to 7:00 p.m. We ate once in the day, the guards beat us, we worked in the rain. At night, they locked us into a hut with a padlock. The guards were monitoring us with a gun. He used to say that he will shoot us in case we tried to escape. Many children got sick; others cried of hunger and requested to go back home and the most fortunate ones succeeded to escape into the bush. Few days after, a villager discovered the children busy at work and reported to the chief.

Guiding questions for discussions

Respond to the following questions based on your knowledge of the WFCL:

- How can you describe the situation faced by these children?
- What responsibilities are incurred by recruiters and employers of the children?
- Who are the actors involved in the welfare of these children?
- What answers each player should provide to cope with such a situation?
- What are the roles of families in the communities, state and non-state institutions for child protection?

Addressing the problem

- The trainer will conduct a general review of knowledge on child labour;
- The procedures for child welfare must be fully mastered.

MODULE 6:

PARTICIPATORY APPROACH AND TOOLS
FOR COMMUNITY AWARENESS RAISING

EDUCATIONAL CARD 5: PARTICIPATORY APPROACH AND AWARENESS RAISING TOOLS

Objectives

Help participants master the participatory approach and the use of related tools in community awareness raising.

Expected results

Participants have a better understanding of:

- The participatory approach;
- Community dialoguing tools for community awareness raising.

Methodology

- Prior assessment of materials needed
- PowerPoint presentation
- Group exercises and case studies

Time required: 1 hour and 30 minutes

Materials: Video projector, flipchart paper and flipchart, Kraft paper, ZOPP card, markers, picture box.

Procedure

- Agree on a participatory approach
- Distribute the tools of community dialogue for their use in community awareness outreach

Guiding questions and synthesis

- What is the participatory approach?
- What are the different phases of the participatory approach?
- What are the tools involved in the participatory approach for outreach sessions?
- How do you deploy the tools of the participatory approach in a community awareness outreach session?

Reference documents:

- ICI/SWAC, OECD, 2011, Emerging good practice in the fight against the worst forms of child labour in cocoa growing communities of West Africa.
- FAO, 1992, The toolkit of the Community. Diagnosis, participatory monitoring and evaluation in community forestry: Concepts, Methods and Tools.
- Royal Tropical Institute (KIT), World Bank, 1999, Village Participation in Rural Development. Practitioner's guide. African Network on Participatory Approaches.

Introduction

To bring about a change in child labour practices, individuals, families and communities must have access to the necessary information and have the chance to exchange ideas about the advantages and disadvantages of the changes to be considered.

This will form the basis, at both individual and collective levels, of their decision-making and of the strategies they develop to mobilize themselves for the implementation of their joint decisions. This approach forms the basis of the participatory approach.

The participatory approach is a process of dialogue with communities to bring them together to reflect on a common problem. This approach enables them to identify their own problems, analyse their causes, plan and implement a community action plan as well as a work program based on the human and financial resources available.

The creation of a committee or an organization truly representative of all sections of the community helps ensure a smooth implementation and monitoring of planned activities. The successful completion of the CAP and work programme is expected to bring about a change in the mind-set and behaviour of each of the local development actors.

As part of the fight against WFCL, the participatory approach facilitates dialogue and community awareness and leads to the preparation of a community action plan to combat it. This plan is aimed at (i) empowering people, (ii) sustaining actions, (iii) engaging dialogue with communities and enhancing their knowledge, (iv) encouraging the participation of all, (v) reaching consensus while respecting diversity, (vi) managing conflicts.

General principles of the participatory approach

- Empower participants
- Respect the diversity of the community
- Encourage the participation of all
- If necessary, consult separately the different groups and consolidate afterwards the answers
- Reconcile different interests
- Listen to community members
- Work in a multidisciplinary team
- Examine the situation from different perspectives

6.1. Participatory approaches: facilitation techniques and animation role

Facilitation	Animation
Being a good communicator	Same
Logical and synthesis capacity	Same
Ability to work in a team	A plus but not essential
Knows how to make use of others' knowledge	Acts as a holder and disseminator of knowledge
Stimulates, revives and sustains discussions	Guides debate
Asks questions and/or redirects them	Responds to questions
Seeks to reposition the discussion within the group	Draws attention to him/herself and positions him/herself in the centre of the debate
Initiates a process but ensures its transfer and ownership to the community and their collective responsibility for the outcome	Initiates and guides the process and guarantees results
Shows interest, compassion and respect for members of the community	Same
Demonstrates adaptation to the group	Same
Observation is an essential tool	Observation is difficult to couple with an active role
Demonstrates capacity to bring together and mobilize members of the community	Same
Is sensitive to the dynamics and hierarchy of groups (gender, status of children)	Same
Ability to listen and also promote listening and dialogue among the group members	Ability to listen to group members
Respect for diversity of opinions	Same
Ability to analyse and think critically	Same
Ability to rephrase questions and ensure the sound understanding of all on the various issues addressed	Ensure that the message delivered was well understood by members of the group
Speaking a local language is a benefit	Same

6.2. Good practices for community dialogue and mobilisation

Approach	Good practices
1) Preparation	<ul style="list-style-type: none"> ➤ Team establishment <ul style="list-style-type: none"> - It is important that the team consists of at least two people. You may need to prepare a large team if you intend to conduct interviews with several groups simultaneously, in order to maintain a maximum of two facilitators per group. Work as much as possible in mixed teams (women and men). - Ensure clear task distribution among the team members. The facilitator cannot be asking questions and taking notes at the same time. If he/she is alone, a community member should be asked to assist. ➤ Preparation of the content of the meeting <ul style="list-style-type: none"> - Define the objectives and expected outcomes of the meeting. - On the basis of a good desk review, prepare an interview guide consisting of the topics to be addressed as well as some related questions. - Be careful with wording in the interview guide: avoid closed (yes/no) questions, leading questions and vague questions. Use open-ended questions (what/how/who, etc.) - Prepare two or three key messages on CL and the WFCL that you wish to pass on. - Prepare clear instructions for each tool you intend to use, to guide the group. - Prepare the material you need or collect local materials with the help of the participants before the commencement of the session. - If you need to use a translator, it is very important that he/she be prepared for what you will do (themes, vocabulary, instructions for tools, the meeting process). ➤ Preparation of the meeting with the community <ul style="list-style-type: none"> - Plan the meeting with the group or community in accordance with local protocol and traditions. - Choose the date and time at their convenience. ➤ Selection of targets <ul style="list-style-type: none"> - Consider the size (max. 50) and composition of the group in order to ensure an optimal representation of the community.

	<ul style="list-style-type: none"> - Ensure the involvement of children, women and members of marginalized groups. Also, be aware that the most vulnerable people may not be able to attend the meetings, and you will need to arrange informal opportunities to meet them. - Start with groups (such as men, women, youth, children, chiefs and elders). In the process, the need may arise to work with more targeted groups.
2) Working environment	<ul style="list-style-type: none"> - Create an environment that fosters communication between community members. - Organise the space so as not to end up in front of the group and not to be seen by group members as all-knowing. It is important to avoid a question-and-answer dynamic driven by the perceived power of the facilitator. - For those who have to work with a translator, ensure that he/she is well integrated into the group.
3) Conducting the session	<ul style="list-style-type: none"> ➤ Start <ul style="list-style-type: none"> - Introduce the topic and key issues to be discussed. - Explain how the session will be conducted, the activities that will take place and the duration of the meeting. A session should not last beyond 2 hours. Bear in mind that the community also has to attend to its own activities. - Avoid starting with the tricky or sensitive topics. Bring participants to those issues gradually and sensitively. ➤ Conducting the session <ul style="list-style-type: none"> - If members display any signs of distraction or fatigue, take a break and do an energizer, for example by introducing games, jokes, local stories, etc. - If there is any rise in tension among the group members on a particularly sensitive issue, try to calm the situation by quickly switching to another subject, or find a way to redefine the objectives and capture the points of consensus. - Reaching consensus is not a must. Diversity is recommended and does not necessarily imply controversy or conflict. - Avoid imposing your views; chip in only to clarify a misunderstanding or redefine a theme. - It is important to demonstrate the ability to cross-analyse information and draw links between it to limit bias. Examples of bias: Seasonal bias, social or statutory bias, gender bias, bias related to people's expectations, bias related to perceptions. ➤ Conclusion of a meeting <ul style="list-style-type: none"> - Always remember to summarize the proceedings to be validated by the group. If an issue is not clear, revive the debate.

4) Taking notes	<ul style="list-style-type: none"> - It is important to assign a person to take notes. This may be a team member. But it is also recommended to involve a group member if possible. - When taking notes, it is important to write down both questions and answers.
5) Evaluation of the meeting and lessons learned	<ul style="list-style-type: none"> - It is good to share first impressions, highlights, and anecdotes at the end of the interview, when re-capping. - However, it is essential to hold a more structured meeting the next day to make an assessment of the previous day's meeting, reviewing the goal, procedure and understanding of messages delivered and analysing the issues and topics addressed. - This assessment should allow for better planning of the next meeting and possibly fill in the gaps.
6) Special provisions for children	<ul style="list-style-type: none"> - Create a framework for dialogue conducive to a meeting with children. Allow them to choose the venue of the meeting. - Be seated at their level so that you do not put yourself in a position of dominance. - Use simple language when talking to children. - Remember that children have a very limited attention span. Thus, any discussion of any topic should be punctuated with games, singing and actions. - Do not bombard them with questions. They may think they have to give correct answers. It is thus important to have a relaxed and casual approach and explain that there are no right or wrong answers. - Engaging children as co-facilitators and supporting them in this role can encourage other children to participate in the process. - A key point to remember is that any work conducted with children must always be in their own interest and should in no way harm them or constitute a punishment. It is also very important to remember there is a power imbalance between adults and children. Facilitators leading discussions and awareness-raising sessions with children have a fundamental duty to protect their best interests.
7) Special provisions for unavailable persons	<p>In order to capture the input of people who are unable to attend the dialogue and awareness-raising meetings, it is important to find out whether or not they agree with the ideas discussed in the meeting as well as if they have any contribution to make. In this way, everyone can be involved and take ownership of the action plan. To this end, you can display diagrams or drawings for several days or introduce them in a meeting likely to gather a greater number of community members. At these meetings, facilitators should discuss and agree with the community on how the largest</p>

	number of members could participate. Graphics (drawings) and ideas on a particular topic during group sessions can be shared with other community members during a community meeting.
8) Special provisions for illiterate participants	Participants in the dialogue and awareness-raising sessions do not need to be able to read or write in order to benefit from them. Tools designed for these sessions often include interesting graphics. Experience shows that graphics can be utilized for analysis of complex situations. Drawings also allow people to overcome language barriers. They help give voice to those who find it easier to communicate through graphics than in spoken language. The use of local materials is thus highly recommended in this process.

6.3. Tools for community awareness raising

6.3.1 The schedule of farming activities: seasonal/daily

What are the activities in which children get involved in cocoa farming?

Activities or operations	Timeline											
	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Site selection												
Clearing												
Nursery creation												
Burning												
Planting banana												
Planting other food crops												
Planting cocoa trees												
Weeding												
Plant treatment												
Suckering												
Harvesting												
Pod opening												
Fermentation												
Drying												
Bagging												
Marketing												

Objective

This tool enables a dialogue on agricultural activities related to cocoa production in order to identify periods of high-intensity work in which children could be used for labour.

During which periods?

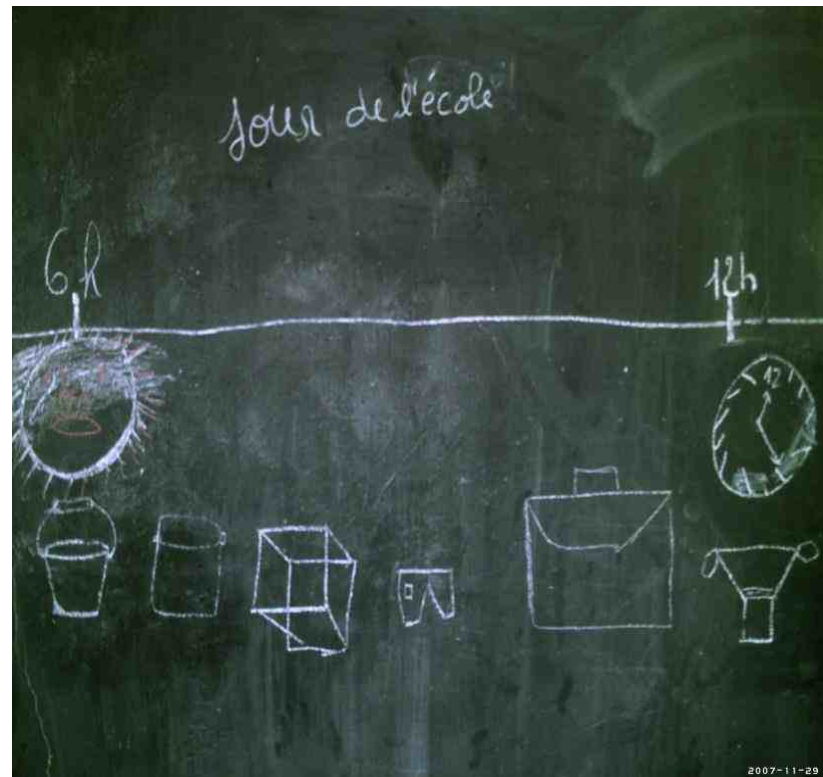
Day, week, month, season (the whole agricultural year and all activities). During the holidays, during the school year, harvest, etc.

How to use this tool?

- Split the community in groups in the following categories: Leaders/elders, men, women, youth and children, then choose one of the time periods listed above for each group.
- Request the groups to list the main agricultural activities (including activities that are not directly related to cocoa production) in the community and the seasons in which these activities take place while emphasizing cocoa farming.
- Bring them gradually to discuss activities (including activities that are not directly related to cocoa production) in which children are involved and the risks incurred by them and ask each group member to explain why the activity is hazardous.
- Once the existence of child labour in cocoa farming and its related hazards are clearly established, take the opportunity to introduce the following concepts: the concept of the child, what the law has identified as hazardous work in cocoa farming as well as the link between hazardous work and the notion of worst forms of child labour.

Materials

- Use local materials: a piece of wood to indicate the year or a chalk line on the floor and other materials to identify the farming tools used and associated hazards of the tasks performed.
- Invite the groups to divide the selected period with materials that reflect it and to distinguish the main activities from secondary activities with the materials identified for this purpose.
- Identify with the group members the persons involved in the various activities.

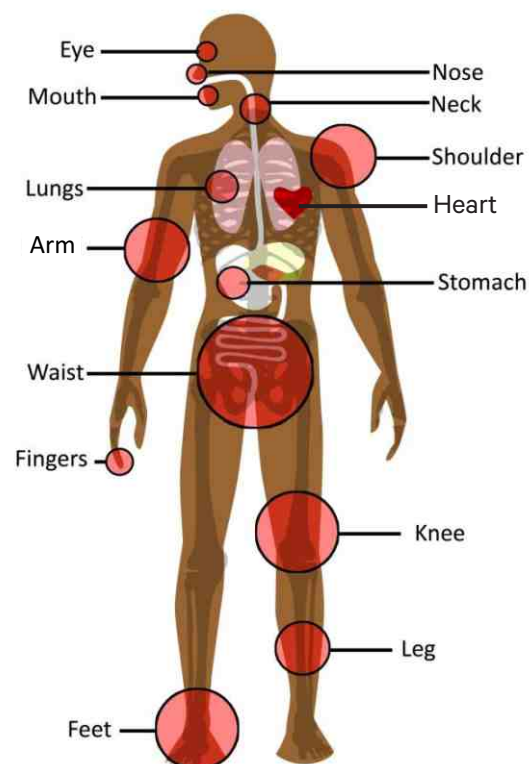
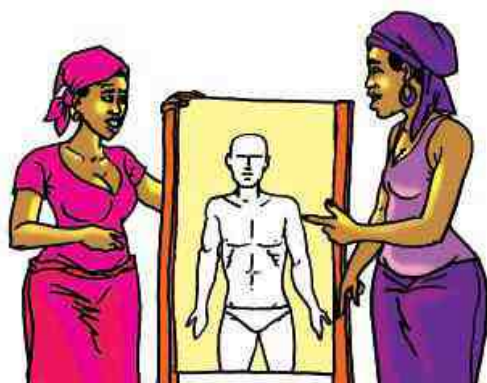


Daily calendar

6.3.2. The body map

Objective

This tool aims to discuss the effects of cocoa farming-related activities on the body and on the health. It is mainly used to establish the impact of an activity and its frequent repetition on a body part.



How to use this tool

- Ask a group member to draw the body of an adult wearing cloth from head to foot on the board or on the ground.
- To increase participation further, ask another group member to draw the body of a child, or you can use an actual child wearing white clothing from head to foot.
- Review the activities of the farming calendar and mark their effects on the sketched body or on that of a designated member or child dressed in white.
- For each effect ask a group member to draw a cross with a marker on the body part that suffers the impact.
- Members will quickly observe that certain body parts are highly affected.
- It is important to communicate that certain activities do not have the same impact on the body of a child as on the body of an adult.
- It is recommended to use this tool during group interviews and in conjunction with the agricultural calendar.

Materials

Body mapping can be done with markers on a board with chalk, on a large sheet of paper, or on white clothing worn by a child or adult.

Good practices

- The facilitator should guide group members to establish the link between activities and their health effects and realize that a child who has not yet reached full maturity is more vulnerable than an adult.
- This exercise should be conducted with all relevant target groups, particularly with children who not only find the exercise playful but will also freely and spontaneously discuss the pain and injuries they suffer.
- The feedback of children in plenary sessions gives adults a better awareness of their suffering.

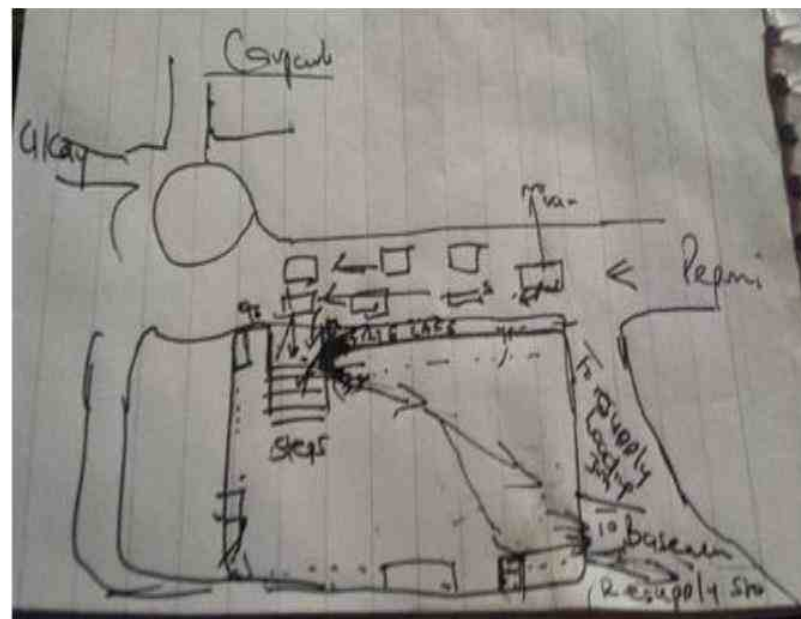
6.3.3. The map of the territory

Objective

This tool allows for the structuring and visualization of people's knowledge of their community and their land. It can help revive their knowledge and identify the gaps in it. It stimulates a great deal of discussion and helps community members reach consensus on the identification of their assets.

How to use this tool

Developing a community plan allows community members/groups to provide an overview or present a "mental map" of their community as related to a specific issue. It should focus on the location of facilities (water supply, schools, health facilities, warehouses, cooperatives, places of worship, etc.) and farms.



Materials

- To ensure the participation of all members of the group, both literate and illiterate, choose a location (e.g. outdoors) and materials (sticks, stones/rocks, ashes, chalk, grains, pens, pencils) suitable for the creation of the map.
- The best practice is to draw on the ground or use local materials to indicate the various structures at the village level. Then transcribe the design or arrangement onto a large piece of paper. Different groups can draw different maps on the location of various facilities, farms and other features (village market, transportation services, etc.).
- The map can also be used to facilitate discussions on the types of households, the state of education in the community, the possible use of children by local purchasing companies in the drying and transportation of beans, etc.

Topics for discussion

- Composition and organization of the village and settlements. Where are the boundaries of your village? Can you draw them? What are the different elements (leadership, lineage, family, etc.) of the village community? How can you position them on the map?
- Location of community services (schools, health facilities: clinics /hospitals; water supply: borehole pumps and wells), for how long have they existed? What improvements have they made in the lives of children and of the village in general?
- Location of homes or institutions where out-of-school children live.
- Estimation of walking distances from one place to another.

Best Practices

The facilitator must specify the precise task being carried out at each step in the process of developing the map by asking the appropriate questions that will help position the various elements on the map. This map must not only reflect the experiences and perceptions of adults but also those of children. Children use resources that are different from those used by adults, and they have a clear idea of the resources they use. Thus, if children are present in the group, the facilitator should ask those questions as frequently as the adults. Encourage people to use the symbols on the map that are likely to reflect their experiences better. The symbols must be chosen by the people themselves.

EXERCISE 10: COMMUNITY DISCUSSION ON AWARENESS IN THE FIGHT AGAINST CHILD LABOUR AND THE WORST FORMS OF CHILD LABOUR

Learning objectives

- Assess community members' knowledge of CL and WFCL and their ability to conduct an awareness campaign
- Measure their ability to identify CL and WFCL in accordance with the legal framework and knowledge gained through community advocacy
- Measure their knowledge of the impacts of CL and WFCL on the health and development of children based on their awareness messages

Materials: Notebooks, pencils and pens, flipchart paper, markers

Time required: 30 minutes

Procedure

Ask a community member to read the text below and form a discussion group:

A teacher reported to the assemblyman of Nyamebekyere the presence of victims of child trafficking and exploitation in his community. The children, aged 7-18 years, were recruited by one Madam Oforiwaa from neighbouring villages and sometimes from outside the country. These children were placed with families and employers as cocoa farm labourers, chop bar workers, mechanics, etc. Their salaries were paid to Madam Oforiwaa. The assemblyman reported the case to the traditional leaders. Together, they held a briefing and awareness-raising meeting with community members on the hazards of child trafficking and exploitation. Government officials, NGOs engaged in child protection and members of the media were invited to the meeting.

Questions

- How can we describe the circumstances of these children?
- Is the activity conducted by Mad. Oforiwaa lawful? If not, which legal penalties should it incur? Give reasons for your answer.
- Who are the actors involved in the social protection of these children?
- What should be the response of each of these actors to address the situation?
- What are the roles of families, communities, state and non-state institutions in the protection of children?

- You are responsible for raising awareness about these events and circumstances. What would be the content of your message?
- Do a role play of the situation faced by the children.

Addressing the problem

- The trainer will conduct a general review of knowledge of WFCL.
- The outreach strategy based on the concepts, conventions, national and international standards must be fully understood for the adoption of good practices in the fight against WFCL.

Conclusion

How do you distinguish between "acceptable" tasks performed by children and child labour? The border seems imperceptible to some players especially those in rural areas. Therefore, it is important to rely on a classification focusing on criteria based on the age of the child, the nature of work performed, the conditions under which it is performed and the objectives pursued by each country. The answer varies from one country to another and for the same country, from one business sector to another.

Efforts to achieve a coherent understanding of the issue of child labour should be pursued by all stakeholders to ensure a protective environment for children and to promote responsible labour standards in the production of cocoa.

English		Twi
Adolescence	–	Mmabunu mu
Bush burning	–	(wiram) ahyehyehyehyee
Child development	–	Abɔfra nyini mu
Child labour	–	Abɔfra a wɔde no ye adwumaden
Child protection	–	Abɔfra ho banɔ
Child rights	–	Abɔfra wɔ ho akwannya /deɛ mbofra wɔ ho kwan sɛ onya/Nea eɛe abofra
Child work	–	Abɔfra adwuma die
Childhood	–	Abɔfraye/mmofrabre mu
Children's Acts	–	Nhyehyeeɛ a ebɔ mmɔfra ho ban/mmra a ebɔ ho ban
Consequences	–	Nsunsuansoɔ/Akyirease m
Economic	–	Sikasem ho ntotoeɛ
Effects	–	Nsunuansoɔ
Exploitation	–	Asisie / fahunu
Displacement	–	Ntueɛ /tebr[mu nsesae[
Forced labour	–	ɔhye so adwumaye
Compulsory labour	–	Adwuma a eyɛ deɛ ɔye no asodie sɛ ɔye
Hazard	–	Deɛ eko tia apɔmuden/Deɛ ebe tume ako etia/ɔhaw/ɛhaw

English		Twi
Hazardous work	–	Adwuma eko tia apɔmuden/mpre pre adwuma
Health and Safety	–	Apɔmuden ne Ahweyie
ILO convention	–	ILO nhyehyeeɛ/mmra
Psychological	–	Adwene mu nsɛm/Adwenemu tebea
Recruitment	–	Adwumafa
Risk	–	Asiane/ebetume aye hu/ Ade a ebetumi amanee aba
Slave	–	Akoa
Slavery activities	–	Nkoasom mu dwumadie ahodoɔ
Socio-cultural	–	Asetena mu amammerɛ
Spraying	–	Mpetesoɔ
Technical	–	Nimdeɛ sononko
The Worst Form of Child labour	–	Adwumaden a enye koraa sɛ abɔfra beye
Trafficking	–	Esum ase dwadie
Work	–	Adwuma

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**SEND CHILDREN TO SCHOOL TO: LEARN TO READ, WRITE AND COUNT;
SECURE A BETTER FUTURE; AND BREAK OUT OF POVERTY.**



Let us work together to protect children from child labour and the worst forms of child labour and secure a bright future for them and the nation