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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Identify And Train Church Representatives as Ambassadors Of CLaT In The Churches



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THE
UNIVERSITY
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Cover photo: A group picture of church representatives (CEWEFIA)

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ACRONYMS

CCM	Centre for Coastal Management
CEWEFIA	Central and Western Region Fishmongers Improvement Association
CRC	Coastal Resource Center
CSLP	Coastal Sustainable Landscape Project
DAA	Development Action Association
DFAS	Department of Fisheries and Aquatic Science
DMFS	Department of Marine Fisheries Sciences
DQF	Daasgift Quality Foundation
FtF	Feed the Future
GIFA	Ghana Inshore Fishermen's Association
GIS	Geographic Information System
GNCFC	Ghana National Canoe Fishermen's Council
HM	Hen Mpoano
ICFG	Integrated Coastal and Fisheries Governance
MESTI	Ministry of Environment Science and Technology
MOFAD	Ministry of Fisheries and Aquaculture Development
NDPC	National Development Planning Commission
NGOs	Non-Governmental Organizations
SFMP	Sustainable Fisheries Management Project
SMEs	Small and Medium Enterprises
SNV	Netherlands Development Organization
SSG	SSG Advisors
STWG	Scientific and Technical Working Group
UCC	University of Cape Coast
URI	University of Rhode Island
USAID	United States Agency for International Development
WARFP	West Africa Regional Fisheries Development Program

TABLE OF CONTENTS

ACRONYMS.....	iii
ACKNOWLEDGEMENTS.....	vi
EXECUTIVE SUMMARY.....	1
SECTION 1 BACKGROUND.....	1
1.1 Workshop Objectives.....	1
1.2 Expected outcomes.....	2
SECTION 2 TRAINING DELIVERY.....	2
2.1 Opening.....	2
2.2 Organization.....	2
2.3 Attendance.....	2
2.4 Methodology.....	3
SECTION 3 TRAINING CONTENT.....	3
3.1 Definition of Terms.....	3
3.2 Child Labor and Trafficking.....	3
3.3 Stakeholder Analysis.....	3
3.4 Steps to Advocacy.....	4
3.5 Understanding the Issue.....	4
3.6 Developing Proposals and Responses.....	4
3.7 Influence Policy Makers.....	4
3.8 Follow-Up.....	4
3.9 Building Effective Team, Coalitions and Allies.....	5
SECTION 4 LOGISTICS DURING THE TRAINING.....	5
4.1 Training Outcome.....	5
4.2 Challenges.....	5
4.3 Conclusion.....	5
4.4 Recommendation.....	5
4.5 Evaluation of Training.....	5
REFERENCES.....	7

LIST OF FIGURES

Figure 1. A cross section of participants in attendance	3
Figure 2. Participants going through Problem Identification Process	4

LIST OF TABLES

Table 1. Outcome Analysis.....	6
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EXECUTIVE SUMMARY

Child Labor and Trafficking (CLaT) is an issue of concern especially in fishing communities in Ghana. A lot of children engage in fishing activities which are often hazardous to their health and development. Others are also trafficked to other destinations where they provide cheap labor to fishermen and fish processors. This continue to affect the total development of children as some of them are pushed into doing works that are harmful to their health, denied the opportunity to enroll in school, thus contributing to high teenage pregnancy in fishing localities.

The Sustainable Fisheries Management Project (SFMP) with funding from USAID in its quest to ensure a sustainable fisheries sector has made provision to fight against Child Labor and Trafficking in fisheries. The Central and Western Fishmongers Improvement Association (CEWEFIA), an implementing partner of the USAID/Ghana SFMP has been creating awareness on the negative effects of Child Labor and Trafficking in children and the society. As part of the strategies to prevent CLaT in the target communities, CEWEFIA is collaborating with Religious bodies to prevent CLaT in the communities.

It is against this backdrop that CEWEFIA organized an advocacy training to build the capacity of representatives from churches and mosques to effectively support the fight against child labor and trafficking in their respective communities.

SECTION 1 BACKGROUND

CEWEFIA under the sustainable Fisheries Management project is working to prevent Child labor and Trafficking (CLaT) in Fisheries in Elmina and Moree in the Central Region of Ghana. Since CLaT is generally a complex phenomenon caused by many factors, one of CEWEFIA's strategies is to collaborate with many relevant partners to empower vulnerable households and communities and increase awareness on the dangers associated with CLaT. Religious Bodies have been identified as key stakeholders as they have the platform to continuously reach out to their members. In this regard, representatives from churches and mosques were selected to partner with CEWEFIA in advocacy on the prevention of CLaT in the two target communities.

It is against this background that CEWEFIA organized a two-day advocacy training for fifty-one (51) selected members of churches and mosques in its operational communities to build skills in advocacy project planning and implementation to effectively understand the why and how advocacy is done effectively, in order to carry out child labor and trafficking issues. The training also aimed at building and strengthening their existing capacity to be able to plan and deliver child labor and trafficking messages in their various churches

1.1 Workshop Objectives

The objectives of the workshop were to:

- Promote community/stakeholder participation in child protection advocacy.
- Strengthen/Upgrade the capacity of executives of various churches and mosques for advocacy campaigns.
- To enhance the capacity of selected members to acquire advocacy skills/tools for dialogue towards an improved child and family welfare system.
- Empower trainees to better understand abusive situations to make choices to prevent and respond to risk.
- Roll out church facilitation toolkit - child protection awareness program.

1.2 Expected outcomes

Expected outcomes of the workshop included:

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

SECTION 2 TRAINING DELIVERY

2.1 Opening

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

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

2.2 Organization

The program was a two-day one, organized for selected church members in Elmina and Moree in the Central Region where CEWEFIA works. It was held on 8th - 9th February, 2018.

During the program delivery, both Fante and English were adopted to facilitate the training.

Rev. Gabriel Fiatui facilitated the training session and was assisted by Mr. Michael Takyi.

The staff of CEWEFIA was on hand to assist throughout the program. They encouraged the participants to be sincere and vigilant in the implementation of the advocacy project; and indicated their readiness to support the members with any relevant information and contacts that will make their action successful. CEWEFIA promised its preparedness in supporting to ensure best practices in the implementation to achieve results, and to derive maximum impact from the program.

2.3 Attendance

In all, fifty (51) selected members (15 females and 36 males) from churches and mosques in Elmina and Moree took part in the training.



Figure 1. A cross section of participants in attendance

2.4 Methodology

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

Some of the tools used include the following:

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

SECTION 3 TRAINING CONTENT

The participants were taken through the following topics:

3.1 Definition of Terms

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

3.2 Child Labor and Trafficking

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

3.3 Stakeholder Analysis

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

3.4 Steps to Advocacy

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

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

Participants were made to understand the need for members to elicit information from various actors and fathom the breadth and depth of the issue on children.



Figure 2. Participants going through Problem Identification Process

3.5 Understanding the Issue

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

3.6 Developing Proposals and Responses

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

3.7 Influence Policy Makers

Trainees were taught how to dialogue effectively with the target. Practical demonstrations were staged. It was stressed that the group must be well prepared having alternative solutions; and be persuasive with cogent information.

3.8 Follow-Up

One important thing that was discussed was follow-up and monitoring. Participants learnt how to establish indicators as a way of checking progress of planned activities, as well as how to determine results and impact of their advocacy activities. There was also a discussion on qualitative and quantitative indicators, and how they are done.

3.9 Building Effective Team, Coalitions and Allies

Various issues involved in building effective teams, coalitions and allies were vividly explained. The building blocks such as leadership, team work and communication skills were discussed:

- *Leadership* - having defined leadership, participants were taken through the types of leaders. As well as the good and bad qualities of a leader.
- *Team work* – participants engaged in team work exercises with emphasis on attributes such as good listening skills, acceptance of all views, transparency, tolerance etc.
- *Communication skills* - the discussions centered on the message, the sender, the receiver, and the medium for transmitting the message. Participants also identified verbal and non-verbal communication. Requirement for each case and how it may affect the message and the receiver were thoroughly discussed.

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

SECTION 4 LOGISTICS DURING THE TRAINING

Logistics required for effective training was adequately provided.

4.1 Training Outcome

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

4.2 Challenges

The two days were not adequate for the training; participants had to stay for long hours in order to exhaust the content.

4.3 Conclusion

The training ended successfully. The participants were happy about the new skills acquired in advocacy; and lauded the efforts of USAID and CEWEFIA for their instrumentality in child labor and trafficking advocacy, and the support for fisheries management in general. They were confident of using the impacted skills well. They also expressed their joy to the facilitators for taking time to explain issues to their understanding.

4.4 Recommendation

We sincerely recommend that training in fundraising will help trainees, as advocacy work require resources to avoid over dependency.

4.5 Evaluation of Training

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

Table 1. Outcome Analysis

Areas of assessment	No of Participants	Absolute Number	Percentage
Venue for Training	51	48	94
Training Materials	51	50	98
Workshop Facilitation	51	50	98
Participation	51	49	96
Meals	51	49	96
Training Method	51	48	94
Duration	51	47	92
Level of Understanding	51	50	98
Ability to Plan Advocacy Activities	51	47	92
Overall Impression of Training	51	48	94

No participant ticked “sad”. The absolute figures represent happiness while the remaining were indifferent. On the whole, all trainees indicated that they were delighted about the program.

The trainees were encouraged to be proactive in Child Labor and Trafficking advocacy issues. On their part, they promised to use the new knowledge extensively for maximum benefit.

REFERENCES

1. Training manual