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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Refresher Training For CCPCS And Anti-CLaT Advocates



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Cover photo: A cross section CCPC Members and Anti-CLaT Advocates at the Refresher Training

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SNV: <http://www.snvworld.org/en/countries/ghana>

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

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EXECUTIVE SUMMARY

As part of CEWEFIA's effort to increase the awareness level of Anti-CLaT issues in Central Region especially Elmina and Moree, One-Day Refresher Training was held for the Community Child Protection Committee (CCPC) members and Anti-CLaT advocates in Elmina and Moree at Cape Coast, (Pension House) on Thursday, 12th April 2018. A total number of sixty-six (66) people participated in the training which consisted of thirty-one (31) CCPC members and thirty-five (35) Anti-CLaT Advocates. The training deployed the use of discussions, brainstorming and demonstrations to deliver lessons on CLaT prevention, experience and information sharing. There were discussions on Stages in Child Development and its associated characteristics, Support Circle and Child Work. The discussions were led by Madam Cecilia Arthur, a retired Social Welfare Officer for KEEA and Mr. Godfred Nyarkoh, the Municipal Director of Department of Social Welfare, KEEA and a CCPC member.

The training was successful, with all clarifications made for better understanding

SECTION 1 BACKGROUND

Refresher training is often organized for Anti-CLaT Advocates and CCPCs to sensitize them on child issues to help in their dealings with children and parents. It is organized every quarter to build their capacity on the needed skills to perform child protection activities. This quarter's refresher training was held at Cape Coast (Pension house) on Thursday 12th April, 2018.

Attendance:

CCPC members and Anti-CLaT Advocates from Elmina and Moree

Sixty-six (66) members took part in the training which comprised of forty-six (46) males and twenty (20) females. Below is the detailed participation.

Table 1. Detailed participation of members in the Training

Community	CCPCs	Anti-CLaT Advocates	Total
Moree	16	22	38
Elmina	15	13	28
Total	31	35	66

1.1 Workshop Objectives

The objectives of the Training were to:

- Determine the progress of Anti-CLaT effort of CCPCs and Anti-CLaT Advocates in the communities.
- Ascertain challenges confronting CCPCs and Anti-CLaT Advocates in the execution of their duties in the communities.
- Share experiences and knowledge on the development of a child and their welfare to guide in their protection.
- Deliberate on issues affecting children and how to address them.

1.2 Expected Outcomes

Expected outcomes of the Training included:

- Lessons learned from the development of the child and know-how to deal with them.
- Action plans developed for child protection.

SECTION 2 OPENING

The training started at 9:00 am. Inspirational messages were given by Mr. Michael Takyi, the Monitoring and Evaluation Officer of CEWEFIA. The participants shared their field experiences and the challenges they encountered in the field and recommended new strategies to address the challenges. After the experience sharing, the participants were taken through issues on children and their welfare.

2.1 Training Methods

- Discussions.
- Brainstorming.
- Questions and answers.

2.2 Discussions

The following topics were thoroughly discussed at the training:

- Child Development.
- Participatory revision on the circle of support.
- Sharing of resources/the stepping stone.

SECTION 3 CHILD DEVELOPMENT

Madam Cecilia Arthur, a retired Social Welfare Officer and a member of the Community Child Protection Committee (CCPC) led the participants in this discussion. According to her, a child is a person under the age of 18 years. The discussion placed emphasis on the development stages a child goes through immediately after birth till he or she becomes of age, the emotional, physical and psychological characteristics the child exhibits and the kind of care required from the parents. This was to help the CCPC members and Anti-CLaT Advocates to understand children and better appreciate them and their behavior and to guide them when necessary. Below is the summary of the growth stages.

3.1 Growth Stages and Its Associated Characteristics

- One day to Six Months:

This stage is characterized with intensive crying. The child also holds on to anything around him or her and so constant monitoring of the child is needed from parents.

- Six months to Twelve Months:

The child begins to crawl and walk. Constant monitoring from the parents is needed to guide the child's movement.

- One year to Two years:

The child at this age freely walks from a point to another.

- Two to Three years:

The child begins to challenge their parents on issues. At this stage, the parents are entreated to be more patient and not to give stringent punishment as it may have a long-term psychological effect on the child. Also, the child should not be over protected. Humble, verbal correction is most recommended. The child should be in school at this age.

- Three to Five years:

The child begins to play with different objects like toys and football. The child asks many things from their parents including money for toffees, biscuits; and requests for food of their

choice. Also most children wish to be pampered, emulate so many attitudes from aged colleagues and parents. Parents are entreated to monitor the kind of children their child plays with.

- Five to Nine years:

The child develops two attitudes: one in school and the other in the house. Children are very curious and inquisitive. In view of that, the children at this age should not be sleeping in the same room with their parents.

- Nine years to Thirteen years:

This is the stage where the child appreciates the world system. When the child does something better he or she needs to be appreciated and rewarded. In otherwise when he/she does something bad he/she needs to be genuinely and gently rebuked. This stage is also a puberty driven stage where the child is beginning to enter his or her adolescent stage. Parents at this stage are required to teach their child what they are supposed to know (dos and don'ts).

- Thirteen to Eighteen:

This stage is referred to as the adolescent stage. The child at this stage has the power to reason. The child needs to be taught life guidelines. Parents are to draw closer to the child and teach the child life principles including the child's future career and sex education.

Child labor and child work was well highlighted. It was revealed that children should not be overburdened with work at home. The child should be given work worthy of his or her strength. At thirteen to eighteen years, the child can be taught the family business or life skills training for a living at their free will, but not under any compulsion.

The facilitator further opined that the parents had the liberty to teach their child what they the parents were doing for a living or trade, but not at the expense of the child's physical, mental, psychological and social wellbeing.

3.2 Participatory Revision On the Circle of Support

The discussion was led by Mr. Godfred Nyarkoh, Social Welfare Representative (KEEA, Central Region) and a CCPC member. The discussion focused on the type of support for an orphan who was a teenager and pregnant. A participatory approach was used where each participant was asked to share his or her view on the case. It was emphasized that this type of person needs support from the following categories of people:

Family relatives, Teachers, Assemblymen, Religious leaders, Doctors, Neighbors, Peers, Chiefs and Social workers.

After the case study, further discussion was held on how teenage pregnancies can be reduced.

The following suggestions were made by the participants:

- Assemblymen should organize community volunteerism.
- Chiefs must enforce specific punitive measures put in place to deter children from becoming pregnant.
- Parents and guardians should counsel and monitor their children from awkward behaviors.
- Sex education must be encouraged in schools and home.

3.3 The Maize Plant (Brainstorming)

In this section, the facilitator (Madam Cecilia) led the participants to brain storm factors necessary for the growth of a maize plant. With the aid of pictorial diagrammatic

demonstration, the following were factors considered: quality soil, water, sunshine, air, cultural practices. This was linked to child upbringing. It was emphasized that in child growth, the following are needed:

- Proper shelter.
- Sunshine for good health.
- Religious body for spiritual rebuilding.
- Close intimate relationship.
- Quality financial protection.
- Support and love from family.
- The right of the child to express his or her view.

3.4 Demonstrations (Tug-Of-War)

Problems faced by a child in growth were demonstrated using a tug-of-war where the child is assumed to be at the center of the tug with four ropes around. The four ropes representing problems being tied around his waist and dragged to and fro. This represents the problems every child faces in life as the child grows. At the end of the demonstration, it was understood that different problems require different approaches to solve them. This calls for all and sundry to collaborate in supporting the child to accomplish in life.

3.5 Sharing of Resources/The Stepping Stone

This session took the participants through a participatory discussion. It highlighted on a child born into a society bedeviled with so many problems such as abuse, violence, neglect, exploitation and many others. These problems are represented as a big river which the child needs to cross in order to accomplish his or her objectives. Hence, the child needs the support of all and sundry including teachers, doctors, community leaders, chiefs in that regard.

3.6 Recommendation:

- Parents should be included in the training.
- The training period should be extended in order to add more lessons.

SECTION 4 CONCLUSIONS

Participants in their submissions recognized that the child is most precious to the parent and that proper care must be given to him or her. The development of a child does not rely solely on parents, but every individual a child comes into contact with. Each child growth stage requires specific care and that the parents must be ready to offer that care for the proper growth of the child.

The program ended fruitfully. Many questions were asked for clarifications. The training ended at 3:30 pm, with participants poised for action.