SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Community Champions/Advocates Orientation Guide on Child Labor and Trafficking (CLaT)

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Cover photo: A CLaT victim and his family being interviewed by an official of the Department of Social Welfare and staff of CEWEFIA on his experience in CLaT in Moree in July, 2015 (Photo Credit: CEWEFIA)

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

LIST OF ACRONYMS

CLAT   Child Labor and Trafficking

CRC   Coastal Resources Center

FCUBE   Free Compulsory Basic Education

FP   Family Planning

GSS   Ghana Statistical Service

ILO   International Labor Organization

IPOPCORM Integrated Population and Coastal Resource Management

NPA   National Plan of Action

NRM   Natural Resource Management

PHE   Population Health Environment

RP   Reproductive Health

SFMP   Sustainable Fisheries Management Project

UN   United Nations

UNCRC   United Nations Convention on the Rights of the Child

URI   University of Rhode Island

USAID   United States International Development Agency

WFCL   Worst Form of Child Labor

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ACKNOWLEDGEMENT

INTRODUCTION

Child Labor and Trafficking (CLaT) is a sensitive issue which deprives children of their rights and basic opportunities such as free compulsory basic education. Some of these children are enslaved and exploited in various forms that cause significant harm to them, their families and society.

This child labor and trafficking orientation guide is based on the request of the Sustainable Fisheries Management Project (SFMP) to strengthen community champions to advocate for the prevention of worst forms of child labor and trafficking

The project is sponsored by the United States International Development Agency (USAID) and led by the University of Rhode Island's Coastal Resources Centre (URI-CRC).

The orientation guide aims to:

- Create awareness of CLaT issues in Ghana.
- Help community champions to understand the current issues of child labor and trafficking.
- Help in defining the roles, qualities and good practices of the community champion.
- Outline the linkages of PHE issues in CLaT.
- Develop their interpersonal skills to enable them to communicate well with target households on CLaT issues.

Figure 1. Where is the dignity?

SESSION ONE   CHILD LABOR AND TRAFFICKING

(1 Hour 40 minutes)

Purpose

After the exercise, the participants will be able to:

- Explain what child labor and child trafficking is.
- Highlight the international and national statistics on CLaT.
- Highlight International and national conventions and legislations on CLaT.
- Identify Programs by the Ghana government to combat child labor and trafficking.
- Outline the demand and supply of children.

Preparation

Collect the materials needed:

- Flipchart (newsprint).
- Masking tape.
- Marker.
- Pictures showing children involved in CLaT.

Instructions

Introduction

Show slides of pictures or video depicting CLaT to guide participants in discussing issues.

Facilitator/Participants Activities

- Give information on the definitions and criteria of what illegal child labor and worse forms of child labor are.
- On sticky notes or small pieces of paper, have participants write down activities where children are engaged in working in the fisheries sector (before you show your list).
- Let them generate a list and tape their paper slips on a wall or flip chart.
- Have three flip charts with the following headings: "legal child labor", "illegal child labor", and "worse form of illegal child labor".
- Ask participants to move the types of child labor activities under one of those headings.
- After they are done, discuss if they put the child labor practices under the right category or not.
- Move them around until all are correctly placed.
- If they missed a few that we know occurs and is wrong, discuss that with them (perhaps they will not list trafficking child to lake Volta for instance), and fill in the blank.
- Highlight the international and national statistics on CLaT.

Use available data from authentic sources to highlight the statistics on CLaT.

- Highlight International and national conventions and legislations on CLaT.
- Discuss available legislations and conventions on CLaT.
- Identify Programs by the Ghana Government to combat child labor and trafficking.

Divide participants into four groups to discuss and present programs being implemented by the Government of Ghana.

- Outline the demand and supply factors of children.
- Ask participants to state the demand and supply factors of CLaT.

Use diagrams to guide participants to explain the dynamics of demand and supply of children.

Summary

Summarize by explaining the outcomes of the purposes outlined.

Evaluation

1. Have participants create a picture of the demand and supply of child labor. Ask volunteers to represent a married couple with 3 children. Let another person volunteer as a child-recruiter. Make them stand in front of the rest of the participants
2. Tell the participants that the father Kwesi Attah is a poor fisherman and his wife Esi Mansa is also a poor fishmonger in the community. They are both illiterate and do not have much interest in educating their children. The children are always roaming on the beach hungry
3. Tell the participants that the man spoke to a child-recruiter about selling off his children to make money for himself and his wife. Ask a female volunteer to come forward as the child-recruiter
4. Guide participants to come out with the possible outcomes of what the parents will do.

KNOW YOUR FACTS

Definitions and Statistics on CLaT

A child is defined as a person less than 18 years of age (Children's Act of Ghana, 1998). Child Labor is work that deprives children of their childhood, their potential and their dignity, and that is harmful to their physical and mental development (ILO).

Child labor refers to work that:

- interferes with compulsory schooling.
- compels a child to leave school prematurely or requires them to attempt to combine school attendance with excessively long and heavy work.
- damages the health and personal development of a child.
- is mentally, physically, socially or morally dangerous and harmful to children.

Child labor involves children being:

- Enslaved.
- Separated from their families.
- Exposed to serious hazards and illnesses often at a very early age.
- Deprived of their right to childhood and/or education.

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

A daughter of 16 years who after school spends an hour or so occasionally selling smoked fish at her mother's stall.

What Type of Work is Child Labor?

- Depends on the child's age.
- The type and hours of work performed.
- The specific conditions under which the work is performed.

Hazardous Child Labor

Hazardous work or hazardous child labor is a category of Worst Form of Child Labor (WFCL):

- 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.
- work undertaken in dangerous or unhealthy conditions that could result in a child being killed, or injured and/or made ill as a consequence of poor safety and health standards and working arrangement (WFCL Convention, 1999).

  For instance, a child of 14 years working on a fishing canoe that spends several days a week at sea and requires the child to haul heavy net.

Figure 2. Children Hauling Heavy Net

Hazardous child labor includes:

- Work which exposes children to physical, psychological or sexual abuse.
- Work underground, underwater, at dangerous heights or in confined spaces.
- work with equipment and tools, or which involves the manual handling or transport of heavy loads.
- Work in an unhealthy environment which may expose children to hazardous substances or to temperatures and noise levels damaging to their health.
- Work under particularly difficult conditions i.e. long hours, during the night or work where the child is unreasonably confined to the premises of the employer.

Worst Forms of Child Labor (WFCL)

Worst forms of child labor is all forms of slavery or practices similar to slavery, including the sale and trafficking of children, forced or compulsory labor, such as forced recruitment for armed conflict, the use, procuring or offering of children in commercial sexual exploitation or illicit activities, and hazardous work. (WFCL Convention, 1999 (No. 182)

Figure 3. Children engaged in fishing

Table 1. ILO's Minimum Age Convention for Admission to Employment, 1973 (No. 138)

	The minimum age at which children can start work	Possible exceptions for developing Countries
Hazardous work Any work which is likely to jeopardise children's health, safety or morals should not be done by anyone under the age of 18	18 (16 under strict conditions)	18 (16 under strict conditions)
Basic Minimum Age The minimum age for work should not be below the age for compulsory schooling, which is generally 15	15	14
Light work Children between the ages of 13 and 15 years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training	13-15	12-14

Child Trafficking

Child trafficking by simple definition is about taking children out of their protective environment and preying on their vulnerability for the purpose of exploitation

The Protocol defines trafficking as:

> *the recruitment, transportation, transfer, harboring or receipt of persons, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the concern of a person having control over another person, for the purpose of exploitation.*

Exploitation shall:

> *include, at a minimum, the exploitation of or the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs'.*

CHILD LABOR IN THE FISHING INDUSTRY IN GHANA

Where Are Children Involved

- Net making
- Boat building
- Work on board vessels
- Unloading catches
- Preparing nets and baits
- Fish in aquaculture ponds
- Selling of Fish
- Sorting of fish
- Feeding and harvesting
- Processing of fish
- Bad weather which damages health exposes to death
- Less crew sizes which exposes to injuries and illness
- Long shifts/ hour which interferes with school
- Poor Safety and health standards that exposes to abuse
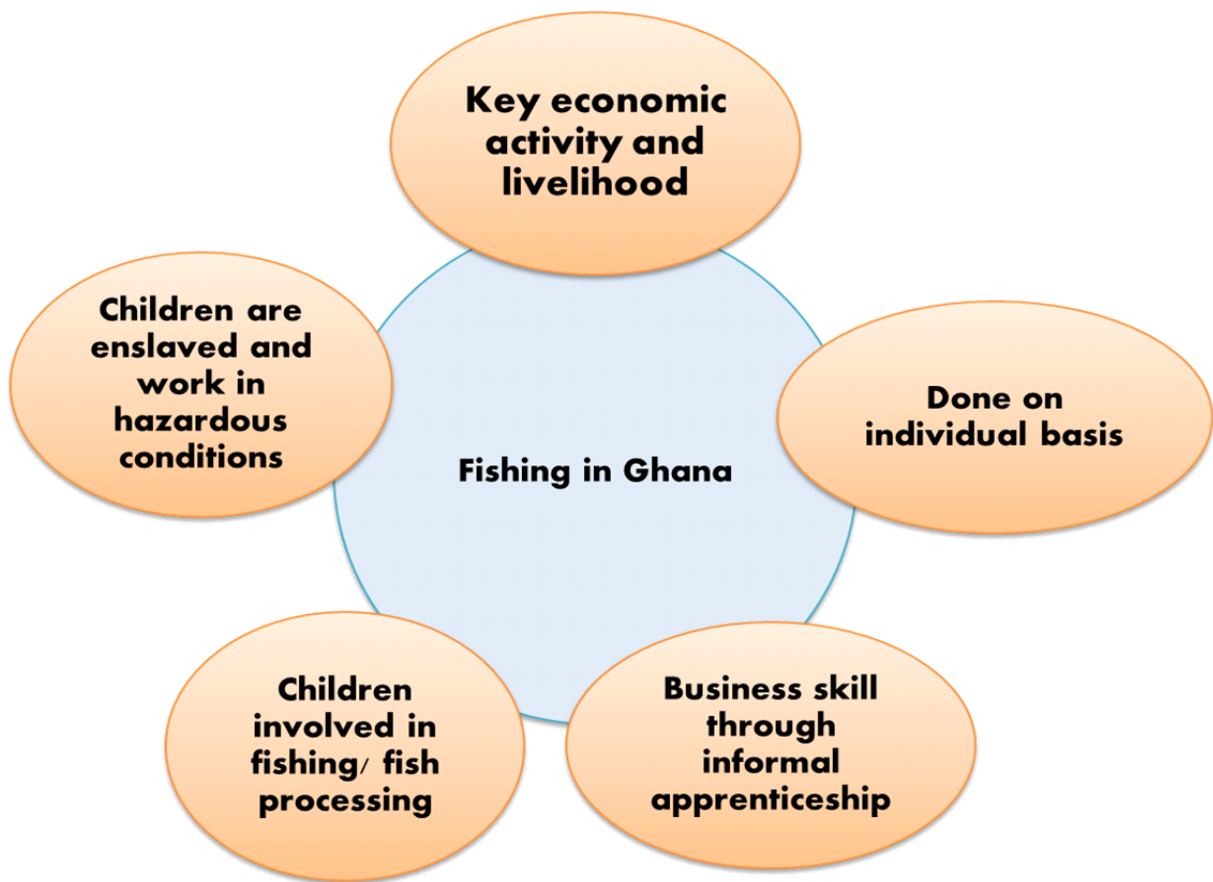
Figure 4. Fishing in Ghana

INTERNATIONAL AND NATIONAL STATISTICS OF CLAT

Statistics on CLAT

Child labor and trafficking is on the forefront of social injustice issues in the world with poor countries in the most vulnerable and at risk situations (i.e. Madagascar, Nigeria, Ivory Coast and Ghana). It is seen as modern day slavery. Child labor is alarming because there has been an increase of about 500,000 children in child labor and an increase of about 1,000,000 in 10 years (WFCL)

- Over 215 million children child laborers engage in several economic activities in the world today.
- Seventy percent (70%) of all child laborers are found in agriculture (mainly fisheries and forestry)

Population of children
5-17 years old:
8,697,602

Working children
(28.5%):
2,476,177

Children not
working (71.5%):
6,221,425

Child labour
(21.8%):
1,892,553

Not child labour
(6.7%):
583,624

Hazardous child
labour (14.2%):
1,231,286

Other child labour
(7.6%):
661,267
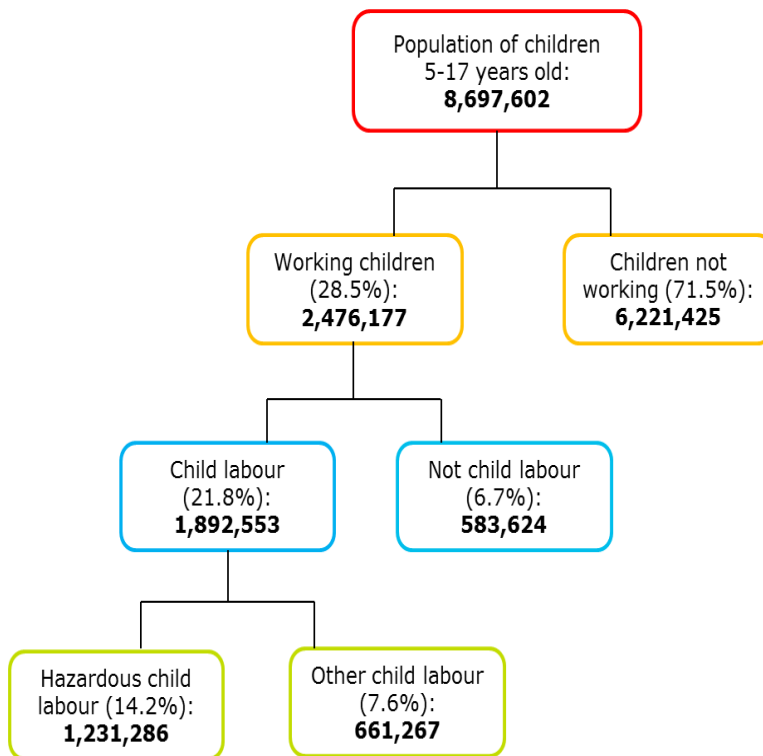
Title   1

Figure 5. 2013- Ten years on

Source: GSS, 2013

- A large number of these children in agriculture are in hazardous child labor environment which exposes them to greater risks of danger and injuries that causes harm to their physical, social and emotional development.
- Over 173 million children worldwide work from subsistence to commercial level.
- About 1.2 million children are trafficked each year worldwide.
- Child trafficking is considered the third most lucrative illegal business in the world today after drugs and arms smuggling (ILO, 2012).
- Estimated $31 billion profit is made by traffickers as a result of human exploitation.

Table 2. Top 13 products produced with child labor

TOP 13 PRODUCTS PRODUCED WITH CHILD LABOR
BASED ON NUMBER OF COUNTRIES PRODUCING THEM

Product	# of Countries Producing It with Child Labor	Which Countries are Producing It with Child Labor
Gold	18	Bolivia, Burkina Faso, Colombia, Democratic Republic of Congo, Ecuador, Ethiopia, Ghana, Guinea, Indonesia, Mali, Mongolia, Nicaragua, Niger, Peru, Philippines, Senegal, Suriname, Tanzania
Bricks	16	Afghanistan, Argentina, Bangladesh, Bolivia, Brazil, Burma, Cambodia, China, Ecuador, India, Nepal, Pakistan, Paraguay, Peru, Uganda, Vietnam
Tobacco	16	Argentina, Brazil, Cambodia, Indonesia, Kazakhstan, Kenya, Kyrgyz Republic, Lebanon, Malawi, Mexico, Mozambique, Nicaragua, Philippines, Tanzania, Uganda, Zambia
Cotton	16	Argentina, Azerbaijan, Benin, Brazil, Burkina Faso, China, Egypt, Kazakhstan, Kyrgyz Republic, Mali, Paraguay, Tajikistan, Turkey, Turkmenistan, Uzbekistan, Zambia
Coffee	14	Colombia, Côte d'Ivoire, Dominican Republic, Guatemala, Guinea, Honduras, El Salvador, Kenya, Mexico, Nicaragua, Panama, Sierra Leone, Tanzania, Uganda
Sugarcane	14	Belize, Bolivia, Burma, Colombia, Dominican Republic, El Salvador, Guatemala, Kenya, Mexico, Panama, Paraguay, Philippines, Thailand, Uganda
Cattle	9	Brazil, Chad, Ethiopia, Lesotho, Mauritania, Namibia, South Sudan, Uganda, Zambia
Rice	8	Brazil, Burma, Dominican Republic, India, Kenya, Mali, Philippines, Uganda
Pornography	7	Colombia, Mexico, Paraguay, Philippines, Russia, Thailand, Ukraine
Diamonds	7	Angola, Central African Republic, Democratic Republic of Congo, Guinea, Liberia, Sierra Leone, Zimbabwe
Stones	7	Egypt, India, Madagascar, Nepal, Nicaragua, Paraguay, Zambia
Cocoa	6	Cameroon, Côte d'Ivoire, Ghana, Guinea, Nigeria, Sierra Leone
Fish	6	Cambodia, Ghana, Indonesia, Peru, Philippines, Uganda

Data compiled from U.S. Department of Labor's 2012 *List of Goods Produced by Child Labor or Forced Labor*

INTERNATIONAL AND NATIONAL CONVENTIONS AND LEGISLATIONS ON CLAT

International Legislative Framework

- UN 1989 -The Convention of the Rights of the Child
- ILO (2000) The Palermo Protocol
- ILO (1999) Convention 182, the Worst Forms of Child Labor Convention,
- ILO (1973) Convention 138, Minimum Age Convention for Admission to Employment,
- ILO (2007) Convention 188. The Human Rights in Work in Fishing

This was the first legally binding international instrument to incorporate the complete range of human rights for children, including civil, cultural, economic, political and social rights including the right to protection from economic exploitation (Article 32) and the right to education (Article 28)

The UNCRC remains the most endorsed human rights treaties in the world and Ghana was the first nation to ratify this convention. There are only two countries in the world that are still yet to ratify this convention. This convention along with supplementary protocols on Smuggling of Migrants by Land, Sea or Air in 2000 and another supplementary protocol, to prevent, suppress and punish trafficking in persons, especially women and children, in 2000, which is simply known as The Palermo Protocol 2000.

Article 3(d) of the protocol states that 'a child shall mean any person less than 18 years of age' who cannot give valid consent to be trafficked.

National Legislative Framework

1. The Children's Act, 1998 (ACT 560) sessions 87-91

- Article 87 of the Act specifies that (1) No person shall engage a child in exploitative labor and (2) Labor is exploitative of a child if it deprives the child of his/her health, education or development.
- The Children's Act in accordance with ILO sets as 13 years for light work; 15 years for engagement in non-hazardous work and 18 years for full employment (including engagement in hazardous work). "

2. The Human Trafficking Act, 2005 (ACT 694)

This is an Act for the prevention, reduction and punishment of human trafficking, for the

rehabilitation and reintegration of trafficked persons and for related matters

- "recruitment, transportation, transfer, harboring, trading or receipt of persons within and across national borders by

(a) Use of threats, force or other forms of coercion, abduction, fraud,

(b) Giving or receiving payments and benefits to achieve consent

- It prescribes specific punitive sanctions on perpetrators.
- It has been applied in prosecuting cases of trafficking into various economic sectors including fishing, cocoa, commercial sex and for ritual purposes.

3. The Domestic Violence Act, 2006 (ACT 732)

This seeks to provide opportunities for addressing violence within the home and family. The Act also aims to protect the most vulnerable within the household (i.e. women and children).

Violence includes physical assault within families, deprivation of food, clothing, health, education, shelter, emotional and financial abuse.

4. National Plan of Action for Elimination of Worst Forms of Child Labor in Ghana

The National Plan of Action is a coordinated framework to fulfil several international conventions and legislative instruments. The NPA provides the guidelines for implementing and achieving Ghana's commitment to eliminate child labor, child trafficking and other slavery-like practices. It aims to reduce the WFCL significantly by 2015.

5. Other programs to encourage school attendance in Ghana

- Free Compulsory Basic Education (FCUBE) – children from 6 years to enjoy free formal education
- Capitation Grant – fee free policy for all basic schools- it covers, culture, sports and internal school development fees
- School Feeding Program-to stop children going out of school for lunch and not returning to school
- Provision of free school uniforms, exercise books and sandals

VULNERABILITY FACTORS

Poverty

- The low-income earners are more vulnerable to the kind of exploitation that is found in child labor
- Lack of access to common goods and services such as schools and alternative livelihood, portable water and electricity

Socio-cultural factors (NPA)

- Lack of awareness
- Inadequacies of the education system
- Institutional weaknesses in the application of child labor laws
- Over-exploitation of fishery resources

While poverty and need to supplement household income has been identified as the major cause of the problem in Ghana, the following factors are also key to the problem in the fishing sector in Ghana.

- Inadequacies in the educational system - Lack of access to adequate schools i.e. insufficient number of schools, geographical distance, poor quality and non-relevant curricula
- Socio-cultural factors such as ignorance and misconceptions - Children's participation in fisheries and aquaculture considered a way of life and necessary to pass on skills (fishing, net making/repair, fish processing and trading)

Table 3. Demand and Supply Determinants

Supply	Demand Factors
Poverty and need to supplement household income	Cheap labor as children are often paid less than adults (or unpaid) and have weaker negotiating power with regard to terms and conditions of work
Lack of access to adequate schools, particularly in remote areas (insufficient number of schools, geographical distance, poor quality and non-relevant curricula) and interruption in education due to migration	Insufficient labor at peak (fishing) seasons
Inadequate and insufficient information on behalf of parents, e.g. perceived irrelevance of education or low awareness of hazards of certain work	Substitution of adults in household chores and labor when parents are working, sometimes away from home
Lack of financial services that would allow the household to redistribute expenses and income over time	Perception that children's fingers are agile or their (smaller) bodies better for certain tasks, such as net repairs, diving deep distances to hook/unhook the nets from fishing boats, etc.
Attitudes, values and norms: children's participation in fisheries and aquaculture considered a way of life and necessary to pass on skills (fishing, net making/repair, fish processing and trading)	Children, in particular girls, are considered to be more compliant workers
Need to cope with shocks such as a natural disaster and/or the loss of a household breadwinner (accident at sea, HIV/AIDS)	Certain work is considered 'children's Work', e.g. food processing, canoe paddling, fetching water
Cultural perceptions of masculinity and desire to earn income making boys want to go to sea for fishing early. Girls wanting to make money working in fish processing and marketing	

SESSION TWO

(1 Hour 40 Minutes)

WHO IS A COMMUNITY CHAMPION/ADVOCATE

Purpose

After the exercise, the participants will be able to;

- Define who a community champion is.
- Explain who can be a community champion.
- Outline the qualities that "make" a community champion.
- Outline the roles of community champions.
- Identify the areas of commitment in becoming a champion.
- Identify the rewards in becoming a champion.

Preparation

Collect the materials needed:

- Flipchart paper (newsprint)
- Masking tape
- Markers

Instructions

- Facilitator/Participants Activities
- Discuss the definition of a community champion with participant
- Explain who can be a community champion
- Use role play to determine who a champion is

Two community members chance on a victim of CLaT looking beaten, hungry and even crying observe their reaction.

- Guide participant to discuss the outcome of the role play.
- Outline the qualities that "make" a community champion
- Discuss with participants the qualities that make a community champion.
- Outline the roles of community champions
- Guide participant to outline the role of a community champion
- Identify the areas of commitment in becoming a champion.
- Discuss the commitment in becoming a champion.
- Identify the rewards in becoming a champion
- Discuss the rewards of becoming a community champion.

Summary

Give an overview of who a champion is, outlining the roles and qualities.

Evaluation

Guide participants to undertake the following role-play to ascertain the concept of becoming a community champion.

A recruiter is talking to a family to take away two (2) of their children to work. As the negotiation is going on, two (2) community members visit the house. The first person is a trader going to collect money from the woman. The second person is a teacher going to look

for one of the children who is bright but plays truant. Ask participants to critically observe the actions of the two community members.

- Discuss the outcome of the role-play.
- Ask participants to determine which of the two community members can be a community champion
- Ask participants to list the qualities of a community champion and share other additional qualities if any.

COMMUNITY CHAMPIONS

Community champions are people who make a positive difference by helping others. They are real people, men and women of all ages and backgrounds who have the time, commitment and skills to offer support. Community champions come from a variety of backgrounds. They represent a range of ages, cultures, genders, and professions. As a Community Champion, their task is to understand local community issues and to utilize the skills, knowledge and resources to make a difference.

Community champions are people in the community who take on an issue or project and are fearless in raising awareness and support for it. In this case, the issue is CLaT awareness and prevention. You do not have to be an expert or a highly skilled presenter to be a community champion. But you should feel comfortable leading a group conversation about CLaT and be willing to use the messages in this pamphlet to guide the conversation.

The unique qualities you bring to your role will enrich the program and reflect the diversity of your community

Who Can Be A Community Champion?

Individuals

- Seniors, Teens, Adults
- Educators
- Postsecondary Community Adult educators

Service Providers

- Healthcare
- Nursing homes

Community Minded Groups

- Service and social clubs
- Professional associations
- Faith groups
- Youth organizations
- School groups
- Individual Educators

Who Can Be a Community Champion?

- Community
- Schools
- Local authorities
- Religious bodies

- Fishermen
- Fish processors
- Local charities

Qualities That "Make" A Community Champion

A community champion searches his/her core internal values to determine:

- To be passionate about the community in general to really determine where their charitable passions are to then make a difference.
- What am I passionate about? What charitable passions lie within?
- What social issues can I support, commit to and invest my time, talent and treasure?
- A community champion seeks out organizations that match his/her core values of giving and takes action to give back.
- A community champion garners support from family, friends, employees and employers to broaden his/her network and provide greater support to his/her charitable passion.
- A community champion ensures that the provision of good work is celebrated in a humble yet visible way so others may learn firsthand of the joys of giving back to the community and feel engaged to want to participate in the same fashion.
- A community champion actively seeks feedback to ensure the maximum benefit for the effort extended is ensued. He/she will make the necessary adjustments whenever and wherever possible for the overall benefit for his/her charitable passion.
- A community champion should be patient. Change takes time and to "champion" anything in life requires patience.

Roles of Community Champions

- Meeting the local charities and services to find out how we can help them
- Supporting local charities and services to raise their profile with customers
- Supporting local fundraising events with raffle prizes and refreshments
- Meeting the religious bodies to create awareness on CLaT issues
- Gather stories of interest on CLaT and identify CLaT victims in the community.
- Forming clubs in schools to create awareness on CLaT
- Encouraging parent to send their children to school because it is their right.
- Referring CLaT issues to the Department of Social Welfare

What Is The Commitment?

This is a volunteer position, so you have control over your level of commitment. Ideally, you will be available to participate in conversations and lead presentations on CLaT when you are needed in your community. We hope this toolkit will inspire you to promote respect, safety, and freedom of choice for all older adults.

Talk about the issue whenever you have the chance. You can make a difference by challenging the assumptions people make and the stereotypes we accept.

What are the rewards?

As with other volunteer positions, the rewards of the work are both practical and personal. You will meet people, learn new things, use your strengths, and develop your skills. You will be helping to make your community safer and healthier. And that can make you feel safer and healthier.

SESSION THREE

(1 Hour 30 Minutes)

OUR COMMUNITY

Purpose

To illustrate the effect of rapid population growth on health and natural resources and how it is connected to CLaT

Learning Objectives

After this exercise, the participants will be able to:

- Explain the effects of rapid population growth on health and natural resources.
- Describe PHE and the benefits of PHE linkages/integration.
- Link PHE issues to CLaT.

Preparation

Collect the materials needed:

- Flipchart, paper (newsprint)
- Colored paper
- Masking tape
- Marker pens
- Chalk
- Scissors

Collect other materials, depending on the venue of the activity.

If activity is held In-doors Prepare pieces of chalk and small cut-outs that depict natural resources (e.g., trees, fish, bananas, water) to represent the resources commonly utilized by residents.   If activity is held Out-doors Collect dry leaves and twigs to substitute for the cut-outs.

Make sure the participants understand what each material represents.

Have an idea of the map of the community, specifying the locations of the settlement, mangroves/trees, grazing lands, water sources and other natural resources found in their community.

Instructions

1. Have the participants stand in a clear area.
2. Draw a map of the community on the ground/floor using chalk or flipchart (newsprint) and marker pen. With the help of the participants, label the areas and mark the boundaries of the agricultural areas, settlements, water-sources/streams, and the sea.
   Create a story of how the community looked 20–25 years ago. Invite two participants to stand inside the 'settlement' area. These two volunteers will represent the first family who settled in the area.
3. Distribute the cut-outs in the delineated agricultural and coastal areas (e.g., trees and shrubs inside the forest area; fish, seaweed and other coastal resources in the 'sea'; bananas, cows, animals inside the agricultural areas).

4. Ask the volunteers playing the 'first family' what resources they need for household-use (e.g., shelter, food, water). Have them gather what they need by picking-up the cut-outs representing the 'resources.'
5. Ask the volunteers how many children they would like to have, and let them call other participants who they would like to be identified as their 'children.' Have the 'children' stand inside the settlement area with their 'parents.'
6. Divide the settlement between the 'parents' and the number of 'children', and ask them to gather the resources they need (e.g., trees for houses; fish, bananas, cows, goats, shellfish, etc. for food; mangrove trees for firewood).
7. Have the 'children' state the number of children they would like to have, and continue the process until all the 'resources' are depleted (i.e., there are no more cut-outs to gather) and/or a participant says he/she no longer has space to build his/her house (i.e., the settlement has encroached upon the forest/agricultural area or has 'reclaimed' part of the sea). Bring the whole group together and ask them the following questions (related questions could be added):
8. What did you observe during the session?
9. Were the circumstances similar to your experience in your community? In what ways?
10. What did you learn from the exercise?
11. Write down all answers from the participants on flipchart paper. When all the questions have been answered, read aloud what has been written.
12. Ask participants if all their inputs were recorded. If someone answers "no," ask what answer(s) were left out and add to the answers on the flipchart paper. If everyone answers "yes," then proceed to the next activity. Leave the flipchart paper with the answers posted.
13. Process "Our Community" Exercise (Option 1) (10 minutes)
14. Divide participants into small groups (maximum of six individuals per group). Instruct each group to answer the following:
15. Describe the community's population, its health, and the state of its resources as depicted in the exercise.
16. What kind of community would be ideal (e.g., healthy community, healthy resources)?
17. List ways the community could improve.
18. Describe some PHE linkages (e.g., negative: over-fishing, destructive farming practices or tree-cutting can lead to fewer resources and too little money or food to feed and sustain families; large families need more resources to live; positive: smaller families are healthier, have more resources, and tend to use fewer resources so there are still resources for the future).
19. What will be the benefits of the linkages between population, health and the environment?
20. Choose PHE linkages that can be addressed:
    - As an individual.
    - As a family member.
    - As a community member.
    - As a policy-maker at the national and sub-national levels.

Ask participants to report on their group discussion. Write their outputs on flipchart paper.

Summarize the presentations made by the groups by reading through the outputs listed. Emphasize points contained in the 'Facts to Know' section.

FACTS TO KNOW: What Is PHE?

P = Population involves the provision of voluntary FP (Family Planning) information and services to address unmet need for contraception and promote birth-spacing and other RH (Reproductive Health) practices

H = Health can be a variety of interventions but usually involves water, sanitation, malaria prevention or child health

E = Environment can include but is not limited to protected area management and biodiversity conservation (preserving the abundance and variety of all species including endemic, endangered, microscopic and more complex organisms on land and water). It can include a variety of approaches—watershed management, sustainable agriculture, natural resources management

The terms PHE or integrated PHE refer to a development approach that focuses on the interactions amongst population, health and environment dynamics, particularly in biodiversity-rich areas. This approach facilitates cross-sectorial collaboration and private-public partnerships that enable delivery of multi-disciplinary interventions.

It is also defined as "the linkage, within a community or group of communities, of natural resources management or similar environmental activities and the improvement of reproductive health—always including but not limited to the provision of family planning services" (Engelman).

Most PHE projects are guided by the common belief that integration creates synergies and results not found in single-sector programs. They achieve this goal by being conceptually linked and operationally coordinated. PHE project components may vary depending on the target community's priorities, needs and opportunities for intervention. Some examples of PHE projects include the Integrated Population and Coastal Resource Management (IPOPCORM); Project in the Philippines (family planning, coastal resources management and environmentally friendly enterprise development); the Pwani Project in Tanzania (family planning, HIV/AIDS, livelihoods, biodiversity conservation); and the World Wildlife Fund-Nepal Project in the Terai (first-aid, HIV/AIDS, family planning, alternative energy, water and sanitation).

Why integrate these three sectors?

It makes sense

Individuals, families and communities live integrated lives. They do not concern themselves with only their health, children, growing and/or buying food, clean water, having shelter, etc. These issues are interrelated and part of the larger fabric of their everyday life. Similarly, people and their environment are closely linked. This is even truer as climate change, natural disasters and ecosystem changes increasingly threaten human health, food security, and sustainable development. For these reasons and more, it only makes sense that projects also take an integrated approach to addressing a community's issues and concerns. PHE projects also bring the community together—from village chiefs to adolescents—to help find solutions to a wide range of everyday issues and concerns. Not only does this engage the entire community, but it also can save time for already busy community members who can

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attend just one meeting about PHE, which simultaneously addresses health, family planning, and environment and/or livelihood issues—instead of multiple, separate meetings on each of these.

Further, integrated projects allow organizations to address the root causes of the threats or situations they face. For example, while there are immediate threats to the biodiversity in many areas, the underlying driver could be unbridled population growth. The PHE approach helps address such root causes in a holistic fashion rather than focusing on a single sector solution, such as a pro-environment activity alone.

There is better synergy

Qualitative evidence suggests another benefit of integrating sectors—i.e., the benefit of synergy. Sectors working together on combined and complementary activities can achieve more than if/when they act independently. For example, when natural resources management (NRM) groups also offer health services to the community, they are providing something tangible in exchange for the community's pro-environment actions. This not only builds good community relations, it also provides a good entry point for difficult discussions on health issues, particularly family planning. Alternatively, for health organizations, there are several benefits of linking with NRM groups. NRM groups often work in hard-to-reach, rural communities that many health organizations find impractical or too expensive to reach on their own. By combining resources, both NRM and health organizations can potentially implement their projects more efficiently—sharing transportation, field staff, training and data collection. Combining efforts and resources can lead to better outcomes than those that result from a sector-specific approach that does not consider the multi-faceted life of their target audience(s).

One operations research study attributed improved conditions in coastal resources to the protective management actions taken by collaborating peoples' organizations that were also managing RH activities. This gave communities access to contraceptives, which led to a significant decrease in the average number of children born to women in the study area.

Engages a wider variety of audiences

PHE projects also engage a broader range of stakeholders, local leaders and community members in the pursuit of a common goal. For example, integrated projects encourage the active participation of women and youth in natural resources management, livelihoods and health promotion. This is important because women are often the primary users of natural resources, but they rarely have a say in their management. Also, youth are the future stewards of the environment and their health.

In integrated activities, men participate not only in conservation of natural resources-focused activities, but also in those that focus on health promotion and reproductive health. In fact, in PHE projects, men have played a central role in reproductive health as service providers/educators/advocates and decision-makers—helping increase contraceptive use, address men's RH needs, and promote more equitable relations between the sexes.

At the policy level, PHE contributes to a number of development goals that address broad development needs. As such, PHE can fit within a wider variety of development frameworks more easily than can single-sector approaches. Integrated projects have a greater chance of success if they build upon existing policies or agendas at any level. Examples include integrating PHE interventions into local development plans, NRM plans, comprehensive land use plans, and climate-change adaptation frameworks.

What are the advantages in PHE partnerships?

The PHE approach encourages various sectors to work together toward a shared goal or vision. Partnerships between and among sectors such as health, environment, agriculture, rural development, etc.—whether public or private—can be beneficial in:

- Increasing the scale of effort—bringing together organizations that share the same services or outlook can create the critical mass necessary to tackle a problem.
- Combining complementary skills—bringing together organizations with different skills allows for working on projects that require in-house expertise that either one of the organizations individually might otherwise lack.
- Pooling financial resources—organizations can increase their power and impact by combining financial resources.
- Minimizing overlapping activities—working with multi-sectoral nongovernmental organizations and community groups can help leverage resources, minimize overlapping activities and create stronger programs.
- Building on existing programs and social capital—organizations can contribute to projects that are already established in the field.
- Gaining credibility—organizations may gain credibility by associating with other successful organizations.
- Filling in service gaps—many organizations (especially those working in conservation) reach remote communities that government health systems sometimes cannot. Such partnerships can help in reaching these remote and underserved communities with holistic interventions.
- Building capacity-organizations can gain new knowledge and technical skills by working with partners that have different backgrounds and expertise.
- Increasing sustainability—when organizations partner with local organizations, there is a greater chance that the project will be sustainable.
- Putting the project in the larger context—working with the government, in particular, can help link the project to a number of governmental policies at a variety of levels and enable greater leveraging of resources.

SESSION FOUR

(1 Hour 40 Minutes)

Link Between Ecosystems and Human Well-Being

Purpose

- To understand the impacts of human activities on the ecosystems and the subsequent impacts of CLaT activities.
- To prioritize environmental issues and identify actions that can be taken to address the root causes of CLaT.
- To explain the importance of an integrated approach to solve problems/issues related to CLaT.

Learning Objectives

After this exercise, the participants will be able to:

- Explain the link between increasing population, ecosystem degradation and CLaT.
- Explain the impacts of ecosystem degradation on CLaT.
- Identify actions that can be implemented to address the threats to the lives of children in the households.

Preparation

Collect the materials needed:
- Flipchart paper (newsprint/manila paper).
- Marker pens.
- Meta-cards (Index cards).
- Adhesive tape or masking tape.
- Scissors.
- Prepare an outline of a tree for the problem tree analysis.
- Post the output from the previous exercise (Ecosystems Overview).

Instructions

Problem, cause, impact (15 minutes)

- Review the ecosystem matrix prepared by the group in the previous exercise.
- Depending on the number of participants, ask them to identify one to three critical environmental/ecosystem problems/issues from the ecosystem overview exercise that are affecting their community.

*Note: You may wish to use a preference- or problem-ranking matrix to help the participants prioritize the problems they have identified from the previous session. The problem or issues should be clearly recognizable by the majority of the community.

- If they have identified more than one environmental problem/issue, divide the participants into groups—one group per problem/issue.
- If there is more than one group, tell the participants that while you mentioned previously that ecosystems do not have distinct boundaries, for the purposes of this exercise, each group will focus on one selected ecosystem.
- As an example, using one of the prioritised problems, define clearly the "problem," the "cause" and the "effect." Using the sample chart, show a tree with leaves. Written

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within the trunk of the tree is a problem. Explain that your tree is sick. Point out the problem from which it is suffering. Point out that often a tree is sick because there are problems in the roots from which it feeds. Explain that to understand why the tree is sick, we must follow the problem back to the roots. Let the participants brainstorm over the causes of the problem by asking the question "why?" Draw a root for each cause and write a cause on the root.

- Repeat the question "why?" for each cause identified in step 5. This will help identify secondary causes. Write these secondary causes lower down the roots, i.e., below the primary causes identified. Tell the participants that for the purposes of this exercise they have to continue asking the question "why?" until they can identify no more secondary causes.
- Then ask participants to identify effects or impacts of the problem by asking "what would happen if the problem continues without any intervention?" Draw a branch for each effect/impact, and write the effect/impact on the branch.
- For each effect/impact identified, repeat the question "what happened?" to reveal secondary effects. Place these higher up the branch above the primary effects. Tell the participants that for the exercise they have to continue asking the question "what happened?" until they can identify no more effects of the problem. You may also show the sample problem tree adapted from the International Institute for Rural Reconstruction (see Figure 1).
- After this example demonstration, give each group one problem from the prioritised list and ask them to follow the same process—i.e., identifying the root cause of the problem and its effect/impact on their community.
- Once the groups have completed their problem trees, have them present the results and discuss.

KNOW YOUR FACTS

PROBLEM TREE ANALYSIS

SampleProblem Tree
Adapted from IIR 1998

Increased vulnerability to poverty

Migration

What happened?

What happened?

Life-sustaining habitat destroyed

Searched for alternative livelihood

Income declining

What happened?

What happened?

Fishers resort to destructive methods

Fishers are not getting fish

What happened?

What happened?

Low fish catch

Why?

Why?

Why?

Overexploitation

Fish may have migrated

Fish is now vulnerable to gear

Why?

Why?

Why?

Increasing population pressure in community

Overfishing of broodstock

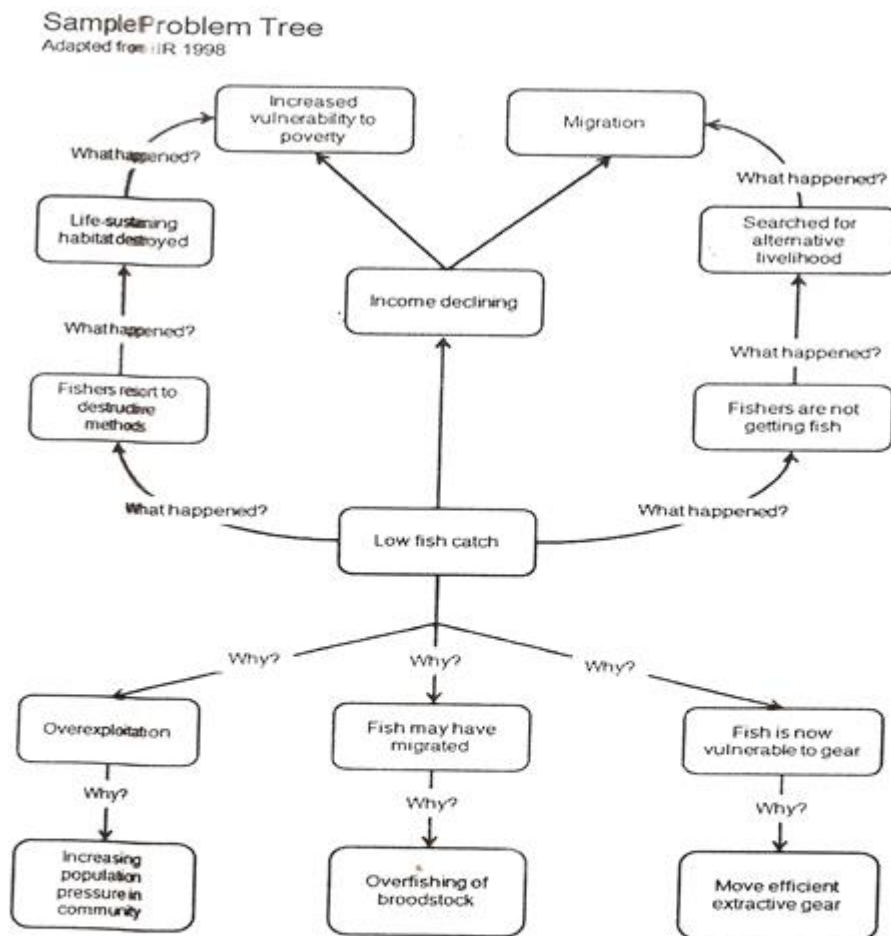Move efficient extractive gear

Figure 6. Problem Tree

DISCUSSION: IMPACT OF CLaT ON HUMAN WELL-BEING

1. Look at the problem tree and ecosystem matrix. For the two priority problems selected, identify and discuss the connection between the priority problem on CLaT and the well-being of children.
2. Point out that increasing population pressure leads to overexploitation of ecosystem resources, which then leads to decline or loss of resources and ultimately affects the human population that is dependent on the resources hence putting pressure on parent to be involve in CLaT.
3. Close the session.

SESSION FIVE BASIC COMMUNICATION SKILLS

(1 Hour 40 Minutes)

Purpose

At the end of the presentation, participants would be able to sharpen their communication

skills in the following areas:

- Meaning of communication
- Levels of communication
- Barriers in communication (that have to do with the <u>communicator)</u>
- Barriers in communication (that have to do with the <u>receiver)</u>
- External barriers in communication
- Five basic reasons we do not listen
- Four levels of listening
- Improving listening skills
- Types of body language
- How to establish rapport

Preparation

- Gather materials such as
- Masking tape
- Markers
- Flipcharts
- Flash cards

Instructions

Introduction

Let participants gather in a circle. Give information to one participant and tell him/her to pass it on to the next person. Find out from the last person what the information is.

Discuss with participants the outcome of this exercise.

Use the discussion to explain the meaning of communication

Use questions and answers to discuss the Levels, internal and external barriers of communication

Use group work to guide participant to come out with the five basic reasons we do not listen and the four levels of listening.

Discuss with participants, how to improve their listening skills and how to establish rapport

Evaluation exercise

Importance of communication skills to the community champion

Let 10 participants volunteer to take part in this exercise. Tell them to play out the following:

> A champion chances on a victim of CLaT. How can he talk to him/her for him/her to feel accepted in the community?

> A community champion wants to address a church gathering. What language he/she can use?

A community champion is at an information center. How will he/she sustain and maintain the interest of his listeners?

BASIC COMMUNICATION SKILLS

Meaning of Communication

Communication is a dynamic process through which we convey a thought or feeling to someone else. How it is received depends on a set of events and the stimuli that a person is exposed to. How you say what you say plays an important role in communication.

Communication is a series of experiences of:

- Hearing.
- Smelling.
- Seeing.
- Touching.
- Tasting.

Levels of Communication

Verbal

- Intra verbal: intonation of word and sound
- Extra verbal: implication of words and phrases, semantics

Non-Verbal

- Gestures
- Postures
- Movements

Barriers in Communication (That Have To Do With the Communicator)

- Unwillingness to say things differently
- Unwillingness to relate to others differently
- Unwillingness to learn new approaches
- Lack of Self-Confidence
- Lack of Enthusiasm
- Voice quality
- Prejudice
- Disagreement between verbal and non-verbal messages
- Negative Self Image
- Lack of Feedback
- Lack of Motivation and Training
- Language and Vocabulary Level
- Lack of Self Awareness

Barriers in Communication (That Have To Do With The Receiver)

- Selective Perception
- Unwillingness to Change
- Lack of Interest in the Topic/Subject
- Prejudice & Belief System
- Rebuttal Instincts

- Personal Value System
- Here-and-Now internal & external factors

External Barriers in Communication

- Environment.
- The venue.
- The effect of noise.
- Temperature in the room.
- Other People – Status, Education.
- Time.

Five Basic Reasons We Do Not Listen

- Listening is Hard Work.
- Competition.
- The Rush for Action.
- Speed differences (120 wpm v/s 360 wpm).
- Lack of Training.

Four Levels of Listening

- The Non-Listener.
- The Marginal Listener.
- The Evaluative Listener.
- The Active Listener.

Improving Listening Skills

- By not being Preoccupied.
- Being Open Minded & Non Defensive.
- Minimizing Interruptions.
- Effective Listening is: Hearing, interpreting when necessary, understanding the message and relating to it.
- By Asking Questions.

Communication

- 7% Words.
- Words are only labels and the listeners put their own interpretation on speakers' words.
- 38% Paralinguistic.
- The way in which something is said - the accent, tone and voice modulation is important to the listener.
- 55% Body Language.
- What a speaker looks like while delivering a message affects the listener's understanding most.

Types of Body Language (Remember That You Are Dealing With "People")

Postures & Gestures

How do you use hand gestures? Stance?

Eye Contact

How's your "Lighthouse"?

Orientation

How do you position yourself?

Presentation

How do you deliver your message?

Looks

Are your looks, appearance, dress important?

Expressions of Emotion

Are you using facial expressions to express emotion?

How Do You Go About Establishing Rapport?

- You need Self-Confidence.
- You must Understand People.
- You must be Enthusiastic.
- You must make Eye Contact.
- You must be Interested in them.

Quotes From Important Personalities

"Yet 215 million are in child labour as a matter of survival. A world without child labour is possible with the right priorities and policies: quality education, opportunities for young people, decent work for parents, a basic social protection floor for all. Driven by conscience, let's muster the courage and conviction to act in solidarity and ensure every child's right to his or her childhood. It brings rewards for all." (Juan Somavia, ILO Director-General*)*

"Few human rights abuses are so widely condemned, yet so widely practised. Let us make child labour a priority because a child in danger is a child that cannot wait."

(Kofi Annan, UN Secretary- General)

*Millions of children are victims of violence and exploitation. They are physically and emotionally vulnerable and they can be scarred for life by mental or emotional abuse. That is why children should always have the first claim on our attention and resources. They must be at the heart of our thinking on challenges we are addressing on a daily basis. We know what to do, and we know how to do it. The means are at hand, it is up to us to seize the opportunity and build a world that is fit for children." (*Ban Ki-moon, Secretary-General of the United Nations)

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