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Community-based Approach to Ending Human Trafficking: The Effectiveness of  
“My Right My Future” in Addressing Child Labor and Trafficking in Ghana, West  
Africa

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**Abstract**

Community-based Approach to Ending Human Trafficking: The Effectiveness of “My Right My Future” in Addressing Child Labor and Trafficking in Ghana, West Africa

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There are 152 million children in the world who victims of child labor; while 73 million are involved in hazardous labor. Almost half of child labor (72.1 million) is found in Africa. 1 in 5 children in Africa (19.6%) is a child laborer, whilst prevalence in other regions such as Arab States, Asia, and Europe is between 3% and 7% (ILO, 2017). This thesis evaluates a community-based intervention implemented in Ghana, West Africa to address the problem. The project contributed to an 8% increase in school Enrollment, an equivalence of 706 in 1.5 years after implementation. The purpose of this thesis is to provide insights of this project to support the efforts of anti-trafficking institutions. In addition, to create awareness on the trauma-relatedness and a call to action for social workers to develop clinical interventions to support victims. It also discusses various limitations, implications, and future directions for the study.

## **DEFINITION OF TERMS**

**Bilharzia** – Also known as snail fever and schistosomiasis, is a disease caused by parasitic flatworms called schistosomes. The urinary tract or the intestines may be infected. Symptoms include abdominal pain, diarrhea, bloody stool, or blood in the urine.

**Child labor** - The term “child labor” is often defined as work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling (ILO, 2010).

**Child Trafficking** - Child trafficking, however, is the recruitment, transportation, transfer, harboring or receipt of children for the purpose of exploitation (UNICEF Ghana, 2001).

**Community Durbar** - A community durbar refers to a community gathering involving key leaders such as chiefs, elders, and community members to discuss or dialogue about important issues of the community.

**FAs** – Field Assistants

**ILO** – International Labor Organization

**Interrupted Time Series Analysis** - Interrupted time series analysis is a quasi-experimental design that can evaluate an intervention effect, using longitudinal data (Source: Kontopantelis, E., Doran, T., Springate, D., Buchan, I., & Reeves, D, 2015).

**MRMF** – My Rights My Future

**PEs** – Peer Educators

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## **DEDICATION**

This paper is dedicated to my parents, Daniel Opoku Agyemang (in memoria), Evelyn Danso, and to my wife, Angelina Sackey for their endless love and support.

## FOREWORD ON POSITIONALITY

As a researcher, this author aims to reflect on the position that he has chosen to adopt within a given research study (Savin-Baden and Howell Major 2013 p.71) and is normally identified by locating the researcher in relation to three areas: the subject, the participants and the research context and process (Ibid p.71). The author acknowledges that his individual world-view concerns ontological assumptions<sup>1</sup>, epistemological assumptions<sup>2</sup> and assumptions about human nature and agency (Sikes 2004).

As an anti-trafficking professional rooted in social work principles, this writer conducts the study from a rights-based approach<sup>3</sup>. Serving as the project lead for the MRMF project, the author acknowledges potential biases of hoping to see more strengths and successes of the MRMF projects compared to its limitations.

However, as a professional social policy analyst driven by social work principles and values, the author conducts this study with fairness, objectivity, and strictly non-partisan. Therefore, this paper aimed beyond personal biases and interest.

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<sup>1</sup> the nature of social reality

<sup>2</sup> the nature of knowledge

<sup>3</sup> A conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights.

# Chapter 1. BACKGROUND

## 1.1 INTRODUCTION

There are 218 million children between the ages 5 and 17 years engaged in employment worldwide. Among them, 152 million children are victims of child labor; while 73 million are involved in hazardous labor. In absolute terms, almost half of child labor (72.1 million) is found in Africa. In terms of prevalence, 1 in 5 children in Africa (19.6%) is a child laborer, whilst prevalence in other regions such as Arab States, Asia, and Europe is between 3% and 7% (ILO, 2017).

The term “child labor” is often defined as work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling (ILO, 2010).

Child trafficking, however, is the recruitment, transportation, transfer, harboring or receipt of children for the purpose of exploitation (UNICEF Ghana, 2001). For example, children being sold for labor or commercial sex work. Child labor is concentrated primarily in agriculture (71%), which includes fishing, forestry, livestock herding and aquaculture, 17% in services and 12% in the industrial sector, including mining (ILO, 2017).

Child labor and trafficking remain one of the major forms of abuses against children in Ghana. There are currently 8.4 million children in Ghana between the ages of 5-17 (Ghana Stats, 2010 report). About 1.8 million children are engaged in child labor and out of this number, 1.4 million are engaged in hazardous work (Ghana 6<sup>th</sup> Standard Living Survey). In Ghana, though there is a prevalence of child labor and trafficking in various industries, the fishing community poses the greatest risk. This is partly due to a large number of children involved in hazardous fishing and the risk of losing their lives to drowning. According to the ILO/Ghana Government

study 2013, 29,000 children are working on the Volta Lake. Boat paddling, hauling nets, sorting of fish, and diving to disentangle fishing nets are some of the task assigned to children. Aside from losing their lives to drowning, they work long hours with little or no salary, are sleep deprived, often malnourished, at risk of getting bilharzia (urine containing blood), and do not attend school.

A study “The Role of Social Worker in the Prevention of Child Trafficking in South Africa” Sambo, J. P., & Spies, G. (2012) showed that child trafficking has traumatic and devastating effects on the victims, affected families, communities and the country as a whole. Further, the effects suffered by victims range from psychological, physical, emotional, social, and economical. Therefore, it is imperative to embark on primary, secondary and tertiary prevention in order to defeat the phenomenon.

## 1.2 TRAFFICKING IN SENYA BERAKU

The Senya fishing village in the central region of Ghana is one the communities with the highest rate of child labor and trafficking in Ghana. At a growth rate of 3.1% the Senya community has a population of 19,982 (Ghana Census, 2010). In 2015, an estimated 80 children were trafficked to Yeji (Volta north) fishing village from Senya Beraku. A survey conducted by the Cheerful Hearts Foundation in 2015 shows that two out three households with children in Senya Beraku have a child trafficked.

Similar to most problem behaviors, child labor and trafficking does not exist in isolation. There are factors that increases the likelihood of children being trafficked while others reduces the risk of being trafficked. Factors that increases the likelihood of problems are known as risk factors, and those that mediate or moderate exposure to risk or directly decreases the likelihood of problems are known as protective factors (Catalano et al., 2012). Major risk factors that contribute to child labor and trafficking in the Senya community include poverty, teenage pregnancy, weak

law enforcement, limited knowledge on child rights, and less knowledge on the long-term importance of education (CHF, 2016). In addition, local teacher's limited knowledge on learning disabilities made it challenging for former child laborers and returned trafficked children to reintegrate into the school system. This is mainly because most teachers attributed their learning challenges to children "being lazy" rather than understanding that these students may need alternative teaching methods. Protective factors, on the other hand, can help minimize the labor and trafficking problem. These include: good parenting skills, community knowledge on child rights, community religious values, financial management knowledge, and community value for education (CHF, 2016).

### 1.3 OVERVIEW OF MRMF INTERVENTION

The Cheerful Hearts Foundation (CHF) is a Ghana-based non-profit that works to address the issues of child labor and trafficking in the Ghanaian fishing industry. The foundation implemented the "My Right My Future" (MRMF) project as an intervention to address the problem in Senya. My Right My Future is a community-based multi-prevention and intervention, aimed at reducing the rate of child labor and trafficking in the Senya fishing community through child rights education and advocacy.

The project goal is to increase school enrollment in Senya by 2017. Specifically, through increased awareness about children and youth rights, education is given higher priority, and as a consequence, 400 more child laborers and vulnerable children are enrolled in school. In the quest to achieve its goal, the project aimed at educating 25% of the community's population within 1.5 years, spanning from December 2015 to June 2017. In an implementation strategy, the MRMF recruited and trained 60 local community volunteers to educate households on the dangers of child labor and trafficking, importance of education, family planning, and child rights. Additionally,

teachers were intensively trained to develop skills on how to work with former child labors (experiencing learning challenges) to aid in their transition and to be successful in the school system. Key stakeholders such as fishermen council, community leaders, department of social welfare, police department, transport unit, education service, teachers, child labors, and students were engaged in the project as a form of shared governance.

#### 1.4 SOCIAL INTERVENTION MODEL

The multi-preventive and community-wide intervention approach of the My Right My Future draws its implementation framework from the Bronfenbrenner's Ecological Systems Theory ("Bronfenbrenner's Ecological Systems Theory", 2011). The theory looks at the child's development within the context of the systems of relationships that form his or her environment. The theory emphasizes that a child's own biology is a primary environment fueling his or her development. However, the interaction between factors in the child's maturing biology, his/her immediate family, community environment, and societal landscape fuels and steers his/her development ("Bronfenbrenner's Ecological Systems Theory", 2011). The MRMF project, therefore, believes that applying an intervention for the child in addressing child labor and trafficking is not enough until all systems and external factors that influence the child are included in the intervention. The image in figure 1.1 below is obtained from Pinprest (an open source).

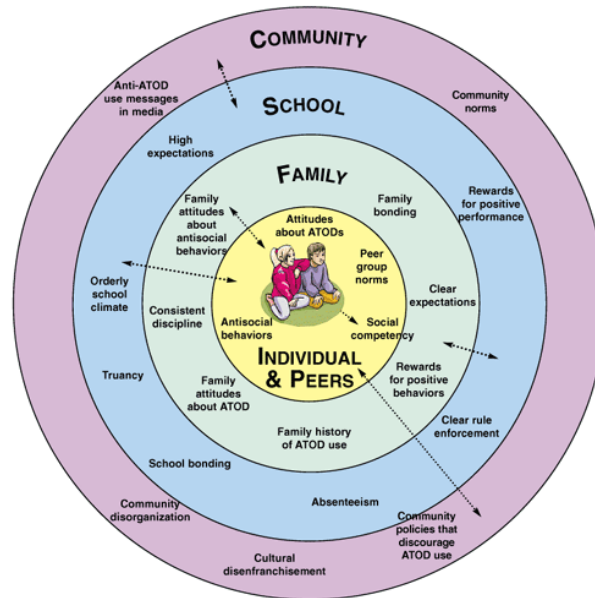


Figure 1.1. Bronfenbrenner's Ecological Systems Theory.

## 1.5 PURPOSE OF THESIS

This thesis uses both qualitative and quantitative data from program participants to test the impact of the My Right My Future (MRMF) project on achieving its goals. The study is based on the hypothesis that an increase in the knowledge of child rights can lead to increased school Enrollment. In testing for its effectiveness, the following questions were answered: 1) Does increase in the knowledge of child rights lead to prioritizing child education? 2) Does prioritizing education lead to increased school Enrollment?

## Chapter 2. METHODS

### 2.1 INTERVENTION APPROACH

The MRMF intervention is designed to address both proximal (increased knowledge on child rights, long-term importance of education, and reproductive health and rights) and distal (increased school Enrollment, less drop-out rate, less teenage pregnancy, and reduced number of trafficked children) outcomes (refer logic model, 2.1.14 below). The program component includes, project planning and shared governance, working with the opposition, securing support from community durbar; peer education, recruitment, training; field education training; house-to-house education; teacher training on learning, child sponsorship support; world day against child labor, and advocacy group. It includes an active evaluation plan, and also monitored implementation fidelity. Each of these components is further described below.

#### 2.1.1 *Project Planning and Shared Governance*

Prior to the implementation of the MRMF project, the Cheerful Hearts Foundation team invited all key stakeholders to participate in a community-wide consultative meeting. The meeting includes the Director of Education, Awutu Senya District, District Director of Social Welfare, Chief Police Inspector of Senya District Jurisdiction, Assembly members, Unit Committee members, Head of Transport Unit (GPRTU), Heads of Schools, Teachers, Parents, and selected children. The meeting served as a means to discuss the extent of the trafficking menace, its effect on the community, strategies to address the problem, and the role of each of the stakeholders in combatting the problem. Ideas generated from this meeting in addition to previous research by the CHF was used in developing the project pillars of the MRMF. At an

average attendance rate of 80%, this council also met once every quarter to evaluate the project's progress and provided helpful feedback to aid the implementation of the MRMF project.

### 2.1.2 *Working with the Barrier/Opposition*

Past intervention in addressing child trafficking in the Senya community often did not involve fishermen or traffickers, partly because of the fishermen's direct contribution to the trafficking problem. However, Cheerful Hearts Foundation's community research and risk analysis during the planning stage showed it to be nearly impossible to address the problem without the involvement of fishermen. Accordingly, the project team, worked to bring the chief fisherman and his council onboard to spearhead the implementation of this project, especially during big community events. The chief fisherman and his council educated other fishermen on the need to support children's education, suggested talking points to aid Peer Educator's house-to-house education, and also helped in setting up a task force to prevent children from working at the fishing shore. In addition, the Chief fisherman's involvement in the project contributed to the community's receptiveness to PEs education.

### 2.1.3 *Community Durbar and Project Launch*

Community durbar refers to a gathering involving key leaders such as chiefs, elders, and community members to discuss or dialogue about important issues of the community. As a means to involve and gain the support of the entire community, a durbar was held to officially inform them about the MRMF project, its goals, and the role of the community. Opportunity for community members (children and youth) to serve as peer educators was announced and application forms distributed to all interested applicants. The chief fishermen and other key leaders used the opportunity to publicly pledge their support and encouraged the community to prioritize

children education. Other community members also asked critical questions about the project and received clarifying answers. In addition, in order to increase community wide awareness, the community was sectioned into 8 parts where at least one community durbar was held in each of the sections during the project period.

#### 2.1.4 *Peer Educators Recruitment and Training*

The project selected and trained 60 community volunteers who served as peer educators (PE's) in the community. The volunteers comprised of mainly students and teachers. Taking into consideration gender equality, an equal number males and females were selected (30 males and 30 females). In selecting the 60 volunteers, 120 of the 150 applications distributed to various schools were reviewed. All applicants except for incomplete applications were interviewed by the CHF team. Selected applicants were transported to the CHF office for an interview to send a signal of the importance of their role on the project, taking cultural values of the community into consideration. The 60 finalist was given a 5-day intensive training at a hotel family away from the Senya fishing community. Peer educators were trained on the importance of education, child rights, the effects of child labor and trafficking (economic, social, community developmental, mental/trauma and learning disabilities), family planning, volunteerism, conflict management, and project monitoring and evaluation tools. They also practiced individual and group conversation strategies to reach out to households. To ensure effective communication between PE's and the CHF, they received a monthly communication (phone call) stipend. After the training, peer educators signed a child protection and volunteer policy to ensure strict compliance with all project protocols and fidelity.

### 2.1.5 *Field Assistant Training and Engagement*

In addition the PEs, the foundation trained 4 teachers and opinion youth leaders who have great community influence to serve as Field Assistants (FAs). In their role, they served as the lead and organizers of the volunteer peer educators as well as representative of the foundation who regularly reports to the Cheerful Hearts Foundation. They also facilitated bi-weekly meetings held by the PEs to review progress and successes and troubleshoot problems.

### 2.1.6 *House-to-House Education*

The peer educators after being trained engaged in a house-to-house activity to educate community members. PEs used both individual and group conversation strategy to reach out to households based on the need (conducive or appropriate approach necessary at that time). Based on the different ages and needs of households, PEs engaged households in conversations on the importance of education, family planning, and child rights. PEs paid close attention to child labors and out-of-school children (dropped out) and provided counseling to spark their interest in school. In many cases, PEs assisted parents in registering and enrolling their children in school.

### 2.1.7 *Teacher Training on Learning Disabilities*

The project also sought to address issues related to former trafficked youth re-entering into school after working. Two teachers from each of the existing 20 local schools were nominated by their schools through the Ghana Education Service to participate in an intensive training on Learning Disabilities and Child Psychology. The goal of the training is to equip teachers with the necessary tools to better able to work effectively with child labors and former trafficked children to facilitate their easy transition and integration into the school environment. By the third day in the training, having received the knowledge on different teaching methods

and skills in managing diverse learning disabilities such as dyslexia and ADHD, teachers demonstrated their acquired knowledge by practicing with former child laborers experiencing dyslexia and dyscalculia.

#### 2.1.8 *Child Educational Sponsorship*

Though this project did not offer a direct educational scholarship, the Cheerful Hearts Foundation partnered with local schools to offer educational scholarships to child laborers and vulnerable children from very poor homes that could not afford tuition and meals. The scholarship component of this project became necessary after a mid-way evaluation with peer educators and key stakeholders indicated the need for resources. While schools in Ghana are publicly funded, uniforms, books and supplies are the responsibility of the family and can be a barrier for youth's entry into school. The report from a mid-way evaluation showed that there were vulnerable children who were eager to go to school resulting from Peer Educators counseling yet had no financial capability to pursue their dreams.

#### 2.1.9 *World Day Against Child Labor*

Two community games were organized on every June 12 to observe the Worlds Day Child Labor. Games loved by the community such as soccer, sack race, lime and spoon race, and musical chairs were organized for all schools and community members. As a grand event, each of these games brought together over 2000 community members, creating an opportunity to spread the message around the rights and importance of education. Prior to events, over 200 selected students selected from various schools paraded and marched through all the principal streets of the Senya community with various placards as well as flyers and shared with community members.

#### 2.1.10 *Child Rights Advocacy Group Formed*

One of the goals of the MRMF was to create a group of concerned youth leaders who would continually educate and advocate for the rights of children while discouraging community members to desist from child labor and trafficking. As an exit strategy, the peer educators were empowered to form an advocacy group called Secure My Future. The group currently exist and educate the community on monthly basis after the project period.

#### 2.1.11 *Children and Youth Conference*

As part of the project's social accountability model and exit strategy, a district-wide children and youth conference was organized to report details of the project to all community stakeholders including selected 80 children and youth from the Senya community. In addition, to create an opportunity for children to evaluate and provide feedback on the strengths and weakness of the MRMF and the way forward. Children were able to share their problems and received responses from the directors of education, social welfare, and other community leaders. The Secure My Future group was launched and officially introduced to all stakeholders present.

#### 2.1.12 *Monitoring and Evaluation Tool*

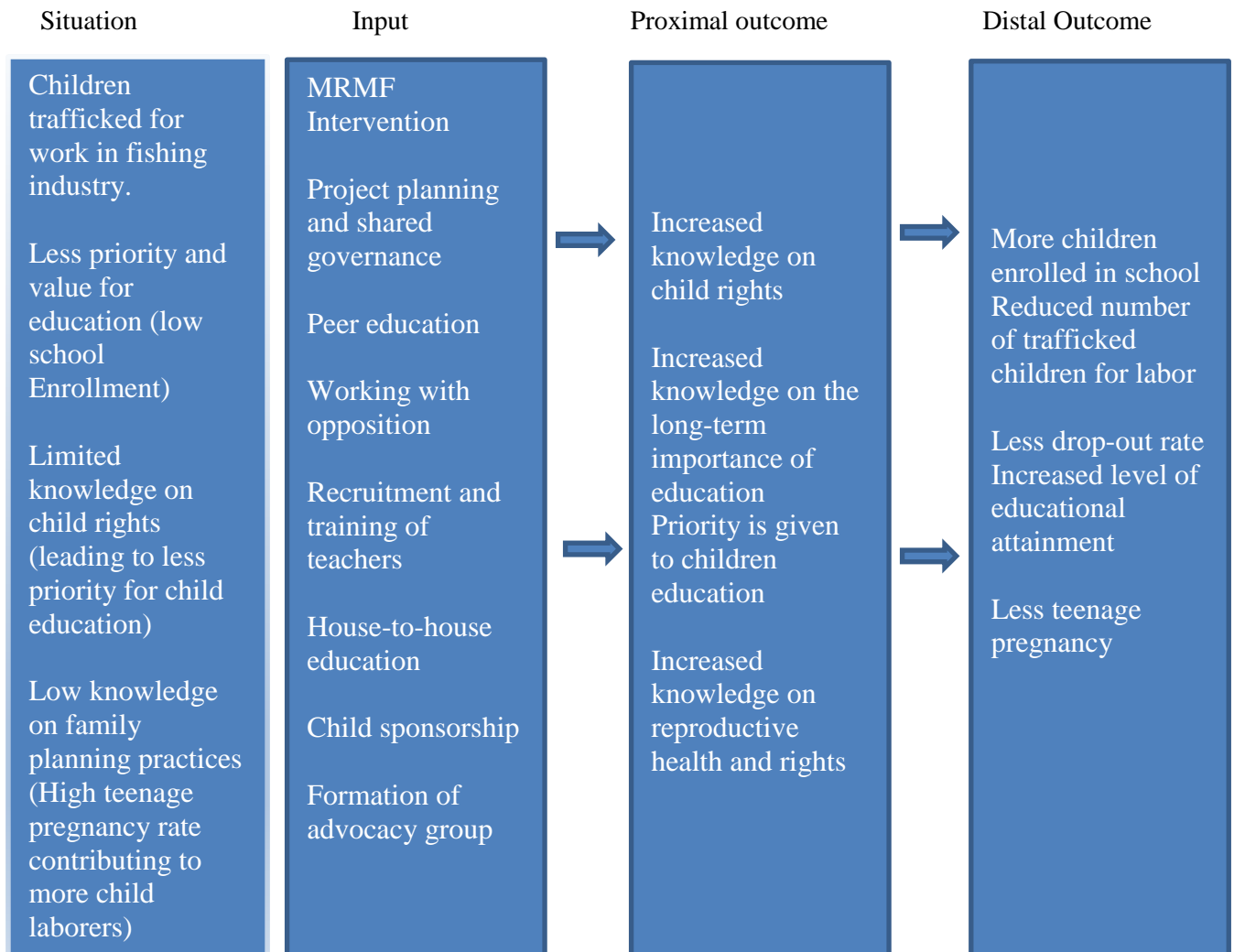
The project designed evaluation questionnaires to access the before and after knowledge of the teachers trainings, as well as the peer educators training. To aid in effective monitoring and tracking of the number of community reached by each peer educator (PEs), a data collection form was designed and used by all PEs and submitted to the Cheerful Hearts Foundation at the end each month (Appendix B). The CHF team held monthly project meetings with PEs to hold discussions about feedback from the house-to-house education, learn from each other, receive feedback and improve on communications strategies, and stay motivated as a team.

### 2.1.13 *Fidelity*

To ensure uniformity of intervention the following criteria were established:

- (a) All interviewers must be native Twi speakers who can speak both English and Twi.
- (b) Must be a person who has received training on the MRMF project.
- (c) Standard talk guides were given to all team members who implemented the school-based child rights educational talks.
- (d) All school talks must be between 45 – 60 minutes per session.

### 2.1.14 Logic Model



## 2.2 STUDY DESIGN

This evaluation used two strategies to test overall impact. First, using pre and posttest data Chi-square and T-test were used in testing for the level of significance between the pre and posttest of the dichotomous and categorical variables respectively. Second, we used an Interrupted Time Series Analysis (ITSA) to analyze multiple baseline administrative data to study the trends of school Enrollment prior, during, and after the MRMF intervention. This was compared to communities that did not have the MRMF intervention.

## 2.3 DATA SOURCE AND SAMPLE

This study uses both quantitative and qualitative data collected on 921 program participants of the My Right My Future (MRMF) project. Participants include community members (n = 550), students (n = 303), and teachers (n = 68). Baseline and posttest survey data was collected from all the three participant groups (community, students, and teachers). Baseline data was collected in August 2015, while posttest was collected in June 2017.

Community household data collection: community members were reached through household interviews by trained staff of the Cheerful Hearts Foundation. Participant eligibility was based on being a native or current resident of the Senya community. Selected participants were between the ages of 18 and 60 years. Most participants could not speak English, therefore, interviews were conducted in native Twi language though questionnaires were printed in English.

As part of the program evaluation, 3 years of administrative data on school Enrollment was collected by the foundation to serve as a baseline measure of school Enrollment. In addition, a pretest and posttest survey was collected from community members, students, and teachers. Voluntarily, the project randomly selected community members, students and teachers to participate in the pretest and posttest surveys. A face-to-face interview was used in collecting survey data from community members, students, and teachers through a house-to-house and school visit respectively. However, unlike teachers and students, translation of the survey questions was made for all community members due to the low level of education of most participants. Interviewers were all locals who could speak both the local language and English. All participants were informed that surveys were voluntarily and their refusal to participate in the interview could not affect them in any capacity. Participants (community, student, and teacher) answered questions

about child rights, the value of education, the rate of child trafficking, voluntarism, and reproductive health.

In consultation with the Washington State Institutional Review Board (IRB), this program evaluation is not considered a human subject research and therefore does not require an IRB approval.

## 2.4 MEASURES

A total sample population of 921 (541-pretest, 380 – posttest) participated in the survey. Participants' knowledge of child rights would be measured using the question, do you know what children's rights are? If yes, state examples. Coded variables (Yes=1, No =0). Participant's prioritization of education would be measured using the question, how important is education to you? Coded variables (not important = 0, less important = 1, just important = 2, Important = 3, and very important = 4). 3-year multiple baselines would be used to study the trend of school Enrollment data prior, during, and after the MRMF project.

To evaluate the impact of the project on school Enrollment, an analysis is drawn from three years administrative data on school Enrollment prior to the start of the project, as well as data on the prevailing year and post-intervention. The project was launched in August 2015, intervention applied in 2016, and ended project in June 2017. Therefore, school Enrollment data from 2013, 2014, 2015, 2016, 2017, and 2018 (as of April) for this analysis. Data was collected from Ghana Education Service (GES), Awutu Senya and Gomoa East Districts as well as from the local schools with the permission from the GES. The rationale of the three-year prior data is to help understand the variable rate of school Enrollment before the start of the project, knowing that there are factors such as population growth that can contribute to school Enrollment regardless of MRMF's project

intervention. In addition, data was collected on Senya's population as of 2010 (19,982) and its growth rate (3.1%) to aid in the effective evaluation of the direct impact of the MRMF intervention.

To aid the effective analysis of the direct impact of the MRMF intervention, two similar communities were used as a comparison group. The main comparison group was the Fetteh fishing community which has the same growth rate of 3.1% as the Senya community. Fetteh community received no intervention or treatment. The second comparison, Nyanyano fishing community received a slight treatment in 2014 as a pilot study. Nyanyano has a 3.9% population growth rate. School Enrollment data from 2013 to 2018 was analyzed to support the study.

Understanding the complexities of child trafficking and the importance of the MRMF intervention's ability to influence key stakeholders such as fishermen, teachers, child labors, and out-of-school children, is critical. In measuring the qualitative impact of the project, feedback in the form of open-ended responses on surveys, interviews, and community focused group discussions were held with various stakeholders as part of a mid-way evaluation. The most reoccurring themes were used in the analysis. For example, written feedback was collected during teacher trainings, and from interviews with teachers in their respective schools six months later to assess how the skills are being used and the impact of the training. It was a means to also understand the challenges that teachers were experiencing and any other training need.

The evaluation was conducted by an external team from the Danish Youth Council (donors) and supported by the Cheerful Hearts Foundation team.

## Chapter 3. RESULTS

### 3.1 QUANTITATIVE

#### 3.1.1 *Chi-Square Tests on Community and Students' Child Rights Knowledge*

Table 1

*Increase in student's knowledge on child rights, N = 298<sup>4</sup>*

	Pre		Post	DF	Chi Sq
Student	No	22%	11%	(1)	
Rights	Yes	78%	89%	(1)	6.812***

Note. The increase in students' knowledge on child rights between the pre and posttest is statistically significant ( $X^2 = 6.812$ ,  $DF = 1$ ,  $P = 0.009$ )

Table 2

*Increase in community's knowledge on child rights before and after MRMF, N = 553<sup>5</sup>*

	Pre		Post	DF	Chi Sq
Community	No	37%	5.2%	(1)	
Rights	Yes	63%	95%	(1)	66.451***

Note. The increase in community's knowledge on child rights between the pre and posttest is statistically significant ( $X^2 = 66.451$ ,  $DF = 1$ ,  $P = 0.000$ )

<sup>4</sup> 289 (97%) valid numbers and 9 (3%) missing.

<sup>5</sup> 519 (94%) valid and 34 (6%) missing numbers.

### 3.1.2 *T-tests on Community and Students' value for education*

Table 3

*Community and students value for education before and after MRMF*

	Pre	Post	T-test
Value of Education	M (SD)	M (SD)	
Student	3.48 (0.597)	4.95 (0.219)	27.311***
Community	3.648 (1.5647)	4.170 (1.0941)	4.163***

Note. Students and Community's value for education between the pre and posttest is statistically significant. Student (T = 27.311, DF = 290, P = 0.000); Community (T= 4.163, DF = 545, P= 0.000)

### 3.1.3 *School Enrollment Administrative Data*

Table 4

*Ojobi Circuit School Enrollment by Overall annual, Gender, and Grade Level*

Variable	Year					
	2013	2014	2015	2016	2017	2018
Overall	4176	4325	4240	4424	4258	4676
Gender						
Boys	1978	2037	2040	2170	2081	2362
Girls	2198	2288	2200	2254	2177	2314
Grade						
KG	781	831	801	793	777	890
Prim	2278	2486	2424	2470	2321	2529
J.H.S	1117	1008	1015	1161	1160	1257

Note. Ojobi community is a comparison group that received no treatment.

Table 5

*Nyanyano Circuit School Enrollment by Overall annual, Gender, and Grade Level*

Variable	Year					
	2013	2014	2015	2016	2017	2018
Overall	7478	6908	7098	11424	11947	15839
Gender						
Boys	3537	3335	3496	5559	5855	7839
Girls	3941	3573	3602	5865	6092	8000
Grade						
KG	2393	1983	2316	2054	2092	2379
Prim	2461	2362	2125	6494	6676	9129
J.H.S	2624	2563	2657	2876	3179	4331

Note. Nyanyano community is a comparison group that received slight treatment in 2014

Table 6

*Senya Circuit School Enrollment by Overall annual, Gender, and Grade Level*

Variable	Year					
	2013	2014	2015	2016	2017	2018
Overall	8109	7866	8672	7757	8913	10502
Gender						
Boys	4367	4012	4534	3929	4552	5078
Girls	3742	3854	4138	3828	4361	5424
Grade						
KG	1532	1502	1504	1545	1933	2936
Prim	4672	4553	5494	4563	5419	5536
J.H.S	1905	1811	1674	1649	1561	2030

Note. Senya community received full treatment in 2016.

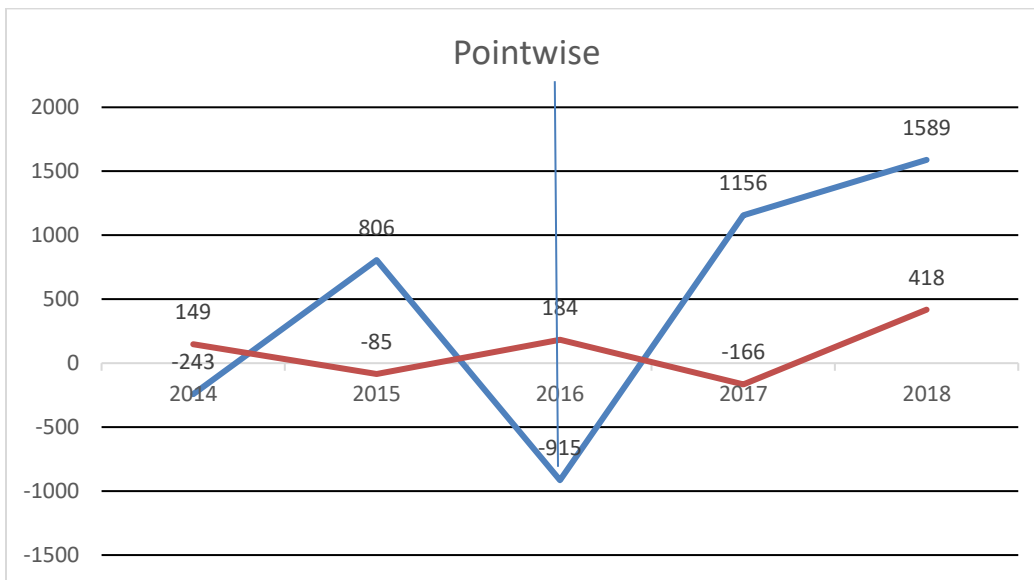
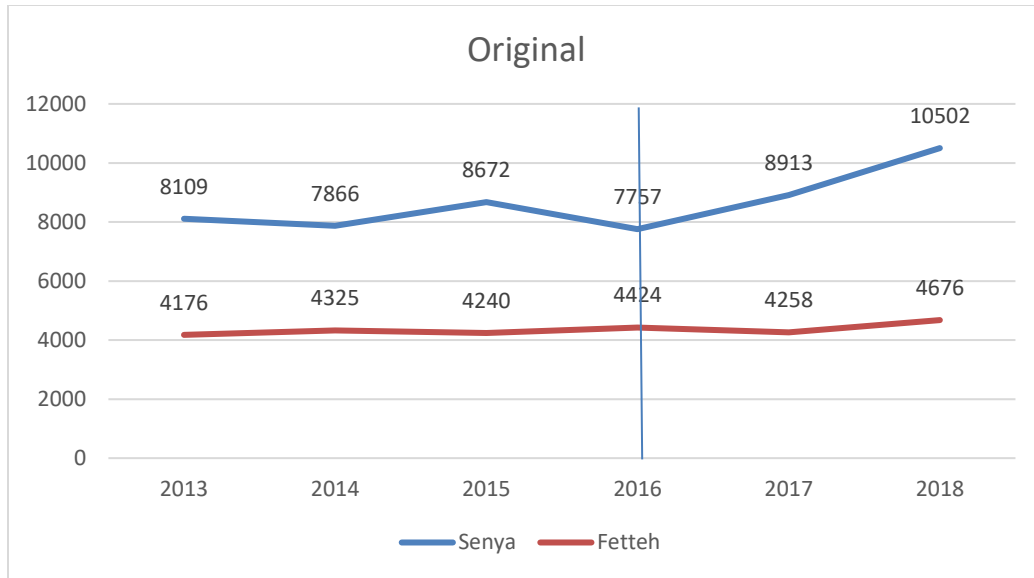


Figure 1.2 Annual Enrollment rate of Senya and Fetteh communities

### 3.2 QUALITATIVE

As part of the mid-way evaluation, the CHF project staff conducted face-to-face interviews with all Peer Educators, Field Assistants, and Teachers to assess the impact of the intervention on their personal and professional development. The project manager of CHF coded the key themes that emerged from the interviews (responses) with each of the above mentioned stakeholders. Table 7 show details of their feedback.

Table 7

Feedback from key stakeholders during program evaluation (surveys and interviews)

Category	Stakeholder group(s)	Quote
Leadership	Peer educators Field Assistants	“The PEs and FAs training has really helped me to discover my leadership potentials in community organizing and conflict management; currently my community recognizes me as a youth leader” – Hayford, Field Assistant
Influence	PEs, FAs	“I feel honored to be able to inspire child laborers and other out-of-school children to go to school” – Isaac, 13-year old PE.

Respect	PEs, FAs	“I have gained more recognition and respect from both community leaders and members” Bella, FA
Enhanced Learning	Teachers	“This training has broadened my knowledge on how to treat children with learning disabilities and how to make them feel a part, and accepted by their peers” – Teacher

## Chapter 4. DISCUSSIONS

### 4.1 SUMMARY

The MRMF is estimated to have contributed to Senya's annual school Enrollment by increase of 8%, an equivalence of 706 students after 1.5 years of implementation. Community members and students' knowledge of child rights increased by 36% and 11% respectively. Similarly, T-test confirmed a statistically significant difference on the student and community's value for education, at P value  $< 0.001$  respectively. The project also had a significant impact on the personal and professional development of peer educators, teachers, and field assistants. Peer educators reported a positive change in their leadership and ability to have an influence in the community. Teachers expressed that the training on learning disabilities has helped to better serve their students. Below explains the project impacts, implications, limitations, and future directions for the study.

#### 4.1.1 *Quantitative Impact Analysis*

- (a) Knowledge of Child Rights – The MRMF contributed a significant increase in the knowledge of child rights among the students and community. The Chi-square test shown in table 1 and 2 above confirms a statistical significance between the pre and posttests of students and community surveys. An increase of 11% and 32% were shown among the students and community respectively. In comparison, the project had more impact on the community than students regarding child rights. However, there was no significant impact on the knowledge of teachers, which was the project's expectation.

(b) Value of Education – The T-test between the pre and posttest confirms a significant increase in the community and students value for education. This presupposes that there is a positive correlation between child rights knowledge and value of education.

(c) School Enrollment – The Interrupted Time Series Analysis (ITSA) showed a positive relationship between the MRMF project and school Enrollment. At a population growth rate of 3.1%, the Senya community's annual Enrollment was a mean difference of -117 and 479 prior and post intervention respectively; at a standard deviation of 1032.216 and a range of 2504. In real numbers, there was an increase in school Enrollment by 1589, an equivalent of 18% from 2017 to 2018 only. In comparison with the average +10/-10 % annual Enrollment rate prior to intervention, the MRMF contributed to an annual growth increase of 8%, an equivalence of 706 students. The assumption is that the project was able to achieve its Enrollment goal of 400 students. The Enrollment achievement is equivalent to 176% of the project goal.

Comparing the Enrollment rate of Senya (treatment group) with the Fetteh (main comparison group), there was a rise and fall of number following each year, prior to the intervention. This trend remained same with the main comparison group (Fetteh) before and after the project period. However, the treatment community (Senya) experienced a steady and significant increase in 2017 and 2018, following the treatment. Refer table 1 and 2.

In reference to table 3 above, the second comparison group (Nyanyano) received a slight treatment (trained 20 community volunteers for 8 months community

education only) and has shown a steady increase in Enrollment since treatment. This confirms a positive relationship between the MRMF intervention and school Enrollment, all things being equal.

#### 4.1.2 *Qualitative Impact Analysis*

1. Leadership – Almost 90 % of the Peer Educators (PEs) and Field Assistants (FAs) reports growth in their leadership potentials. In operationalizing leadership, many expressed an improvement in their community organizing, conflict management, and decision-making skills.
2. Influence – Usually, it is quite difficult for community members to convince child laborers to see the need for education. However, PEs and FAs mentioned that their new knowledge on conflict management, public speaking and child rights, made it easier for them to encourage many child laborers and out-of-school children to be enrolled in school. “In some cases, parents will invite me over to speak to their children (mostly child laborers) due to my involvement in the house-to-house education” – Samuel, PE.
3. Respect – Several PEs and FAs also reported that through their active involvement with community organizing, house-to-house education, and selfless commitment to helping other children to live their dreams through education, they gained respect from the community members. Others mentioned that they are often invited to community leaders meeting involving collective decision making for the community.

4. Enhanced Learning – The main project objective for teachers was to increase their knowledge on learning disabilities (LDs), managing LDs, and how to work with child laborers to aid reintegration into the school system. Over 95% of teachers reported that their increased knowledge in managing LDs has helped them in varying their teaching methods to support the learning of children especially child laborers with learning difficulties. “This training has broadened my knowledge on how to treat children with learning disabilities and how to make them feel a part, and accepted by their peers” – Teacher. This welcoming condition created has helped to encourage more children to stay in school, said a teacher.

#### 4.1.3 *Potential Long-term Project Effects*

In addition to the short-term influences of the MRMF project, below are potential long-term effects.

- Labor Gurus Effect – Labor Gurus denote child laborers who have been working for many years in the fishing industry, ‘gained some recognition’, and had to influence due to their limited interest in education. The ‘Labor Gurus’ often contribute to increased child labor and school-drop-out rate by convincing other vulnerable children into the labor industry.
- Working with the Barrier – As a fishing community, the Chief fishermen are accorded much veneration for their role due to their cultural norms and values. The Chief fisherman’s active involvement in the project would send a strong signal of educational importance to the community, leading to a further increase in school Enrollment.
- Shared Governance – The shared governance model of the project did not only promote community involvement and ownership but can also have a lasting impact on the various

stakeholders and systems that impact children in the Senya community. It will also create an opportunity for transparency and leadership accountability to community members.

- House-to-house Impact – It gave PEs the opportunity to meet with at-risk children (out-of-school and child laborers) who received counseling and regular follow-ups that motivated them to enroll in school. In addition, some family reported having received personalized feedback from PEs as a result of the privacy assured through household engagement. The house-to-house engagement created an opportunity for community members to have direct access to PEs. This has made it easier for parents and other community members to refer child laborers and out-of-school children for support after the project.
- Community Advocacy Group Formed – The project community advocacy group, “Secure my Future” formed in the community would have a sustained impact in the community through continuous awareness on child rights and value of education. This can result in a steady increase in school Enrollment.

## 4.2 IMPLICATIONS

This study provides a challenge and also an opportunity for organizations working to address human trafficking in the fishing industry to continually evaluate their programs to better understand what works and what doesn't. The learnings from this study could create opportunity to redesign programs to better serve the intended purpose (prevention, protection, prosecution).

The study suggest that implementing a community wide child rights advocacy can lead to prioritization of education, leading to an increase in school enrollment. An increase in school enrolment means a potential for reducing child laborers and vulnerable children who are at-risk of child labor and trafficking. Though there is an increase in school enrollment, an MRMF project that could include a component that increases the income level of households or parents

can lead to a higher chance of increasing school enrollment, while reducing child labor. Moreover, project components that focus on addressing major risk factors (teenage pregnancy, weak law enforcement) while increasing protective factors (good parenting skills, financial management) could help make a much higher impact on addressing child labor and trafficking. Comparative to other projects of the CHF, this project suggests that investing in prevention programs are cost-effective and have higher outcomes.

In addition, implementing a community wide project involving key stakeholders such as the opposition (fishermen), local community volunteers (peer educators and field assistants), institutions (schools, police service, social welfare etc), and community leaders would increase community ownership and lead to a successful implementation as well as project accountability.

However, it is important for organizations and institutions to understand the local traditions and customs of the community to aid in an effective stakeholder mobilization. For example, in the Senya community it is important to meet with the chief fisherman before speaking with (interviewing) any person at the fishing shore as a sign of respect for authority. Understanding and respecting the local culture would enhance the chances of gaining community support.

Additionally, it is important for organizations to serve as facilitators or collaborators and not as 'community saviors'. To serve as a facilitator simply means creating an opportunity for the community to take ownership and leadership, suggest solutions, and be more active in the decision making process of the project. This will reduce dependency, increase community contribution, and also save cost (no need to pay people for every service).

Lastly, to implement this project in a similar community, is it important to consider using standardized measurement in your questionnaire (data collection) as opposed to single item questions. Standardized questions may lead to a different outcome.

#### 4.3 LIMITATIONS

This study, however, has various limitations. Notable, the data is only collected from a fishing community in Ghana and therefore cannot be generalized. High school Enrollment may not necessarily mean a high school attendance rate. There are some limitations with the single item measures. For example, questions like, do know about child rights? Yes or No; if yes, state them. This may not necessarily reflect the actual knowledge of the participant on child rights. Data collected from students is voluntary and assume that parents or heads of schools have given prior consent to the questionnaire answered by children less than 18 years. The face-to-face interaction may give participants the opportunity ask questions clarifying questions and also express themselves with gestures where necessary.

#### 4.4 RECOMMENDATION AN FUTURE DIRECTION

Future studies should consider studying the school attendance rate of in-school children and youth. In addition, a detailed study into the impact of the intervention on various ages within the community would help to improve the intervention strategy for each target group or to invest more resources to in specific areas to achieve more results (impact). A study or an intervention focused on reducing risk factors such as teenage pregnancy while promoting protective factors such as good parenting, family planning, and adult education would be terrific. Programs such as micro-finance and literacy that could potentially create alternate livelihood and economic empowerment for women can help increase school Enrollment and child labor.

Replicate this study in a similar fishing community such as Fetteh using standardized measurements; this may lead to a different outcome. For example, in testing for the impact of teachers training, student’s opportunities for educational involvement can be measured with a set of questions like below (Source: CTC).

Item	Scoring
In my school, students have lots of chances to help decide things like class activities and rules	NO!(1) no (2) yes(3) YES!(4)
Teachers ask me to work on special classroom projects	NO!(1) no (2) yes(3) YES!(4)
There are lots of chances for students in my school to get involved in sport, clubs, or other activities outside of class	NO!(1) no (2) yes(3) YES!(4)
There are lots of chances for students in my school to talk with a teacher one-on-one	NO!(1) no (2) yes(3) YES!(4)
There are lots of chances to be part of class discussions or activities	NO!(1) no (2) yes(3) YES!(4)

#### 4.5 CONCLUSION

This study provides insight into the impact of child rights knowledge and education in addressing child labor and trafficking in Ghana. The strength and limitations of the My Right My Future project identified through this study provide learning opportunities for the Cheerful Hearts Foundation and other anti-trafficking organizations working to address child labor and trafficking in Ghana and other parts of Africa. Aside from increasing awareness on the social injustice against vulnerable children, it creates a call to action to social workers all over the world to help in the fights against the menace, develop community interventions to support victims of child trafficking, and advocate for local and global policies to end child labor and trafficking.

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# APPENDIX A

Appendix A: Community Baseline and Posttest Questionnaire



## “My Right My Future” Data Collection To Community Baseline Questionnaire

»CHILD RIGHTS AMBASSADORS«

### Introduction

Cheerful Hearts Foundation in Ghana is educating the public on child rights, child Labor, child trafficking, and the importance of education, etc. We are conducting a baseline study to gather key information early in the project so that it provides us with the basis for subsequent assessment of how efficiently the activities are being implemented and the actual results achieved.

### CONSENT

I ..... understand the following issues that have been clearly explained to me:

- The purpose of the interview;
- The content of the interview;
- The intended use of the interview information, including use in local and/or global reports/publications;
- Confidentiality and whether it can be provided;
- My ability/right to refuse to answer any question;
- My ability/right to withdraw my consent and terminate the interview and any reporting/publication at any time; and
- My ability/right to request referrals for any issues raised by the interview;

I have not been pressured or otherwise influenced to participate in the interview or to agree for its content to be reported/published; AND SO

I agree to participate in the interview and for its content to be reported / published\*.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ At: \_\_\_\_\_

1. Are you a current resident of Senya Breku?

Yes  No

2. Sex Male

Female

3. What is your education level? None\_\_\_ Primary\_\_\_ JHS\_\_\_ SHS\_\_\_  
University/College\_\_\_

4. Do you know what children's rights are? Yes \_\_\_ No \_\_\_

a. If yes, state any of the rights you know:

---

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---

---

5. Have you heard of the UN Convention on Children's Rights? (NB: If not, interviewer should explain for better understanding) Yes \_\_\_ No \_\_\_

6. Do you know the name of any institutions in Ghana that work on anti-child labor and trafficking?

---

---

---

---

7. Does the community think it is beneficial for all children to receive an education? Yes \_\_\_ No \_\_\_

8. On a scale of 1-5 how important is education (1-least important, 2 – less important, 3 – Important, 4 – more important 5–most important) \_\_\_\_\_

9. Do you have children? Yes \_\_\_ No \_\_\_

a. Among your children who are school-aged, how many are in school?

---

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---

---

b. If any of your children are not in school, what do they do instead? \_\_\_\_\_

10. Do people in Senya know about contraceptives? Yes \_\_\_ No \_\_\_

If yes, are they easily accessible (which types?)

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# “My Right My Future” Senya

» CHILD RIGHTS AMBASSADORS «

## Student Baseline Study Questionnaire

### Introduction

Cheerful Hearts Foundation in Ghana is educating the public on child rights, child Labor, child trafficking, and the importance of education, etc. We are conducting a baseline study to gather key information early in the project so that it provides us with the basis for subsequent assessment of how efficiently the activities are being implemented and the actual results achieved.

### INTERVIEW WITH STUDENTS

#### CONSENT

I ..... understand the following issues that have been clearly explained to me:

- The purpose of the interview;
- The content of the interview;
- The intended use of the interview information, including use in local and/or global reports/publications;
- Confidentiality and whether it can be provided;
- My ability/right to refuse to answer any question;
- My ability/right to withdraw my consent and terminate the interview and any reporting/publication at any time; and
- My ability/right to request referrals for any issues raised by the interview;

I have not been pressured or otherwise influenced to participate in the interview or to agree for its content to be reported/published; AND SO

I agree to participate in the interview and for its content to be reported / published\*.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ At: \_\_\_\_\_

### Students’ Interview

1. Do you know what children’s rights are?

YES       NO

a. If yes, can you state several children’s rights

.....

.....

.....

.....

.....

2. Do you know the name of any institutions in Ghana that work on child labor and trafficking?

.....

.....

3. Have you heard of the UN Convention on children's right?

YES  NO

a. If so, where did you hear about them:

- TV, Radio,
- NGO,
- At School
- From a friend

4. What are the five most pressing issues for families in Senya?

- a) .....
- b) .....
- c) .....
- d) .....
- e) .....

5. What do you think about school?

.....  
.....  
.....  
.....  
.....

6. How important is education to you?

- a) Not important b) Less important c) Just important d) Important e) I don't know

Explain why.

.....  
.....

7. Why is it necessary for you to go to school?

.....  
.....

8. Do you or your friends ever not attend school?

YES  NO

9. Why would someone choose not to attend school?

.....  
.....

10. Would you stay in school if parents or guardian did not have a job or financial support?

.....  
.....

11. What is volunteering? (if they are unsure, state examples)

.....  
.....  
.....  
.....

12. Have you volunteered before?

YES       NO

a. What did you do for volunteer work?

.....  
b. Would you be willing to participate as a peer mentoring program? YES  NO

13. What is child trafficking? (Explain, if they do not know)

.....  
.....  
.....  
.....

14. Why do you think child trafficking occurs?

.....  
.....  
.....

15. Does child trafficking happen in Senya?

.....  
16. Do you know anyone (friend or relative) that has been trafficked? YES / NO

17. How many children are trafficked each month

a. 1 – 20 \_\_\_\_\_ 21 – 40 \_\_\_\_\_ 41-60 \_\_\_\_\_ 61-80 \_\_\_\_\_ 81- 100 \_\_\_\_\_  
Unsure \_\_\_\_\_

18. Is child trafficking good, bad or neutral for the:

a. Child \_\_\_\_\_  
b. Family \_\_\_\_\_  
c. Community \_\_\_\_\_

19. Do you think child trafficking should be stopped? YES/ NO

20. What do you think should be done to the traffickers and parents involved with trafficking?

.....  
.....  
.....

21. Do you know what teenage pregnancy is?      YES       NO

22. How can it be prevented? (Based on response, explain contraceptives)

.....  
.....  
.....  
.....



Cheerful Hearts Foundation

## “My Right My Future” Senya

»CHILD RIGHTS AMBASSADORS«

### Teacher Baseline Study Questionnaire

#### Introduction

Cheerful Hearts Foundation in Ghana is educating the public on child rights, child Labor, child trafficking, and the importance of education, etc. We are conducting a baseline study to gather key information early in the project so that it provides us with the basis for subsequent assessment of how efficiently the activities are being implemented and the actual results achieved.

#### INTERVIEW WITH HEADMASTERS & TEACHERS

#### CONSENT

I.....understand the following issues that have been clearly explained to me:

- The purpose of the interview;
- The content of the interview;
- The intended use of the interview information, including use in local and/or global reports/publications;
- Confidentiality and whether it can be provided;
- My ability/right to refuse to answer any question;
- My ability/right to withdraw my consent and terminate the interview and any reporting/publication at any time; and
- My ability/right to request referrals for any issues raised by the interview;

I have not been pressured or otherwise influenced to participate in the interview or to agree for its content to be reported/published; AND SO

I agree to participate in the interview and for its content to be reported/ published

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ At: \_\_\_\_\_

1. What is your school’s name?.....
2. Have you heard of the UN Convention on Children’s Rights? (If not, then explain)  
Yes  No
3. Have you heard of Children’s Act of Ghana of 1998?  
Yes  No 
  - a. Do you have access to this document (if not, provide a copy to teachers)  
Yes  No
4. Do you know what children’s rights are  
Yes  No

- a. If yes, can you state at least three children's rights
  - i.
  - ii
  - iii.
- 5. Do you know the name of any institutions in Ghana that work on child labor and trafficking?
 

Yes  No  if yes, name them  
 .....
- 6. Why are children usually absent from school?
- 7. Can you explain what your understanding of what trafficking is?
- 8. How often do you hear of children being trafficked?  
 Daily\_\_\_ weekly\_\_\_ Monthly\_\_\_ Unsure\_\_\_\_\_
- 9. How are students reintegrated back into school after working?
- 10. Do people know about contraceptives Yes..... No.....
  - a. If yes, are they easily accessible (which types?)

## APPENDIX B

Appendix B: Peer Educators Daily Monitoring Tool



### “My Right My Future” Data Collection To Peer Educators Daily Activity Sheet

»CHILD RIGHTS AMBASSADORS«

<b>Section 1: Background</b>		
<b>Name of Peer Educator</b>		
<b>Region:</b>	<b>District:</b>	
<b>Year:</b>	<b>Month:</b>	<b>District</b>
<b>Section: Daily Activities:</b>		

Date	Type		Sex		Approach		Services			
	Age Old	New	M	F	One-one-one	Small group	Labor & trafficking	Education	Family planning	Volunteering

<b>Section 3: Summaries</b>						
	Approach		Labor & Trafficking	Education	FP	Volunteering
	One-on-one	Small group				
New Males						
New Females						
Total						
<b>Total by Age</b>						
	0-14	15-19	20-24	25-30	30-34	35+
Male						
Female						
Total						

Signature of Peer Educator \_\_\_\_\_





## Right My Future” Data Collection Tool

» CHILD RIGHTS AMBASSADORS «

### Prevention Indicator Summary Sheet Report

**Section A: Background Information**

Name of Organization: \_\_\_\_\_  
 Region \_\_\_\_\_ District \_\_\_\_\_  
 Reporting Period, from \_\_\_\_\_ To: \_\_\_\_\_ Date of submission: \_\_\_\_\_

**Section B: List of Indicators**

Indicator	Achieved				
Total Number of people reached with Interventions	By Type of Approach				
	One on one	Small group	Large group		
	Total				
	M				
	F				
	T				
	Number of people reached with UNCRC	By Target Audience			
		Children In school	Children out of school	Adults	
		M			
		F			
T					
Number of people reached with child Labor and trafficking Information and Counselling		By Target audience/population			
		M			
	F				
	T				
Number of people reached with	By Target Audience				

Importance of Community volunteerism						
	M					
	F					
	T					
Number of people reached with SRHR	By Target Audience					
	M					
	F					
	T					
Number of reached with importance of education.	By Target Audience					
	M					
	F					

# APPENDIX C

Appendix C: Peer Educators Application Form



Cheerful Hearts Foundation

## “My Right My Future” Peer Educator Application

» CHILD RIGHTS AMBASSADORS «

Name:

.....

Age: .....

Gender

Male  Female

Occupation: .....

Address: .....

Phone number: .....

### VOLUNTARISM

#### Previous Volunteer Experience

Explain why you want to be a Volunteer.

Have you worked as a volunteer before? If so, what did you do?

Are you available to volunteer at least thrice a week?

Yes  No

### AWARENESS

Are you familiar with the UN Convention on Child’s Rights?

Yes  No

## APPENDIX D

### Appendix D: Peer Educators Training Plan

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#### *Training Seminar for Peer Educators*

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#### **Scope**

In order for the young volunteers to be able to work as peer educators, they must receive intensive training.

First, we will create awareness about children's and youth's rights seeing that a rights based approach is the foundation for the project and our work in general and the peer educators must use a right based approach when addressing their community members.

Secondly, we will inform about the importance of school and give them various examples of how education can lead to development, examples that they later on can use to inspire and motivate the community members.

Thirdly, we will create awareness about the concept of volunteerism. In a participatory way we will discuss how the youth is the future for the country, how the volunteers have a great opportunity to help change and develop their community and give them examples of their own personal benefit and gains from volunteerism.

Hereafter, we will inform about the current situation with child labor and trafficking in Senya and what kind of effects this can have on a child.

We will also address family planning including sexual abuse, the consequences of teen pregnancy and the traditional family structure where men in most cases do not take responsibility for their children but leave it up to the mothers.

To capacity build the peer educators, we will teach them about advocacy, including what advocacy is, how it is used in development work generally, to what extent they themselves are advocating, which tools one can use in advocacy and so on. We aim to create awareness about how much they are part of our overall advocacy strategy and give them knowledge that they can possibly use later on in their lives and future jobs.

The same arguments apply for monitoring and evaluation. They are key actors in upholding an accountable monitoring system and they must be trained in various methods used for documentation.

In order for the peer educators to achieve the best results, they will receive training in communication and be taught how to apply the best communicative approach when addressing the community members.

Lastly, the peer educators and the facilitators will spent time talking about how to avoid putting themselves in vulnerable situations, how to act if a critical situation occurs and finally discuss and agree on a volunteer policy.

## **Program outline**

<b>Training seminar for Peer Educators</b> <i>Linked to Output number 1.1</i>
<b><u>Practical</u></b> <ul style="list-style-type: none"><li>- Volunteers</li><li>- Peer educators from Nyanyano to help facilitate</li><li>- 5 days/4 nights</li><li>- Sara Boff hotel, Kasoa</li><li>- Resource persons</li></ul>
<b><u>Content</u></b> <ul style="list-style-type: none"><li>- The UN Convention of the Rights of the Child, Ghana Children's Act of 1998 and other relevant national and international child and youth related legal frames</li> <li>- The importance of school</li> <li>- Volunteerism</li> <li>- The Consequences of child labor and trafficking:<ul style="list-style-type: none"><li>o Economic</li><li>o Community developmental</li><li>o Social</li><li>o Mental/trauma</li><li>o learning disabilities</li></ul></li> <li>- Family planning<ul style="list-style-type: none"><li>o SRHR</li><li>o Teen pregnancy</li><li>o Sexual abuse</li></ul></li> <li>- Advocacy<ul style="list-style-type: none"><li>o Tools</li><li>o Social accountability</li></ul></li> <li>- M&amp;E<ul style="list-style-type: none"><li>o Introduction to methods used in the project</li><li>o Introduction to own role and data collection methods</li></ul></li> <li>- Conflict management and communication skills</li> <li>- Project volunteer policy</li></ul>

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*Training Seminar for teachers*

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### **Scope**

The schools are a key stakeholder.

We aim to capacity build the schools in order to ensure project sustainability by providing the best possible conditions for former child laborers and victims of trafficking to be integrated/re-integrated in the schools and hence reduce the risk of school dropouts.

We aim to have both a male and a female teacher to be representatives for the each participating school, seeing that the girls and boys may find it easier to talk about certain issues with respectively a male or a female teacher.

First, we will create awareness about children and youth's rights seeing that a rights based approach is the foundation for the project and our work in general.

Secondly, we will inform about the current situation with child labor and trafficking in Senya and which effect this can have on a child. We will capacity build the teachers in how best to spot and work with children that are suffering from trauma, learning disability and in risk of stigmatization.

We will also capacity build the teachers within family planning. Many female victims of trafficking have experienced sexual abuse and furthermore teen pregnancy is a major issue in Senya.

Research shows that in the Ghanaian culture it is not common for the family to talk to the child about family planning.

The schools are obliged to cover SRHR in their curriculum, but due to lack of resources SRHR and family planning is often not given a high priority.

Sexual abuse is a huge violation of children and youth's rights and teen pregnancy more often than not lead to school dropout. Research shows that parents sometimes choose to send their boy child in school and not their girl child because they fear that she will get pregnant and drop out of school wherefore the family believes that sending the girl child to school is a waste of money. To end the cycle of child laborers and trafficking it is necessary that the project address family planning.

To some extent, the teachers will also be trained in monitoring and evaluation. The aim is for the teachers to understand that we monitor and evaluate in order to learn and that they can help us learn. The idea is to get the teachers to document whenever a child has approached them or when they have spotted and approach a child that potentially need special attention. This documentation will be part of our monitoring system.

By acknowledging the importance of their documentation (and implicit their work) for the project's sustainability and accountability this will hopefully give them greater ownership over the project.

We will also address how to make the guidance and counselling available for the students and with a participatory approach listen to the teachers' ideas (e.g. set 'office times' for the students to get counselling or other initiatives).

Lastly, we will discuss how the teachers can create some kind of network where they can support, give advice and draw on each other's experiences. If the teachers feel part of a supportive network this is likely to create better support for the project and make the project more sustainable

## **Program outline**

<b>Training seminar for teachers</b>	
<b><u>Practical</u></b>	<ul style="list-style-type: none"> <li>- 2 teachers from 20 schools, 1 male + 1 female</li> <li>- 3 day/2 nights</li> <li>- Sara Boff Hotel, Kasoa</li> <li>- Resource persons</li> </ul>
<b><u>Content</u></b>	<ul style="list-style-type: none"> <li>- The UN Convention of the Rights of the Child, Ghana Children's Act of 1998 and other relevant national and international child and youth related legal frames with a special focus on schools (eg. is it mandatory for schools to offer counselling for students etc.)</li> <li>- Effects of Child Labor and Trafficking and how to address such effects               <ul style="list-style-type: none"> <li>• Trauma</li> <li>• Stigma</li> <li>• Learning disability</li> </ul> </li> <li>- Family planning               <ul style="list-style-type: none"> <li>• SRHR</li> <li>• Teen pregnancy</li> <li>• Sexual abuse</li> </ul> </li> <li>- Monitoring and Evaluation               <ul style="list-style-type: none"> <li>• Why is it important?</li> <li>• Their contribution to the monitoring and evaluation of the project</li> </ul> </li> <li>- Formalization of the structure for schools' guidance and support               <ul style="list-style-type: none"> <li>• Students' access to guidance and support</li> <li>• Informal supporting network among the participating schools</li> </ul> </li> </ul>