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Securing Child Rights in the Fisheries Sector in the Central Region and along the Volta Lake of Ghana

Gender Analysis and Strategy for Prevention of Child Labour and Trafficking in Ghana's Fisheries Sector



Hɛn Mpoano



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This publication is available electronically on the Hen Mpoano's website at www.henmpoano.org

For more information contact:

Hen Mpoano

38 J. Cross Cole Street
Windy Ridge Extension,
East Tanokrom
Takoradi, Ghana

Stephen Kankam

Deputy Director

skankam@henmpoano.org

Tel: +233 312 293 869

Please cite this report as:

Adiza Ama Owusu Aduomih. 2020. Gender Analysis and Strategy for Prevention of Child Labour and Trafficking in Ghana's Fisheries Sector. Securing Child Rights in the Fisheries Sector in the Central Region and along the Volta Lake of Ghana (SECRIFISE). Hen Mpoano, East Tanokrom, Takoradi, Western Region. 38pp.

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Cover photo:

Children gathered at a fish landing site in Winneba, Central Region – Ghana

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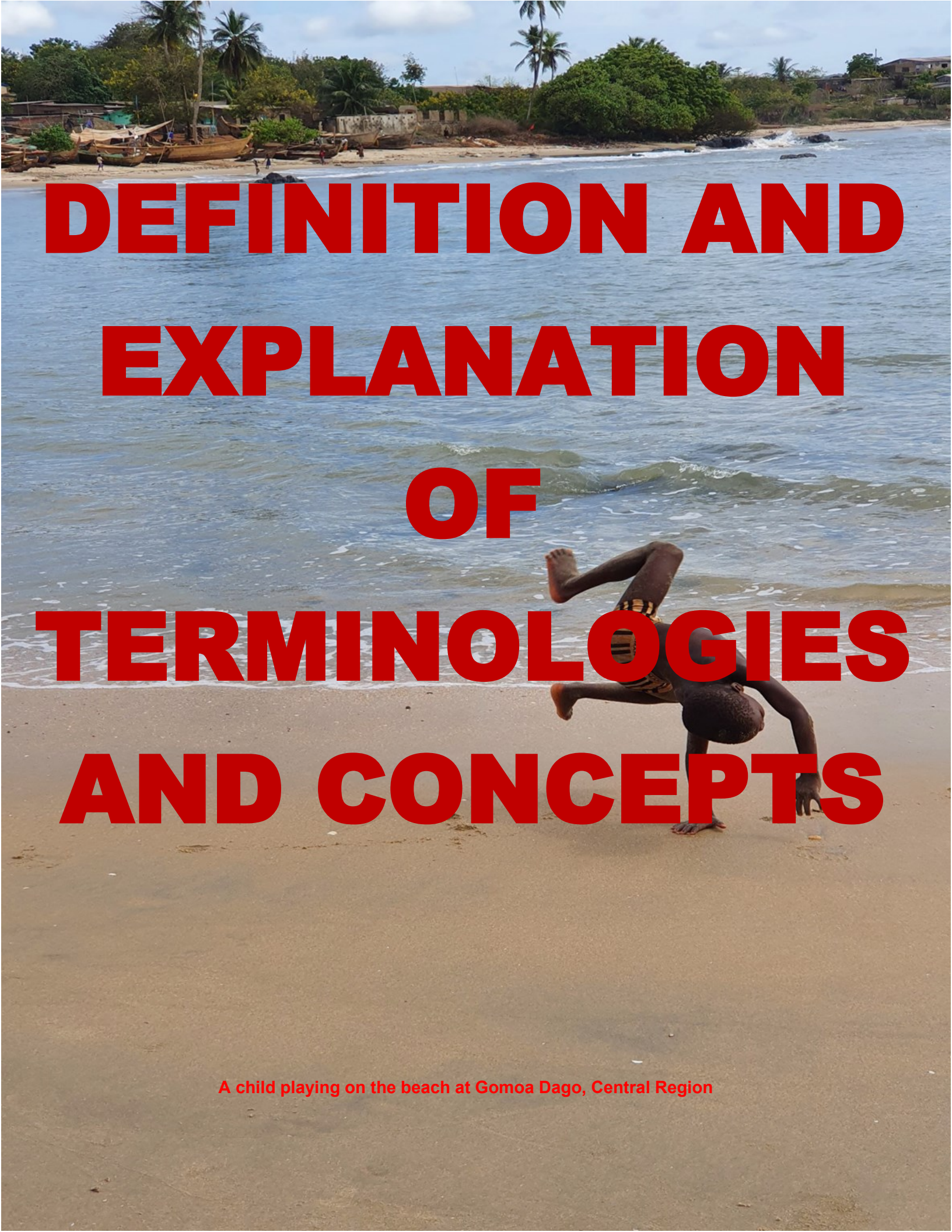
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ACRONYMS AND ABBREVIATIONS

CEWEFIA	Central and Western Fishmongers Improvement Association
CLaT	Child Labour And Trafficking
CSO	Civil Society Organisation
EIGE	European Institute for Gender Equity
FAO	Food and Agriculture Organization of the United Nations
FGDs	Focus Group Discussions
GSS	Ghana Statistical Service
ILO	International Labor Organization
SECRIFISE	Securing Child Rights in the Fisheries Sector in the Central Region and along the Volta Lake of Ghana
MoFAD	Ministry of Fisheries and Aquaculture Development
NAFPTA	National Association of Fish Processors and Traders Association
NGO	Non-Governmental Organisation
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
WFCL	Worst Forms of Child Labour

A photograph of a beach scene. In the foreground, a child is performing a handstand on the sand. The child is wearing a yellow and black striped swimsuit. The background shows the ocean with gentle waves, a sandy beach, and a line of trees and buildings in the distance under a blue sky with some clouds.

DEFINITION AND EXPLANATION OF TERMINOLOGIES AND CONCEPTS

A child playing on the beach at Gomoa Dago, Central Region

DEFINITION AND EXPLANATION OF TERMINOLOGIES AND CONCEPTS

Child¹

The 1992 Constitution of the Republic of Ghana and the Children's Act, 1998 (Act 560) define a child as any girl or boy who is below the age of 18. The 1989 UN Convention on the Rights of the Child defines a child as a person less than 18 years of age. Article 32 of the UNCRC states all children "have the right to be protected from work that threatens their health, education or development". In accordance with national and international definitions, the Strategy therefore defines children as persons below 18 years of age.

Child Labour

The ILO defines child labour as work that deprives children of their childhood, their potential, and their dignity. It refers to work that is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely, or requiring them to attempt to combine school attendance with excessively long and heavy work.

Child Trafficking

The Human Trafficking Act, 2005 defines trafficking to mean recruitment, transportation, transfer, harbouring, trading or receipt of persons within and across national borders. Thus, a child is said to have been trafficked if he/she is recruited and transported elsewhere to engage in labour that is exploitative and is likely to interfere with the child's education or expose him/her to abuse or danger. In Ghana, child migration in fisheries is prevalent and involves a situation where a fisher-entrepreneur actively seek children who can be engaged in the fishing industry and taken to other communities, districts or region, usually with the consent of the parents/guardian under a verbal agreement. The agreements may last for up to 5 years and the parents/guardian may be rewarded before or after the period of engagement. Sometimes the remuneration is used to pay for generation/family debt.

Worst Forms of Child Labour (WFCL)

Working children are considered to be in hazardous work if they are found to be in any one of the following categories: children working in designated hazardous industries (mining, quarrying and construction) or occupations; children working long hours (42 hours or more per week); and children working under other hazardous conditions such as night work, using hazardous tools, or

being exposed to an unhealthy work environment (GSS, 2014). Thus, all forms of slavery or slavery-like practices such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment for use in armed conflict, prostitution, production of pornography for pornographic performances; for illicit activities are all considered WFCL.

Gender refers to the socially determined differences between men and women, such as roles, attitudes, behaviour, and values. Gender characteristics are assigned to men and women during their childhood and are expected to be followed. For example, in some societies, women are considered dependent on men; in other societies, women are decision-makers, or men and women equally make decisions. Gender characteristics vary across cultures and over time; they thus are amenable to change.

Gender analysis is a process to assess the differential impact of policies, programs, projects and legislation on men and women. Gender analysis recognizes that the realities of men's and women's lives are different and that equal opportunity does not necessarily mean equal results.

Division of Labour (by gender) is the assignment of different tasks and responsibilities to women and men. Gender-based assignment of tasks is learned and pervaded by all members of a given community or society.

Empowerment is the process of increased opportunity and ability of women and men to control their life. Empowerment of women or men includes increasing their power to make decisions, to have their voices heard, to put things on the agenda, to negotiate, and to challenge past customs.

Gender equality means that women and men enjoy the same status within a society. It does not mean that women and men are the same, but rather that their similarities and differences are recognized and equally valued. Gender equality means that women and men experience equal conditions for realizing their full human rights and have equal opportunity to contribute to and benefit from the political, economic, social and cultural development of their country.

Gender equity is the process of being fair to both women and men. To ensure fairness, measures must often be available to compensate for historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity can be understood as the means, where equality is the end. Equity leads to equality.

Gender roles are behaviours that are expected from men and women. Gender roles are learned and vary across cultures and over time; they are thus amenable to change.

Gender gap is a concrete example of political, economic, social and cultural differences or inequality between men and women or between boys and girls. Gender responsiveness entails consistent and systematic attention to the differences between men and women in society to address institutional constraints to gender equality.

Hazardous work is work that jeopardizes the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out.

Practical gender needs are the basic needs of women or men that relate to responsibilities and tasks associated with their traditional gender roles or to immediate perceived necessity. Responding to practical needs can improve quality of life but does not challenge gender divisions or men's and women's position in society. Practical needs generally involve issues of condition or access. They are practical in nature and often inadequacies in living conditions such as water provision, health care and employment.

Strategic gender Needs are the needs of men and women identify because of their subordinate position each other in society. They vary according to particular contexts, related to gender divisions of labour, power and control, and may include such issues as legal rights, domestic violence, equal wages, and women's control over their bodies. Meeting Strategic gender Needs assists women and men to achieve greater equality and change existing roles, for example, skill and capacity building. Strategic gender interests concern the position of women and men in relation to each other in a given society. Strategic interests may involve decision-making power or control over resources. Addressing strategic gender interests assists women and men to achieve greater equality and to change existing gender roles and stereotypes. Gender interests generally involve issues of position, control, and power.

BACKGROUND



Women buying fish at a landing site around the Volta Lake, Volta

BACKGROUND

In Ghana, the fisheries sector plays an important role as it contributes significantly to the national economic development objectives relative to employment, livelihood, foreign exchange earnings, food security, and poverty reduction. The fish industry, according to the Ministry of Agriculture, employs an estimated 10% of the country's population which represents about 2.6 million people living in coastal and inland fishing communities (Tall & Failler, 2012). The sector is also one of the predominant sectors engaging child labourers. The Ghana Statistical service survey report from 2001 showed that of the 1.3 million children involved in child labour in the country, over 49,000 were engaged in the fisheries sector. A repeat survey conducted in 2012/2013 presented a worse situation with a rise in the number of children involved in child labour from 1.3 million to 1.9 million with the fisheries sector being one of the predominant sectors engaging child labourers. These children are often used as unpaid labour in the hazardous form of manual labour that includes risks to life.

In recent times, Ghana has prioritized the issue of child labour and trafficking as a major socioeconomic and sociopolitical concern. Child labour and child work play an important role in the fisheries sector but is also associated with a lot of problems in terms of hazardous work affecting child development and, in extension, human resource development at the community level. Therefore, it is necessary to pay attention in addressing the issues of child labour and gender together as they are closely linked.

Securing Child Rights in the Fisheries Sector in the Central Region and along the Volta Lake of Ghana (SECRIFISE) is a 3-year project funded by the European Union and implemented by Hen Mpoano, CEWEFIA and Challenging Heights. The project aims to secure child rights in the fisheries sector by increasing public support for eliminating child labour and trafficking (CLaT), supporting the enforcement of anti-CLaT legislation and implementing community-based initiatives for integrating CLaT victims in mainstream society.

Purpose of the Gender Analysis

The SECRIFISE gender analysis of Child labour in the fisheries sector was conducted to serve as the basis for gender integration and mainstreaming at all levels of the project implementation and promote the inclusion of women, girls, and marginalized groups in the campaign towards the elimination of child labour and trafficking within the fisheries sector.

According to the European Institute for Gender Equity (EIGE), the purpose of gender analysis is to identify and address gender inequalities, by

- acknowledging differences between and among women and men, based on the unequal distribution of resources, opportunities, constraints, and power;
- ensuring that the different needs of women and men are identified and addressed at all stages of the policy cycle;
- recognizing that policies, programmes, and projects can have different effects on women and men;
- seeking and articulating the viewpoints of women and men and making their contribution a critical part of developing policies, programmes, and projects;
- promoting women's participation and engagement in community, political and economic life;
- promoting better informed, gender-responsive and effective interventions. (EIGE)

This report, therefore, presents the findings of the gender analysis carried out for the SECRISE project and the strategy developed in response to the equity issues identified through the process.

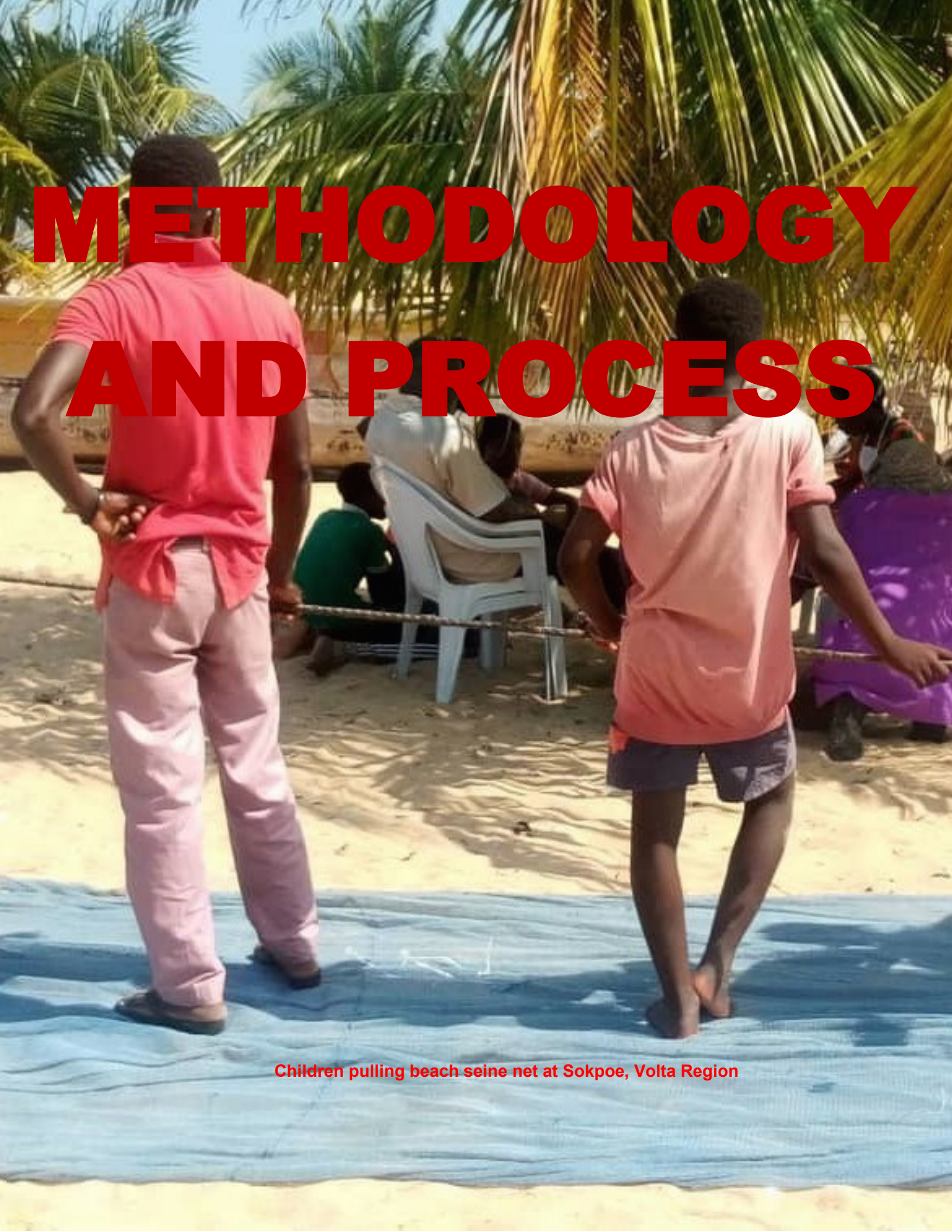
Objective of the Gender Analysis

The end goal of the analysis is to support the mainstreaming of gender in the fisheries sector and to better sensitize community members and other stakeholders on the inclusion of women, children and the marginalized group in the fight against child labour and trafficking.

The objectives of this gender analysis are as follows:

- Identify and understand the gender dynamics of child labour in the fisheries sector.
- Identify the gender-based constraints of child labour within the fisheries sector.
- Develop strategy prioritizing how gender considerations can be better integrated into the SECRISE project.

METHODOLOGY AND PROCESS



Children pulling beach seine net at Sokpoe, Volta Region

METHODOLOGY AND PROCESS

Study Area

The gender analysis was carried out in five coastal districts (Efutu, Awutu Senya, Gomoa West, Abura Asebu Kwamankese and Komenda Edina Eguafo Abirem) in the central region and six districts (North Dayi, South Dayi, North Tongu, South Tongu, Pru and Keta) along southern Lake Volta.

Table 1 List of study communities

Category	District	Community
Source Areas	Efutu	Winneba
	Awutu Senya	Senya Bereku
	Gomoa West	Dago
	Abura Asebu Kwamankese	Moree
	Komenda Edina Eguafo Abirem	British Komenda
	Destination Areas	North Dayi
South Dayi		Kpeve
North Tongu		Battor
South Tongu		Sokpoe
Pru		Yeji
Keta		Tegbi

The Central region coastal communities are source areas for CLaT and communities along Ghana's Volta lake are destinations for trafficked children

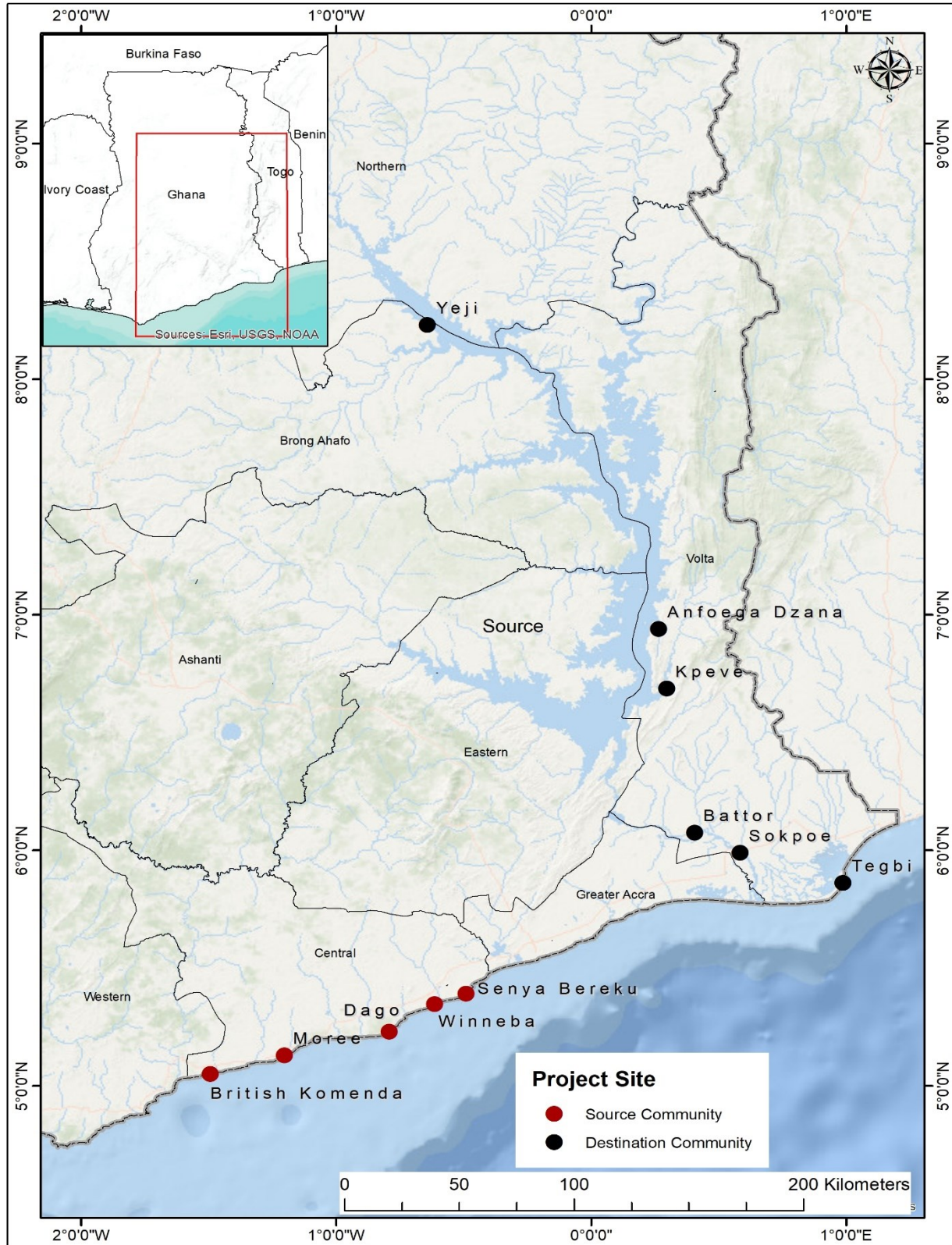


Figure 1: A map showing the study areas in the Central Region and communities along Ghana's Volta lake.

Data

The SECRISE gender analysis of child labour in the fisheries employed both primary and secondary data collection methods. Relevant literature on the subject of gender and fisheries was reviewed to understand the gender dynamics of child labour in the fisheries sector and to identify gaps in the literature. Based on this, primary data were gathered through focus group discussions (FGDs) and key informant interviews. The FGDs involved fishers, children, women fish processors and traders in the project communities. (Annex 1 includes a list of sites, and groups visited).



Figure 2: Focus group discussions in the Central (left) and Volta (right)

Key informant interviews were also conducted with Chief fishermen, konkohemaa (Queen fishmongers), Assembly members and the officers of the Department of Social Welfare. The assessment team also visited fish landing sites and fish processing areas to observe the general behaviour of men, women, and children, as well as the roles they play in the sector.

SUMMARY OF FINDINGS AND DISCUSSIONS



Women carrying head pans of fish at Winnoba, Central Region

SUMMARY OF FINDINGS AND DISCUSSIONS

Gender roles and responsibilities of women, men and children within the fisheries sector

Gender roles, according to EIGE refer to the social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. Collectively, gender roles often determine the traditional responsibilities and tasks assigned to women, men, girls and boys. In Ghana, fishing is a highly gender-segregated occupation where the men are involved routinely in catching and landing the fresh fish, and women taking responsibility for processing and marketing.

From the focus group discussions in the central region, the major role of men in the extractive sector included going to sea to fish, mending of nets, distributing premix fuel, and settling disputes as and when they arise at the landing beaches. In recent times, the men have assumed the role of prizing fish “watchman” which used to be the exclusive responsibility of queen fishmongers (Konkohemaa). The women are more engaged in adding value to the fish by processing, packaging, and transporting to the market.

Offshore fishing activities seem very risky and require a lot of energy and normally deter a lot of women from venturing in it. Some women are, however, engaged in fishing within smaller water bodies as in the case of some of the communities along the Volta lake. Children also play a very important role in the fisheries sector. The boys assist the fishermen in their duties. In some cases, boys as young as eleven (11) are involved in offshore fishing activities. The girls, on the other hand, support the women in the processing and marketing of fish.

The role of children in the fisheries sector

The International Labor Organization (ILO) defines “Child Labor” as work that deprives children of their childhood, their potential, and their dignity, and that is harmful to their physical and mental development. According to the Ghana Child Labor Survey Report (2003), over 49,000 children are involved in fishing in Ghana, sometimes under hazardous conditions.

In coastal fishing communities in the Central and Volta regions where data were collected, both boys and girls are involved in the fishing industry. The boys take part in several activities, such as diving, bailing water from canoes, carrying outboard motors and anchors, and mending of nets. Girls help their mothers and aunts with tasks related to processing and sales, including cleaning, scaling fish, and arranging fish on platforms for processing.

Although the Ghana Children's Act prohibits children under age 18 to go to sea, boys as young as 11-15 sometimes become crew members on fishing boats. Children who are seen uninterested in formal education are recruited in the fishing industry at a tender age to master the art as they grow. Children's participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as being something positive in Ghana.

However, within a household where children are many, some of the children are used to assist the fishing activities to help cater for the rest of the children. When children are engaged, they are sometimes paid physical cash, while others are given some of the fish to sell for their upkeep. By helping their parents and relatives, the children, in essence, become apprentices, learning the trade as they grow up. Smaller children are not paid for their labour, but they do receive some compensation when they become teenagers and take on more responsibilities.

While some victims of child labour and trafficking are forced to assist entirely in the fishing activities, others have the privilege to learn some kind of a vocation. Some children are enrolled in schools and only assist with fishing activities after school, on weekends, and during vacation. It is important to note that girls who drop out of school to work in the fish marketing and processing sector are more vulnerable to early marriage and teenage pregnancy (Torrel et.al, 2015).

From the group discussions in the central region, the men's group felt there was nothing wrong with engaging the children in the fishing industry. According to them, that is the only way to secure the future of the industry since they all inherited the art through similar circumstances. The team gathered that an old tradition in Senya Bereku required the first male or female child of every family to learn fishing or fish processing respectively. This culture is, however evolving with time, due to recent educational campaigns against child labour and trafficking.



Figure 3: Children supporting fishing activities in the Volta region

Migration and its impacts on gender roles

Movements of migrant fisher folks are seasonal and are often planned in response to the movements of their migrating prey stocks (fish). Depending on the fishing seasonality, fisher folks

especially the men move along the coast from one community to the other in search of fish. They normally settle where there is the availability of fish and the possibility to earn more money. The wives of the fishermen sometimes follow them with the children who are not in school and those in school sometimes join during vacation.

In situations where parents don't go with the children, they normally leave the care of the children to relatives like grandparents, aunts, or elder siblings. These relatives normally don't take good care of the children, leaving them to fend for themselves resulting in truancy and child delinquency. This also makes girls more susceptible to teenage pregnancy. This compounds the already existing hardship of these families which most times force these children into child labour and consequently trafficking.

Coincidentally, the majority of children involved in child labour belong to teenage mothers. The pangs of financial hardship teenage mothers are subjected to leave them with very limited options. They often engage in menial and sometimes, hazardous activities to take care of themselves and their little ones who eventually get recruited into the industry at a very tender age. In recent times, children migrate to the cities to work during school recess to earn some money to support the family. Some of these children are encouraged by parents to go to the big cities to do petty trading when they find out other children have engaged in similar acts and have returned with some material possessions.

From source communities in the central region, children are often trafficked to other fishing communities in the Western and the Volta regions. Some are also trafficked to the Ashanti region and neighbouring countries like Cote d'Ivoire and Liberia. Although both boys and girls are trafficked, the boys tend to be more preferred to trafficking than girls. The Ghana child Labour Survey Report (2003) put the statistics at 87% boys and 13% girls. This disparity was explained to be caused by the nature of labour demands at the destination communities. When these children are trafficked, the boys do fishing while the girls serve as maids helping with household chores and fish smoking and marketing.

Respondents differed in their opinions about children's roles and responsibilities. Some respondents maintained that local children attend school and help out with various tasks after school and during school vacations. Other respondents stated that children as young as six to eight years old work in the fisheries sector. It appears that children from migrant families are more likely than local children to help out full time in the fishing industry.

Role of men, women, and children at the household level

In a typical Ghanaian home, the traditional gender role of women is to care for the children, while men are expected to be the breadwinners. In coastal communities, however, this ideal home is hard to find. Most men relegate their responsibility to women. In the Central region, for example, most men don't perform their duties as husbands. It was gathered that most of them were usually not available to provide any major role at the household level. They are more focused on their fishing activities; they leave the house very early and return late leaving all the household responsibilities to the women. Very few of the men provide some level of leadership roles. It is almost an offence for a man to assist the wife with household activities.

In Senya Bereku and Winneba, in particular, most couples live apart. The wives and children continue to live with the wife's parents. This often results in additional responsibility for the wife. With this cultural dynamic, when the child reaches school-going age it is mostly the woman who has to prompt the father for a decision to be made. Some of the men cater for their children but that is not a common practice.

The men don't normally give money for housekeeping, but rather, during bumper harvest, they give fish to their wives to sell and after settling bills for the fishing expedition the profit that the woman earn from the sale of the fish is supposed to be used to cater for the family. This money is often expected to take care of all the financial needs of the family, even during the lean season. This is one of the reasons the mothers normally allow the children to engage in economic activities which sometimes lead to child labour and consequently child trafficking.

The women and the girls are mostly overburdened with household activities and have fewer leisure hours to engage in other productive activities. They're overburdened with household chores since they normally combine their processing activities with the household activities giving them relatively fewer leisure hours to be engaged in other productive activities. By age 5-6 girls have started assisting their mothers in household activities. The men and boys tend to have relatively more leisure hours at home.

Table 2: Summary of the gender roles of men, women, and children within the Central and Volta Region

ROLES IN THE FISHERIES SECTOR				
	Men	Women	Boys	Girls
CENTRAL	Fishing activities (including repairs, mending of net and maintenance) The men go to sea to fish, liaise with the middlemen to set prizes for fish in charge of the premix fuel Boat owners	Purchase of fish, processing (smoking, salting, frying etc.) packaging and marketing of fish financing of fishing trip Boat owners	support fishing activities, assist with the mending of the nets, running errands, fetching of water from boat/canoe, carrying of fish to processing sites	Assist with the processing of fish, marketing of fish, carrying of fish from the landing sites to the processing site
VOLTA	Harvesting of fish mend fishing net and boat maintenance	Fishing, Purchase of fish, processing, and marketing of fish.	They serve as apprentices in fishing. Assist with fishing activities (fish harvesting, cleaning boats and mending fishing nets).	help their mother to process and market the fish
ROLES AT THE HOUSEHOLD LEVEL				
CENTRAL	Provide leadership roles in taking care of the children and the family needs When not at sea they normally focus on mending of their nets	Money from the proceeds are used to cater for the children, take care of the household activities (cooking, household essentials, washing, cleaning), assume	Assist with household errands, fetching of water, boys normally take up a limited role at the household level	They assist the mother in cooking, washing, running of household errands, They are engaged more at the household level because it is

	Some of the men also engage in farming activities	responsibilities of the children when the man is not in the house	since they mostly support their fathers	believed that they will one day get married and will have to assume the role of taking care of the household
VOLTA	They provide food, protections and see to the wellbeing of the household	They are responsible for household chores. They cook, do other house chores, and support the family upkeep	Boys sometimes help fathers in fishing and farming, weeding around the house, running of errands	They assist their mothers in the kitchen to cook, fetch water process fish, fetch firewood for processing fish, responsible for household chores

Access to and Control of Assets for Livelihoods

A major cause of child labour in Ghana is poverty. Poverty-ridden families are unable to carry family expenses, including educational expenses. Therefore, parents and guardians feel reluctant to send their children to school. Instead, they have children work to supplement household income. The situation is worse in the fishing communities, because of the seasonality of the industry and the hazardous conditions which contribute to high poverty levels.

In general, men have control over the fisheries inputs (boats, engines, nets) and decisions about when, where, and how to fish. Women, on the other hand, control and make decisions regarding post-harvest activities (where to sell, how to market, how to process, etc.). In traditional settings, the woman is the homemaker and when she is economically empowered it reduces the level of child labour and trafficking. The woman's access to and control over fisheries resources and resources associated with her livelihood will go a long way to economically empower her. An economically empowered woman might have a lot of options in taking care of her children and influence decisions concerning her children.

The income generated through women's production, transformation, and marketing of fish is vital for supporting the entire fishing industry (Britwum, 2009). It is clear that husbands and wives are economically dependent on each other, and a large portion of the return from fish sales is turned back into fisheries inputs such as fuel and fishing equipment. Women's income from fishing is

also reinvested into the local economy and household and often, they withhold sales of fish for household consumption (Weertaunge et al. 2010; Harper et al. 2013).

From the focus group discussions both in the source and destination areas, men have more control over fisheries-related assets and livelihood. Although the women have access to some fisheries resources and inputs, the husbands have more control over the use of these resources. Women provide some level of support to their husband's fishing businesses. They sometimes access loan facilities for their husbands to invest in their fishing activities. Most of these men end up marrying more wives as soon as their finances begin to take shape, shirking their responsibilities as fathers. As heads of families, men in traditional settings, have control over all assets and capital owned by the wife. A woman in Senya Breku exclaimed with a sense of despair that

“the culture demands that. Our old proverb says that when a woman buys a gun, it will ultimately rest in the room of the man. As a result, we have very little control over assets and capital”

Relative to formal education, the men and the women had divergent views on their preferred sex. Though very endowed children may have some opportunities, most of the men felt they would rather educate their girl child if need be, so that the boy can assist them with their fishing activities. Some of the women were of the view that they will rather choose to educate their male child over the girl since the girl will support them in their duties and also that girls will get married in the future and will be under the care of the husband whether educated or not.

Participation and Decision Making

Women and children provide substantial value to the fisheries sector and play a vital role in securing the health of the resource. Women who are dependent on fisheries for their livelihoods and families' upkeep are directly impacted by changes in fisheries policies and rules. Hence, there is an incentive for women to be active agents of change in the fisheries sector. However, women working in fisheries face many barriers. Women's participation is often constrained by time (the result of household and reproductive responsibilities), education (literacy), access to capital, cultural rules, mobility due to household responsibilities, and discriminatory laws, among other barriers (Matsue, Daw, and Garrett 2014; FAO 2015).

From the interviews conducted, the participation of women in fisheries management activities has been low in both source and destination regions. Despite the massive sensitization campaigns to encourage women participation in fisheries decision making, leisure and culture continue to favour

male dominance in the sector. The main reasons for the minimal participation were attributed to the lack of time due to the multiple tasks they perform and the traditional role assigned to men in fisheries management. Generally, a busy workload and schedule prevent some women and marginalized groups from engaging in fisheries management-related activities.

In terms of decision making, the men decide when, where, and how to fish, while the women make decisions regarding post-harvest activities (where to sell, how to market, how to process, etc.). In the household setting, the woman often prompts the husband when there is a need to decide on children's education and general wellbeing. Interestingly, a significant number of child labour and trafficking decisions are often taken by women, mostly single mothers. In some cases, the men consent to the trafficking idea since they play no key role in their upkeep. In the case of the Volta, the men take on more role and responsibility for their children. They decide when and where their children will be educated,

Norms, Beliefs and Perceptions

Cultural beliefs affect men and women's behaviour, participation and decision-making capacity. They also facilitate or limit men and women's access to education, services, and economic opportunities. Cultural norms, beliefs and perceptions influence access to opportunities, mobility, and decisions and expectations about appropriate behaviour.

Firmly embedded traditions and cultures also tend to promote child labour and trafficking in Ghana. For instance, the majority of parents and guardians believe that their children should contribute financially to the family budget. Many parents see child labour as something positive because they think that their children are learning a useful trade. A significant number of parents and guardians send their children to live with other family members or friends, trusting that they will be treated well. In reality, many of these children are engaged in child labour or even trafficked into fishing and prostitution.

Social norms continue to impede the prevention and eradication of CLaT in source and destination regions. Some of these social norms which consider it acceptable for children to work and promote the view that many adolescent children should be treated as adults also impede the eradication of the menace. Most people also believe that there was nothing wrong with engaging the children in the fishing industry because that is the only way to preserve the future of the industry. Some traditional practices in some of these fishing communities legitimize CLaT. It is a common practice to force at least one male or female child to learn fishing or fish processing as a family livelihood.

Most people still assert that child trafficking is not always done for financial gain, but an integral part of a cultural tradition of sending children away to acquire skills through apprentice work with a relative or family friend. Child labour and trafficking have, therefore, been described in some circles as a distortion of the old cultural practice of placement with relatives or townspeople.

Institutional Practices and Gender Integration

Gender in recent times has been recognized as a cross-cutting issue. Ghana's commitment to ensuring gender equity is evident in the National Gender Policy. The fairness of treatment of men and women is one of the national development priorities and general principles that guide the National Fisheries and Aquaculture Policy. However, our fisheries policies rarely, if ever, include actions to strengthen gender equity and enable women to participate in the fisheries dialogue. Government-led gender integration tends to focus on supporting the post-harvest processing sector by promoting value-chain improvements and covering social needs.

Women were formerly not recognized as important actors in terms of decision-making processes in the management of fisheries. The creation of the national women's fisheries group, NAFPTA, has facilitated the increased participation of women in fisheries-related issues. With the formation of NAFPTA, women are recognized increasingly as important actors at the national level within the fishing industry providing the opportunity for women fishers to interact with the sector Minister on yearly basis.

Another milestone in gender integration in the fisheries sector has been the development of the Gender Mainstreaming Strategy for the sector. The "Gender Mainstreaming Strategy for the Fisheries Sector" strives to empower fisherfolk, especially women, by enabling their active participation in fisheries management and decision-making. It also facilitates access to, and control of, resources and opportunities to enhance individual contributions and promote equitable and sustainable development.

Following the gender strategy, MoFAD also approved a strategy on Anti-Child Labor and Trafficking in Fisheries. The strategy contains several guiding principles, including gender equity, poverty reduction, and respect for children's rights.

From the key informant interviews, there are some institutional arrangements at the community and district levels for identifying, tracking, and reporting child labour and trafficking cases. These arrangements are often facilitated by NGOs who establish monitoring groups in target communities. Working closely with the social welfare department, the social service committee,

law enforcement agencies and child protection committees, the monitoring groups gather information in the community and provide tip-off for rescue to be made or an arrest to be made. These arrangements are, however, not sustainable in most cases because they are often project-based and with strict budget and timelines.

Needs and Opportunities

Despite the overwhelming challenges in both source and destination regions, opportunities still exist for the government and CSOs to work together towards the eradication of child labour and trafficking. The table below lists some of the constraints and their associated opportunities.

Table 3: Some constraints and their associated opportunities

NEEDS AND CONSTRAINTS	OPPORTUNITIES/RECOMMENDATIONS
No Leisure for women and girls. The household activities coupled with the processing activities overburdened women and girls	Men should be encouraged to participate in gender events.
Poverty/Lack of capital	Financial institutions provide loans with interest rates women can't afford. The use of Village Savings and Loans Associations (VSLA) as a tool to organize women within communities without associations Programs should be developed to empower females.
Lack of parental care	Education and sensitization of parents on the need to take full responsibility of the children
Teenage pregnancy	Sexual education and Family planning
Start-up capital for improved processing technology/ storage facility is relatively high	Encourage cooperatives among women fish processors to access cooperate loans
Over-dependence on fishing resources/ Depletion of fish stocks.	Diversification of livelihood options
Some of the basic needs of children are not being met by the parents	Ongoing education and awareness creation on child rights by the SECRI FISE project.

NEEDS AND CONSTRAINTS	OPPORTUNITIES/RECOMMENDATIONS
Low enrollment due to financial constraint	Parents should take advantage of available opportunities like the MP common fund, free education, and the School feeding program. District assemblies also have funds for needy but brilliant children
Low interest in education by children due to the early exposure to money	Equal opportunity is now given, initially, the emphasis was on the girl child.
Indiscipline among children	There should be volunteers to patrol the town in the night to discipline the children. Laws should also be enforced

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A programme officer interacting with stakeholders at Komenda, Central Region

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APPENDICES

GENDER ANALYSIS ON CHILD LABOUR IN THE FISHERIES SECTOR

Regions/Communities	Focus Groups	Key Informant Interview
Winneba_Effutu; Senya Breku_Awutu Senya; Dago_Gomoa; Moree_AAK; Komenda_KEEA; Yeji_Pru; Tegbi_Keta; Anfoega_North Dayi; Kpeve_South Dayi; Battor_North Tongu; Sokpe_South Tongu	Fishermen, Fish processors and traders,	Fisherfolk leaders (Chief fishermen, Chief fishmongers, Opinion leader (Assembly manor chief) Community Child, protection committee Reps, Social Welfare, Ministry of Gender, Children and social protection, teachers,

COMMUNITY FOCUS GROUP DISCUSSIONS

Date:

Interviewer's name:	Phone no.
Community:	District:

DOMAIN 1: Gender Roles, Responsibilities, Time and Lived Experiences	
Roles of male and female (Who does what and why)	
What are the specific roles of the men in the fisheries sector?	
What are the specific roles of the women in the fisheries sector?	
What are the specific roles of the men in the household?	

DOMAIN 1: Gender Roles, Responsibilities, Time and Lived Experiences	
Roles of male and female (Who does what and why)	
What are the specific roles of the women in the household?	
Do children engage in fishing activities? If so, are they paid?	
At what age do these children get engaged?	
What specific activities are boys engaged in?	
What specific activities are girls engaged in?	
Do your children support you in your work?	
Do you engage other people's children in your work?	
What are the specific roles of the children (boys) in the household?	
What are the specific roles of the children (girls) in the household?	
How long are they engage in the household activities	
Who has relatively more leisure hours or time in a day (Men, boys, women and girls)	
Migration and its impacts on gender roles	
How often do family members relocate to other communities to work	
Do families migrate as a unit?	
What is the pull or push factors influencing the movement of individuals and family	
How do they integrate into their new environment	
How long do they stay	
Do they have access to health care	
What are some of the activities they engage in the destination communities	
DOMAIN 2: Access to and control of Assets for livelihoods (over resources)	

DOMAIN 1: Gender Roles, Responsibilities, Time and Lived Experiences	
Roles of male and female (Who does what and why)	
Do men and women have equal access to, ownership of and control over resources upon which they depend for livelihoods and well being	
Do you own any asset for fisheries and /other livelihood activities	
Who controls these assets -fisheries inputs (boats, nets) and processing equipment? (smokers, drying racks) and others	
Who controls the income from fisheries and other livelihood activities	
Who controls the household resources	
Do boys and girls have equal access to education? If no why?	
DOMAIN 3: Participation and decision making	
Who makes decisions in the fisheries sector? (When to fish, how to sell and process fish, and how to manage fisheries)	
Who is responsible for taking decisions relative to the migration of family members (Where to go, how long to stay, who to go)	
Who take decision on children's education	
Are women able to influence the decision in taking a child for labor activities	
Do women participate in fisheries management related activities	
Do women's and men's group exist in this community? If yes list groups What type of activities are they engaged in	
DOMAIN 4: Cultural norms, belief and perceptions	

DOMAIN 1: Gender Roles, Responsibilities, Time and Lived Experiences	
Roles of male and female (Who does what and why)	
What kinds of jobs are considered a man's jobs /work at the household level; Community level; Outside the community	
What is definitely not considered a man's job/work in the house community and outside the community	
What kinds of jobs are considered women's jobs /work at the household level; Community level; Outside the community	
What is definitely not considered a woman's job/work in the house, community and outside the community	
What kinds of behaviors, responsibilities and obligations are considered 'normal' at the household level, community and outside community? Specify for men and women	
Are there any social norms, customs, and barriers for women in the fisheries sector and fisheries management?	
What are the norms, values, and practices that favor boys over girls, especially regarding access to education	
What are the reasons for and extent to which both boys and girls are involved in trafficking	
Needs and Opportunities	
What are the constraints faced by women and girls at the household level	
What are the respective needs that exist for boys and girls	
What are the options available to them	
What are the coping strategies and opportunities that exist	

DOMAIN 1: Gender Roles, Responsibilities, Time and Lived Experiences	
Roles of male and female (Who does what and why)	
What are the differences in men's and women's opportunities to access education at all levels	

KEY INFORMANT INTERVIEWS

Interviewers name	Organization/Position	Phone number
Community	District	

RESPONDENTS PROFILE

Name of respondent	
Organization /position	
Occupation:	
Respondent phone no. (optional)	
Sex of Respondent	1.Male 2.Female
Age	
Educational level	1.No school 2.Primary School 3.Secondary School 4.Technical or Vocational 5.University

What are the specific roles of the men in the fisheries sector?	
What are the specific roles of the women in the fisheries sector?	

Do men and women have equal access to, ownership of and control over resources upon which they depend for livelihoods and well being	
What kinds of social groups, community organizations, committees, and associations do different social groups of men and women participate in	
What laws, policies, and institutional arrangements are in place to protect child rights against child labor and trafficking	
What are the opportunities and barriers for institutions responsible for child rights and protection and leaders of communities noted for child labor activities parents and NGOs to work together	
How is the government ensuring Child labor within the fisheries sector is minimized?	
Is the government approach gender sensitive since the needs of boys and girls vary?	
What are the constraints faced by women and girls at the household level	
What are the respective needs that exist for boys and girls	
What are the options available to them	
What are the coping strategies and opportunities that exist	