

CHALLENGING HEIGHTS

# Impact Evaluation

TEN YEARS ON: IMPACT  
EVALUATION OF  
PROGRAMMES AND  
ACTIVITIES OF  
CHALLENGING HEIGHTS  
IN GHANA (2005-2016)



# Ten Years On: Impact Evaluation of Programmes and Activities of Challenging Heights in Ghana (2005-2016)

## Report

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# Ten Years On: Impact Evaluation of Programmes and Activities of Challenging Heights in Ghana (2005 – 2016)

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## Contents

List of Abbreviations .....	v
Executive Summary.....	vi
CHAPTER ONE .....	1
1.0 Introduction .....	1
CHAPTER TWO: ANALYSIS FRAMEWORKS .....	6
2.1 Framework for Analysis: Theory of Change .....	6
2.2 Programme Effectiveness, Sustainability and Relevance Frameworks .....	8
CHAPTER THREE: CONTEXT OF THE PROJECT AREAS.....	10
3.0 The Socio-Cultural, Legal, Environmental and Economic Backgrounds.....	10
CHAPTER FOUR: EVALUATION OF CHALLENGING HEIGHTS’ RESPONSE .....	14
4.1 Description of Challenging Heights Activities .....	14
4.1.1 The Protection Programme.....	15
4.1.1.1 The rescue.....	15
4.1.1.2 Rehabilitation of Rescued Children at the Hovde House.....	15
4.1.1.3 Reintegration and monitoring systems.....	16
4.1.1.4 Community Child Protection Committees (CCPC) .....	17
4.1.2 Livelihood Support Programmes.....	17
4.1.3 Education Programmes.....	19
4.1.4 Other Programmes of Challenging Heights .....	20
4.2 Analysis of Sustainability, Self-Sufficiency and Diversification .....	21
4.3 Analysis of Relevance of the Programmes.....	24
4.4 Impacts of Programmes: Livelihoods, Knowledge, Attitude, Practice and Perceptions.....	29
4.5 Prevalence.....	34
4.6 Staff Satisfaction, Capacity Building and Safety.....	40
4.7 Counter Explanations: Interventions by Government and Others Organisations .....	41
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS.....	43
5.1 Conclusions .....	43
5.2 Recommendations .....	46
APPENDIX.....	48
Survey Instruments .....	48
A. Focus Group Discussions (FGDs) – Community Child Protection Committees (CCPCs) .....	48
B. Focus Group Discussions (FGDs) – Challenging Heights School Children (Prim & JHS) .....	48

C. KEY INFORMANT INTERVIEWS (KIIs) – Community Child Protection Committees (CCPCs).....	49
D. Key Informer Interview (KII) – Challenging Heights Staffs.....	50
E. Key Informant Interviews (KIIs) – Head of schools .....	51
F. Key Informer Interview (KII) – Other NGOs, Government institutions, departments, etc .....	51
G. SURVEY QUESTIONNAIRE .....	52
REFERENCES.....	59

## List of Abbreviations

ADR	Alternative Dispute Resolution
CCPC	Community Child Protection Committee
CH	Challenging Heights
DFID	Department for International Development
DOVVSU	Domestic Violence and Victim Support Unit
EMA	Effutu Municipal Assembly
FGD	Focus Group Discussions
FTS	Free the Slaves
GPR	Gender Parity Rate
GPI	Gender Parity Index
ICT	Information Communication Technology
ILO	International Labour Organisation
JHS	Junior High School
KII	Key Informant Interviews
LEAP	Livelihood Empowerment against Poverty
MOU	Memorandum of Understanding
MTDP	Medium-Term Development Planning
NGO	Non-governmental organisation
NHIS	National Health Insurance Scheme
NSA	System of National Account
OECD	Organisation of Economic Cooperation and Development
PDA	Participatory Development Associates
PiD	Partnership in Development
SHS	Senior High School
TOR	terms of reference
UNICEF	United Nations Children Education Fund
WFCL	worst forms of child labour
YEP	Youth Empowerment Programme

## Executive Summary

This is a report of the evaluation of Challenging Heights' programmes and activities over the past ten years; although the organisation's documents dates back to 2009. This study is an outcome evaluation aimed at achieving the following objectives: (i) to gain a comprehensive and verifiable understanding of Challenging Heights' impact, effectiveness and sustainability; and (ii) to understand the impact of Challenging Heights' work at the individual, family, community, national and international levels.

In the last decade, Challenging Heights has progressively widened its scope of activities in Winneba and Senya, from initial non-compensatory rescue of trafficked children from the Volta Lake communities to the current comprehensive approach to rescue and rehabilitation. At present, these programmes and activities include rescue & recovery of trafficked children, livelihoods support for women, families and young people, basic and technical education for young people, establishment of social enterprises for sustainable revenue generation, and support for sports and wellness activities. The inclusion of livelihood support, education and monitoring systems to its programmes are part of broader strategies to (i) protect families and children from becoming victims of trafficking (ii) prevent the occurrence of trafficking in communities (iii) provide sustainable livelihood support for victims of trafficking (iv) empower the general populace to identify and frown upon elements of trafficking and (v) to drastically reduce and if possible, eliminate trafficking entirely from the project communities.

The evaluation mainly adopts OECD's approach to evaluation, and is complemented by DFID's three-level definition of evaluation. OECD defines evaluation as a systematic assessment of programme(s), their design and implementation, and their results (OECD 2008: 5). It is aimed at verifying their relevance to the needs of beneficiaries, their efficiency and effectiveness in meeting initial objectives, their impact on beneficiaries, and their long-term sustainability. Case studies and participatory approaches have been used. These are mixed methods that accumulate and aggregate data from both quantitative and qualitative perspectives. Key informant interviews, focus group discussions and surveys are some of the tools that were designed to collect data from residents in Winneba and Senya. Key informant respondents included five staffs of Challenging Heights, three head teachers of basic schools in Winneba, six members of the CCPC and other representatives of NGOs in Winneba. Six focus group discussions, a couple of case study interviews and a survey involving 288 households in Winneba and Senya were also conducted. The survey was particularly useful in estimating prevalence of trafficking in Winneba and Senya. Extensive review of Challenging Heights' reports and records, together with review of other secondary data, provided useful insights into their programmes and activities; and all these have informed the analysis.

### **Main Conclusions**

The programmes and activities of Challenging Heights are relevant to the needs of the people of Winneba and Senya, as it tackles both poverty and child trafficking, which are endemic in the area. The programmes and activities generally meet the objectives for which they were set up. In order to reduce the possibility of re-trafficking, rescued and reintegrated children are closely monitored and supported with educational and livelihood logistics that reduce the burden on their families once they are reintegrated. Poverty and the culture of entrusting children to the care of extended family members and

friends are widely acclaimed to be fundamental causes of child trafficking. The support given to the reintegrated families provide some livelihood support for families.

Although the targeted population of the programmes and activities are families at risk and those with history of child trafficking, their reach go wider. The Cold Store and Youth Empowerment Programmes (YEP), for instance, are extended to many more people than the target group. Their advocacy programmes and activities also cover entire communities and towns. The cold store, rescue and rehabilitation programmes and educational support programmes are among the most popular and impactful. The CCPCs are also well received by residents, as members are the first point of contact to report cases of trafficking or child molestation. However, there was no evidence of a vibrant CCPC as a body, except a few scattered enthusiastic members. Some 8.3 percent of households have directly benefited from the programmes and activities of Challenging Heights. Indirectly, there is about 35 percent of personal reach and 45 percent of community reach; but this is true only for urban communities in Winneba and Senya.

Efforts are being made to wean programmes and activities from donor funding through the setting up of social enterprises and profit-making entities like the Run-Off Restaurant, Friends International Academy and the Cold Store. Such diversification is very important for sustaining the momentum of the programmes and activities. Strategic alliance with government agencies, ministries and departments is needed in order to encourage cost-sharing of anti-child trafficking programmes and activities.

The rescue, rehabilitation and reintegration programmes are properly synched with each other. These are particularly well structured, and are interspersed with livelihood support and monitoring programmes. Rescued children are rehabilitated at the Hovde House to restore trust for people and society, providing a good transition for reintegration. These structured programmes have helped reduce occurrence of re-trafficking. The objectives of the protection, rescue and rehabilitation programme are therefore been met. However, the entire rescue, rehabilitation and reintegration programme can be improved and expanded if the rehabilitation period can be made compact and shorter in duration; so that the rescued children are only kept for shorter periods to attend to their most immediate needs. Reintegration could begin earlier with designated foster families. This could free some resources to expand the rescue and rehabilitation programme; especially since only 100 out of 49,000 children estimated to be trafficked to the Volta Lake communities are rescued annually by Challenging Heights. Early reintegration also helps improve bonding and hastens rehabilitation.

Through the survey conducted in Winneba and Senya, it can be deduced at 90 percent confidence interval that the prevalence of child trafficking among children whose parents live in the study areas is about 15 percent. About 23 percent of children do not stay with their biological parents, 75.4 percent of whom reside with people outside the catchment areas of Winneba and Senya. Due to the high incidence of child trafficking in the study area, there is a chance that these children are trafficked or engaged in child labour elsewhere on the Volta Lake. Majority of respondents in the survey reported, though, that the incidence of child trafficking has reduced drastically in the five years preceding the study, and this is mainly attributable to the programmes and activities of Challenging Heights.

The Challenging Heights School, now called Friends International Academy, is meeting its objective of providing safe, child-friendly and well-resourced school environment; and until recently, has done this at extremely low cost to parents.

## CHAPTER ONE

### 1.0 Introduction

Since its formation in 2005, Challenging Heights has undertaken a wide range of activities in Winneba and Senya, ranging from initial non-compensatory rescue operations to retrieving trafficked children around the Volta Lake, to developing comprehensive preventive strategies that identify the root causes of child trafficking, with the ultimate aim of applying appropriate strategies for remedy. Over the years, these programmes have generally included Protection (rescue & recovery); Livelihoods support (women's empowerment training, business support/capital, vocational training, and inclusive children's rights' training); Education (Challenging Heights School, after-school programs, ICT training); and supporting other programmes like sports and wellness activities, football clubs and social enterprises for sustainable revenue generation. As part of Challenging Heights' tenth anniversary, Participatory Development Associates (PDA) Ltd, was contracted to conduct an evaluation of its programmes and activities over the past ten years. A cursory review of records indicates that the farthest that the organisation's documentation can be traced is 2009. This study is an outcome evaluation aimed at achieving the following revised objectives culled from the terms of reference (TOR):

- a. to gain a comprehensive and verifiable understanding of Challenging Heights' impact, effectiveness and sustainability; and
- b. to understand the impact of Challenging Heights' work at the individual, family, community, national and international levels.

To achieve these, PDA sought to answer the following questions in the course of the evaluation process:

1. How have peoples' knowledge, attitudes, skills and behaviour been changed or affected by the Challenging Heights programmes?
2. What is unique about beneficiaries of these programmes and their families, in terms of empowerment and education?
3. Were these programmes designed to achieve these outcomes or changes?
4. Did these changes occur as a result of people's participation in the programmes or other factors can explain same?
5. How satisfied are programme beneficiaries and implementers; and what recommendations do they have to offer?
6. How sustainable and efficient are these programmes?

#### **Approach**

This assignment is an impact evaluation, and PDA adopts DFID's three-level definition of impact evaluation and OECD's definition of evaluation. DFID's three-level definition of evaluation is as follows:

- i. evaluating the positive and negative, primary and secondary long-term effects on final beneficiaries that result from a development intervention;
- ii. assessing the direct and indirect causal contribution claims of these interventions to such effects especially for the poor, whether intended or unintended; and
- iii. explaining how policy interventions contribute to an effect so that lessons can be learnt. (DFID 2012: 12)

The evaluation also adopts OECD's approach to evaluation. OECD defines evaluation as a systematic and objective assessment of an on-going or completed programme, their design, implementation and results (OECD 2008: 5). It aims to assess the relevance, fulfilment of objectives, efficiency of the programme, its effectiveness, impact and sustainability (ibid). This definition of evaluation will be the dominant approach in this evaluation for Challenging Heights.

An important component of evaluation is the search for causality between intervention and outcome. It aims to ascertain the degree to which a programme has had an impact on subjects or beneficiaries (Dollar and Pritchett 1998). Different approaches to ascertaining causation exist, although in social science, strict causation – cause and effect– is difficult to measure; and that is why Outcome Mapping is emerging as an important component of evaluation, especially for harvesting outcome. For practical purposes, however, four approaches of establishing causation have been identified:

- Regularity frameworks: These rely on frequency of association between cause and effect – thus, statistical approach;
- Counterfactual frameworks: Experimental approaches that strike differences between two identical situations after introducing an intervention into one;
- Multiple causation: Combination of causes that lead to an effect – configurational approaches; and
- Generative causation: Identifying the mechanisms that explain effects – thus theory-based and realist approaches. (DFID 2012)

Due to the inherent weakness in each of these approaches, mixed methods are recommended for best evaluation outcomes. For example, the weak explanatory power of statistical approach can be made up by the 'fine-grained' explanations that are provided by theory-based and realist approaches. Such mixed methods and approaches help in triangulating findings.

In this evaluation study, case studies and participatory approaches are used. These are mixed methods that accumulate and aggregate data from both quantitative and qualitative perspectives. In the participatory approach, our interest is to check whether beneficiaries can validate claims that the programmes of Challenging Heights have affected their actions and experiences in the period of exposure to the interventions. Placed within the context of theory of change, the participatory approach has helped to explain association between the interventions on the one hand, and attitudes and prevalence of child trafficking in the project areas on the other hand.

### ***Methodology***

This evaluation was aimed at assessing Challenging Heights' programmes and activities in Winneba, and to a lesser extent, in Senya. Due to limited funding, the study could not be extended to the fishing communities along the Volta Lake. A number of research instruments were used in order to factor into the analysis as many facets of knowledge and information sources as possible – primary and secondary. These include:

First, instruments for assessing the socio-cultural, political, environmental and economic contexts within which Challenging Heights programmes have been implemented in the last ten years. Such environment has the potential to hinder or help achieve programme goals. The programme staffs of Challenging Heights were the target group for this kind of instrument, in addition to secondary data review of reports and publications. Observations by evaluation staffs also added some value to this framework.

This instrument examined policies, government and private sector interventions, observed changes in climate, the environment, social norms, behaviours, economics and politics.

Second, semi-structured Key Informant Interviews (KIIs) with a range of state actors and NGOs who engage with residents of Winneba and Senya at various levels were conducted. Many of these organisations and state institutions were contacted but eventually, representatives of the following organisations were interviewed: five staff of Challenging Heights, three head teachers in basic schools in Winneba, six members of the Community Child Protection Committees (CCPC) in Winneba, Jessie Teerman of the Friends of Challenging Heights, and a representative of Free the Slaves. Efforts at reaching representatives of other NGOs, Domestic Violence Victim Support Unit (DOVVSU), Department of Social Welfare and the Ministry of Gender, Children and Social Protection proved futile. The focus of this instrument was to assess programme outcomes, processes, operations and sustainability. The lack of access to these key informants was made up for by the availability of relevant secondary data and observations made by the researchers both within Winneba and Senya.

Third, six focus group discussions (FGDs) were convened. This included an FGD with Challenging Heights School's JHS and primary school students disaggregated by sex and CCPC members of Senya disaggregated by sex. The FGDs with the students were conducted to get a sense of the influence of the school environment on the lives and aspirations of the students.

Fourth, some case studies of beneficiaries were also conducted. Although 22 beneficiaries were sampled for this purpose, only two were available and ready to be interviewed. The rest had telephone numbers that were not reachable. Five of these promised to call back after initial contact, but never called back nor picked subsequent calls. The case studies are aimed at gathering in-depth narratives of beneficiaries too provide deeper understanding of impact. The cases also offered an opportunity for engagement with the lived experiences of beneficiaries and their immediate social environment. Although some scholars argue that findings in case studies and other qualitative methods can be generalizable under certain conditions, especially where clusters and subsets have similar characteristics and degrees of exposure (George and Bennett 2005; Byrne 2009, Ragin 2008), this study was not designed to generalize from the case study narratives, but to provide additional contextual data to help assess impact, relevance and programme effectiveness.

Fifth, a household survey was also done to check the prevalence, knowledge, attitudes and practices of human trafficking. Respondents were directly visited at their homes, except some 12 who were purposively sampled because they have benefited from Challenging Heights' programmes in the past. All other beneficiaries beside the 12 were found by chance during the home visitation.

Human trafficking is widely defined to include non-consensual exploitation, whether in the victim's home community, within national borders or across borders (Koettl 2009; United Nations 2001); and the International Labour Organisation define human trafficking to include the movement of people against their will for the purposes of exploitative labour. This is consistent with the definition of the United Nations (2001), which defines it as 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, or abduction, of fraud or deception, of the abuse of power or of position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of

exploitation'. It is this definition that guided the definition of child trafficking in this evaluation. Child trafficking is understood here as the non-consensual movement of children below the age of consent from the project districts to communities along the Volta Lake to be engaged in fishing and related activities.

The expectation was that the prevalence of trafficking would be substantially lower after 10 years of interventions by Challenging Heights in the programme areas. Since there was no baseline data for the prevalence of trafficking in the Winneba and Senya programme areas at the start of Challenging Heights' interventions, it was intended that an assessment of beneficiaries and community members would help provide a sense of change in prevalence.

For the purposes of this study, and especially due to logistical constraints, the confidence interval was set at 90% ( $Z_{1-\alpha/2} = 1.64$ ); precision ( $\alpha$ ) is 0.05; and an estimated prevalence rate ( $P$ ) set at 0.5. The simple house counting approach was used to select households for questionnaire administration, therefore, the design effect (deft) is 1.

$$N = \frac{(Z_{1-\alpha/2})^2 * (P)(1 - P)}{\alpha^2} * deft$$

$$N = \frac{(1.64)^2 * (0.5)(1 - 0.5)}{(0.05)^2} * 1$$

$N = 268.96$  (Approx. 269 households)

Questionnaires were therefore administered to 288 persons, one person per household, for the survey of prevalence. The following is the socio-demographic distribution of respondents in the survey:

Table 1: Socio-Demographic Distribution of Respondents in the Survey

		Frequency	Percent
Town	Winneba	180	62.5
	Senya	99	34.4
	Other towns <sup>1</sup>	9	3.1
Interviewee capacity	Household head	138	47.9
	Spouse of HH head	134	46.5
	Adult child	16	5.6
Age of respondent (yrs)	18-24 yrs	22	7.6
	25-34yrs	78	27.1
	35-60	172	59.7
	Above 60yrs	16	5.6
Sex of Respondent	Male	105	36.5
	Female	183	63.5
Education	Not literate	86	29.9
	Primary school	133	46.2
	Secondary/technical	54	18.8
	Higher education	15	5.2
A household member has directly benefited from CH programme	Yes	24	8.3
	No	264	91.7
Total		288	100

<sup>1</sup> Persons who appeared as beneficiaries of Challenging Heights programmes were contacted for the interview via telephone.

Since child trafficking is a criminal offense, people will not readily report that they have trafficked children. Therefore, a number of questions were asked to circumvent the direct questions for prevalence of trafficking.

### ***Organisation of Report***

After this Introduction Chapter, the rest of this report is divided into five parts. Chapter Two provides some frameworks for analysis, which include a theory of change that will help provide analytical framework for the evaluation, and frameworks for understanding sustainability, relevance and effectiveness of programmes. In Chapter Three, a background analysis is made to provide the social, environmental, economic and legal contexts within which child trafficking occurs in Winneba and Senya. It is within this context that Challenging Heights' activities are situated. In Chapter Four, Challenging Heights' activities and programmes are explored from their early stages to their present design. This is followed by an evaluation of particular areas including sustainability, relevance and impacts on knowledge, attitudes and practices. Chapter Five provides some conclusions based on the theory of change, and then provides some recommendations.

## CHAPTER TWO: ANALYSIS FRAMEWORKS

### 2.1 Framework for Analysis: Theory of Change

Since there is no baseline data from Challenging Heights for this evaluation to provide a counterfactual causal framework, a descriptive inference approach was adopted, an *ex-post* design. Descriptive inference is an approach that draws lessons based on ‘accumulation of consistent information’ from a sample (DFID 2012: 19). Unlike causal inference studies that must meet certain conditions for making valid conclusions and generalizations, descriptive inference approach relies on narratives and circumstances of people to explain evidence of association between intervention and behaviour of populations. The theory of change also helps to provide context to descriptive inference, especially through process tracing (Punton and Welle 2015).

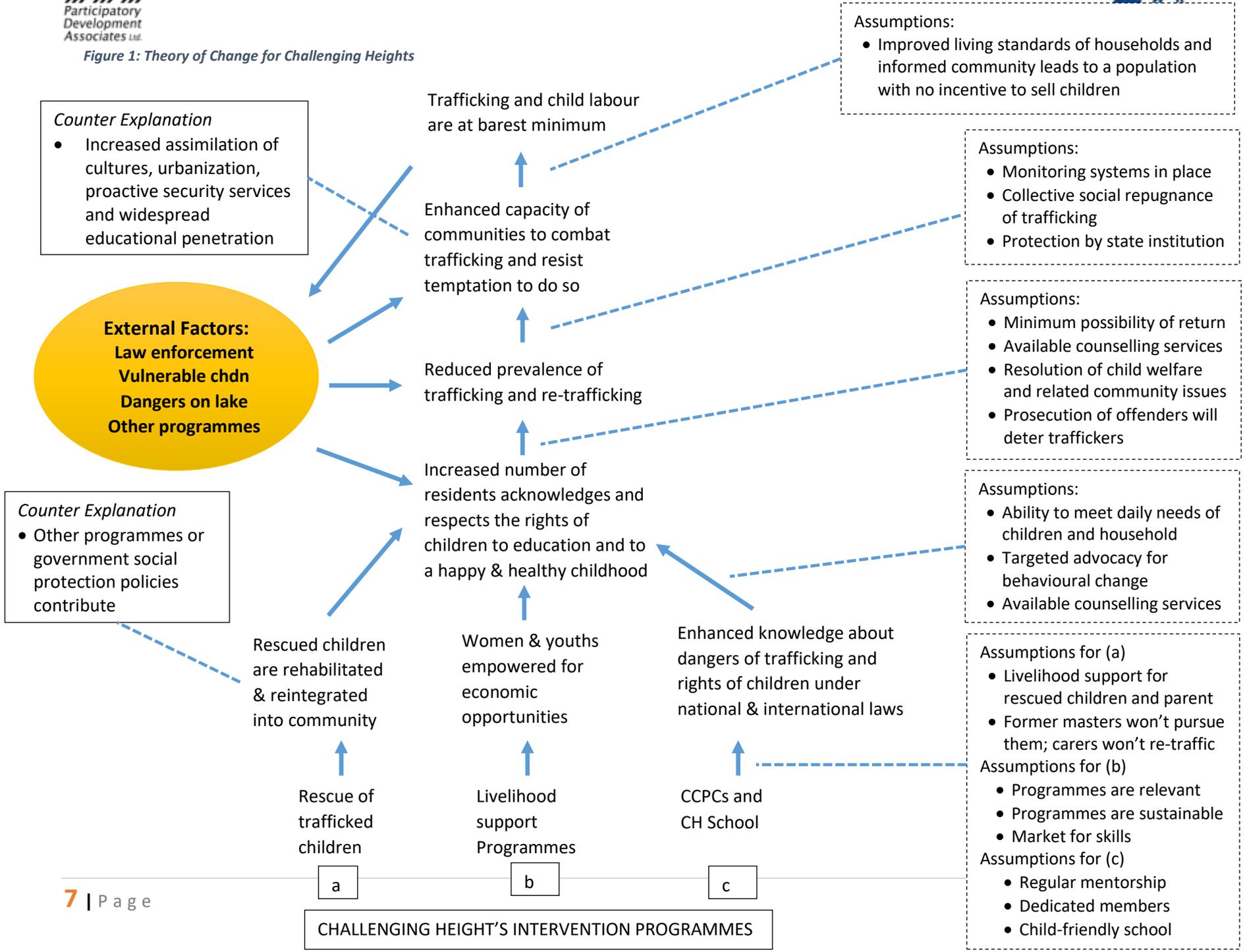
Process tracing unpacks and explains the causal mechanisms between ‘a hypothesized cause’, like a programme intervention, and outcome, such as behavioural change. Beach and Pedersen (2013) and Collier (2011) propose various degrees of uniqueness and certainty of association required for confirming hypothesis in process tracking. These are: *Straw-in-wind test*: (low uniqueness and low certainty of association); *Hoop test* (high certainty, some evidence to confirm a proposed association between the intervention and observed outcome); *Smoking gun test* (high uniqueness, sufficient evidence to confirm association between intervention and outcome); and *Doubly-decisive test* (high certainty and high uniqueness, sufficient to confirm association between an intervention and outcome).

In this study, conclusions of association will be made if beneficiaries of Challenging Heights programmes exhibit characteristics proposed as part of the programme design. The quality of association between the interventions and the outcomes is judged based on ‘uniqueness’ and sufficiency of evidence – that is, the ‘probability of observing certain pieces of evidence’ that are unique and sufficient to confirm the programme logic (Punton and Welle 2015: 4; Befani and Mayne 2014). Evidence is defined here to consist of ‘empirical observations combined with knowledge of contextual factors (such as prior knowledge, timing, and the ways in which facts emerge)’ (ibid 2015: 2).

As is consistent with standard practice in process tracing (See Befani and Mayne 2014), PDA undertook to look for evidence to ‘increase confidence’ that the interventions of Challenging Heights have led to certain knowledge and behavioural changes about trafficking in Winneba, taking into account alternative hypothesis that could offer alternative explanations. The alternative hypotheses proposed by PDA are as follows: first, the impact of Challenging Heights’ programmes on beneficiaries is not as strong as is perceived by stakeholders; and second, even if there is any significant behavioural change, it is a result of interventions by government and other organisations. In PDA’s attempt to confirm or reject these hypotheses, the evaluators searched for association of outcomes to programme interventions rather than causation or attribution of outcomes to interventions.

In explaining the association between programme interventions of Challenging Heights and the data collected, some assumptions were made. The ultimate goal of Challenging Heights’ programmes is to lead to attitudinal change towards trafficking, and inherent capacity of community members to combat trafficking. A theory of change was therefore proposed and shared with Challenging Heights, as shown in figure 1.

Figure 1: Theory of Change for Challenging Heights



## 2.2 Programme Effectiveness, Sustainability and Relevance

### Frameworks

The ultimate goal of Challenging Heights' programmes is to attain trafficking-free Ghana; where all families and individuals are able to live with dignity and to resist everything that undermines their own rights or the rights of their children. Providing regular community sensitisation on child trafficking as a preventive measure backed by livelihood support programme are important strategies adopted by Challenging Heights to attain this. It is interspersed with regular rescue operations to retrieve children who have been trafficked in spite of the regular community sensitisation programmes. These programmes are assumed by Challenging Heights to be effective, sustainable and relevant to the beneficiaries and in tackling the problem of child trafficking.

To be able to assess programme effectiveness, all related terminologies describing programme outcomes must be unpacked and properly understood. Empowerment, poverty, wellbeing, capacity and prevalence are some examples. Although the high prevalence of poverty is one of the factors that lead people to give off their children, the activities of Challenging Height are not directly meant to address poverty, but to empower beneficiaries and their families to tackle poverty. The definition of poverty, which itself is a controversial concept, does not fall within the scope of this study. The meanings of livelihoods and empowerment are however worth exploring.

Livelihood is defined as 'encompassing people's capabilities, assets, income and activities required to secure the necessities of life' (IFRCRCS nd: para 1). For livelihood to be classified as sustainable, it should help people 'to cope with and recover from shocks and stresses (such as natural disasters and economic or social upheavals) and enhance their well-being and that of future generations' (ibid). Livelihood support must therefore empower people.

Empowerment is a contested concept, and has often been described with a certain level of 'unpredictability, variability, disjuncture and "hidden pathways"' (White 2015: 129; Cornwall and Edwards 2014: 2). Historical shifts in the meaning of empowerment has been captured by Batliwala as transition from 'the realm of societal and systematic change' to 'the individual domain – from a noun signifying shifts in social power to a verb signalling individual power, achievement, status' (Batliwala 2007: 563). Whilst some scholars argue that empowerment should be seen as a self-attainment and not imposed by outsiders (Rowlands 1995); others maintain that intervention programmes can empower 'impact groups' by changing their lives (Karim et al 2014: 214). There is also controversy about measurement. One school of thought says that the 'Degrees of empowerment are measured by the existence of choice, the use of choice, and the achievement of choice' (Alsop and Heinsohn 2005:4). Others argue that empowerment cannot be taken as a programme objective because it is a 'process, not a fixed state, status or end, let alone a measurable outcome to which targets can be attached' (Cornwall and Edwards 2014: 7).

In the midst of this debate and complexity, White (2015) has identified three dimensions of empowerment that will be useful in understanding and measuring it in practice. The first is the evidence of material and ideological change in the structuring environment. Since society has greater impact on socialisation that often undermine agency, empowerment means expanding the scope of agency to match the influence of structure in the immediate and remote social environment. The second dimension is improved tangible outcomes for individuals and groups, evidenced by observable achievements and enhanced agency or room for manoeuvre. The third

dimension is expansion of ‘horizons of possibility, of what people imagine themselves being able to be and do’ (Cornwall and Edwards 2014: 16). This borders on self-confidence of individuals or groups and the vision they have for their lives. All three elements have both subjective and objective perspectives (personal and external) and may occur in no particular order. White (2015) argues that all three dimensions of empowerment must be present for empowerment to occur (See figure 2). Depending on the emphasis of the intervention, however, one circle or the other may be bigger than the others.

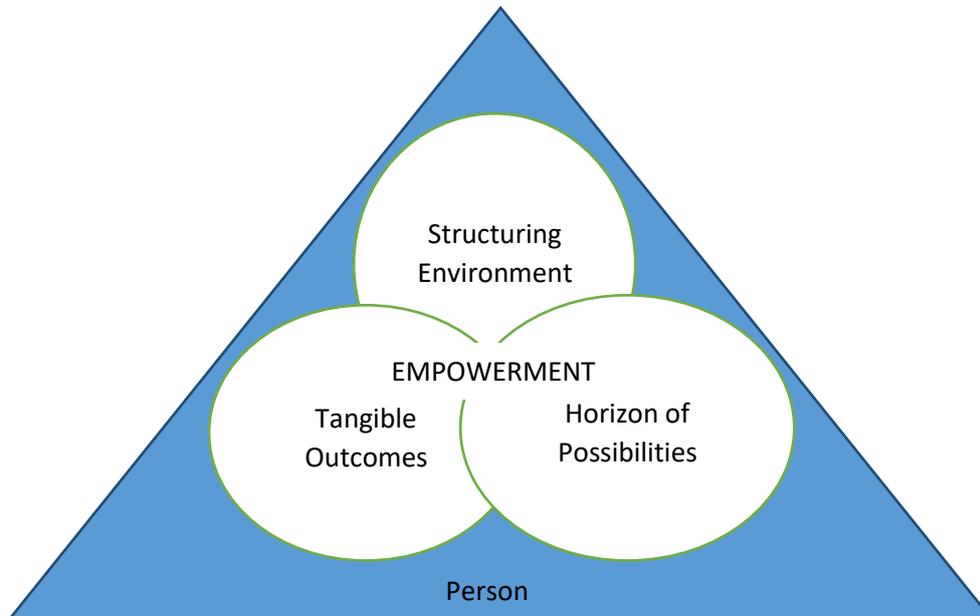


Figure 2: The Three Dimensions of Empowerment as Proposed by White

It is this understanding of empowerment that has guided assessment of effectiveness of Challenging Heights’ livelihood and other support programmes. Livelihood support programmes that target the youth and women are expected to empower them for economic opportunities, so that they can support their families and reduce the need or temptation to traffic children for child labour on the Volta Lake. Survivors support programme – including the football team and school-based programmes – are also expected to empower victims and their families.

Sustainability is assessed based on the programme’s ability to whip up interest for local ownership and to generate funds internally and externally; whilst programme relevance is assessed based on how useful the programmes are to the beneficiaries, *vis-a-vis* the programme objectives.

## CHAPTER THREE: CONTEXT OF THE PROJECT AREAS

### 3.0 The Socio-Cultural, Legal, Environmental and Economic Backgrounds

This section provides a contextual overview of factors that either support or limit the prevalence of child trafficking; and that could have influence on the impact of the programmes of Challenging Heights on the target populations and vice-versa.

Winneba is the district capital of the Effutu Municipal Assembly, one of the 20 districts in the Central Region of Ghana. The municipality is low-lying, and has granite rocks and isolated hills. Two major rivers that run through the municipality – Ayensu and Opram – drain into the Gulf of Guinea at *Warabebe* and *Opram* respectively. The district covers a total land area of 64 square kilometres, and is bounded to the south by the Gulf of Guinea. It is located between latitude 5°16' and 20.18"N, and longitude 0°32' and 48.32"W. The 2010 Population and Housing Census puts the population of the municipality at 68, 597, out of which 59.9 percent (26,715 people) are below 18 years, showing a youthful population and the need for job creation. The main source of livelihood is craft and related trading activities (31.4 percent), and 16.1 percent are engaged in agriculture, forestry and fishing activities. Winneba is the only urban settlement in the municipality, with a population of 40,017 people, making up 58% of the district's population. There are fourteen settlements clustered around Winneba. Winneba houses three campuses of the University College of Education, the National Sports College, a Community Health Nurses Training College, a public second cycle school, and a number of public and private basic and secondary schools.

A number of factors account for the prevalence of trafficking in the municipality. These include poverty; naivety on the part of unsuspecting parents and guardians that make them give their children to friends and sometimes strangers who hail from the area; family separation that leads to neglect of children; extended family systems that builds uncritical trust and that make parents easily entrust their children to the care of relatives; and unplanned pregnancies that set in motion a cycle of poverty and trafficking in families. Ignorance of the law and rights of children also make some parents and guardians assume that they can do to their wards anything they conceive of; and this makes such people see trafficking as a way of shedding their responsibilities towards their children. Widowhood rites that oblige women to make exorbitant expenditures as part of funeral rites of their husbands, and other related funeral rites in honour of spouses also put a lot of women under pressure, which sometimes lead them to give off their children to wealthy fishermen in exchange for some money. Varieties of contractual arrangements are made in these communities for loans, which include the children having to work for a considerable number of years to off-set the loan. There are instances where the children have been kept for unduly long period of time, which leads to feuds about when the children will be released back to the parent or guardian. By giving off these children to be trafficked into the fishing communities, parents or guardians are able to get immediate benefits of meagre cash, sometimes about GHC100 (USD30). They also do not have to worry about the education, feeding, health, clothing and other needs of these children or any responsibility, in the future, of providing livelihood support for these children.

Children who live in the fishing communities are more at risk of being trafficked, especially those who do not attend school, than those who live in landlocked communities, even within the Effutu

Municipality. The environmental and climatic conditions of Winneba prepare these children for working on the Volta Lake. Winneba is bounded to the south by the Gulf of Guinea, and the fishing season is only for a very limited period in the year – mainly from August to September. The children play along the beaches and interact with the fishermen who are mostly their own parents, relatives and acquaintances in their communities. They sometimes help with the pulling and maintenance of nets, and swim in the shallow waters of the sea for leisure. This prepares them for the fishing business, and the experience on the water they gain over time makes them attractive assistants for the fishermen who work on the Volta Lake. Fishermen along the Volta Lake, who have many more catches per year than those living in Winneba and its environs, see these children as persons who are familiar with the risks and rigours of fishing, and who can easily be trained to help in the fishing business. They therefore prefer to come for these children than for children in landlocked communities.

More boys are trafficked than girls because the fishermen think that only boys can work hard enough on the lake. The few girls who are trafficked to work are only sent for domestic purposes, which do not require any special expertise from fishing communities. Thus, in respect of girls, the fisher folks in the destination communities do not necessarily require girls who come from other fishing communities. Girls are therefore not at high risk of being trafficked in source communities like Winneba and Senya. Evidence of this is found in the gender parity of schools in the fishing communities in Winneba, where there are more girls in some classes in the elementary school than boys. Current enrolment Statistics from the Challenging Heights School and the Methodist School C & D in Winneba exemplifies this, as shown in tables 2 & 3:

Table 2: 2015/2017 Enrollment Statistics of Two Primary Schools in Winneba

J.H.S	Boys	Girls	Total	GPR	GPI
<b>Methodist Primary School C &amp; D</b>					
<b>Primary 1</b>	34	32	66	0.94	<b>0.89</b>
<b>Primary 2</b>	35	26	61	0.75	
<b>Primary 3</b>	34	44	78	1.30	
<b>Primary 4</b>	45	39	84	0.87	
<b>Primary 5</b>	37	29	66	0.79	
<b>Primary 6</b>	61	50	111	0.82	
<b>Total</b>	<b>246</b>	<b>220</b>	<b>466</b>	<b>-</b>	
<b>Challenging Heights Primary School</b>					
<b>Primary 1</b>	31	37	68	1.19	<b>0.91</b>
<b>Primary 2</b>	28	28	56	1.00	
<b>Primary 3</b>	24	26	50	1.08	
<b>Primary 4</b>	30	19	49	0.63	
<b>Primary 5</b>	25	15	40	0.60	
<b>Primary 6</b>	31	29	60	0.93	
<b>Total</b>	<b>169</b>	<b>154</b>	<b>323</b>	<b>-</b>	

Unlike the national average of Gender Parity Index (GPI) which declines from primary school level to the JHS level, that in Winneba is the reverse. GPI is the ratio of the total number of girls to boys enrolled in school. The United Nations set the optimum GPI at 1.03 on the basis that there are slightly more girls of school-going age than boys and, therefore, there should be more girls enrolled in school than boys. A GPI less than 1 means there are less girls in school than boys; and GPI of more

than 1 means that there are more girls in school than boys. From Tables 2 and 3, the GPI for the Methodist school, for instance, increased from 0.89 in the primary school to 0.97 at JHS; and that of the Challenging Heights School, from 0.91 to 1.14. Whilst in Ghana, as is found in many other developing countries, the GPI decreases with increasing level of education, the GPI of fishing communities in Winneba increases with increasing levels of education. This is indicative of either decreasing number of boys and or increasing number of girls in schools in the fishing communities. It confirms the preference for boys in the trafficking business along the Volta Lake.

Table 3: 2015/2016 Enrollment Statistics of Two Junior High Schools in Winneba

J.H.S	Boys	Girls	Total	GPR	GPI
<b>Methodist JHS C &amp; D</b>					
<b>J.H.S 1</b>	53	56	109	1.05	<b>0.97</b>
<b>J.H.S 2</b>	26	29	55	1.11	
<b>J.H.S 3</b>	30	21	51	0.70	
<b>Total</b>	<b>109</b>	<b>106</b>	<b>215</b>	<b>-</b>	
<b>Challenging Heights JHS</b>					
<b>J.H.S. 1</b>	21	30	51	1.42	<b>1.14</b>
<b>J.H.S. 2</b>	11	6	18	0.54	
<b>J.H.S. 3</b>	10	12	22	1.20	
<b>Total</b>	<b>42</b>	<b>48</b>	<b>91</b>	<b>-</b>	

A number of international and national laws, conventions and protocols are expected to curb and deal with child trafficking, which is a form of and conduit for child labour. The International Labour Organisation (ILO) and the System of National Account (NSA) define working children as those who engage in child labour at least one hour during the day. It also includes children between ages 12 and 14 engaged in permissible light work; and adolescents between ages 15 and 17 who are engaged in worst forms of child labour (WFCL) (ILO 2008: 57ff). For statistical purposes, children in child labour are those children, 5 to 17 years, who within the reference period, have engaged in WFCL, employment below the minimum age in Ghana and hazardous unpaid household services. Article 3 of the ILO Convention No. 182 provides a range of activities that are classified as WFCL, and this includes practices of slavery or those similar in character like child trafficking, debt bondage, forced labour, child prostitution and pornography and work that by its nature harms the health, safety and morals of children. Working for long hours, during the night and work that unreasonably confine children to the premises of the employer are also prohibited. These are prevalent among children working on the Volta Lake nevertheless.

In Ghana, Section 89 of the 1998 Children’s Act sets age 15 as the minimum age for child work. Light work is set at age 13, and is defined by section 90 as any work that ‘is not likely to be harmful to the health or development of the child and does not affect the child’s attendance at school or the capacity of the child to benefit from school work. It is illegal for any child under 18 years to engage in hazardous employment (Section 91), be engaged in exploitative labour that deprives them of health, education or development (Section 87), or be engaged in night work, between eight o’clock in the evening and six o’clock in the morning (Children Act 1998).The Ministry of Manpower, Youth and

Employment issued a framework in 2008, called the Hazardous Child Labour Activity Framework,<sup>2</sup> which prohibited children less than 18 years from working for more than three hours per day and more than 2 hours on school days. A child may also not be withdrawn from school for any economic or exploitative activity whatsoever.

Latest Ghana Living Standards Survey indicate that up to 1.9 million children aged 5 – 17 years are engaged in child labour, 1.2 million of which engage in hazardous labour. The US Department of State classifies Ghana as a Tier 2 Watch list country, which means that human trafficking is very prevalent in Ghana, and the country fails to meet minimum standards for the elimination of trafficking of persons.<sup>3</sup> Among the factors that stifle Ghana's efforts at fighting child trafficking are the lack of evidence of prosecution of traffickers, inadequate assistance for victims of trafficking, no trafficking-related convictions in the last one year in spite of ample evidence of its prevalence, inadequate funding and training for security agencies in anti-human trafficking, and increasing number of reported cases of bribery and corruption in the judiciary that undermine anti-trafficking efforts.<sup>4</sup>

The Human trafficking law (Act 694) of 2005 and all the other laws on trafficking and child labour are helpful but do not protect the interest of the victims well enough. According to the trafficking law, all those in the chain of transaction – parent/guardian of the child, agent(s) of trafficking and the host of the trafficked child – are liable to prosecution. Consequently, it is difficult to protect the families who are victims of trafficking, if cases are reported to the police for prosecution. This is a major weakness in the anti-trafficking laws of Ghana, and it impedes anti-trafficking activities. Since the law does not separate the relatives of trafficked children who sometimes act out of duress from the chain of prosecution, family members are not well motivated to report cases to the police, or to assist police in their investigations where cases get to the police.

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<sup>2</sup> This Framework targeted the cocoa farming communities, but is applicable to Ghanaian children in general, especially since it got its inspiration from International Labour Organisation (ILO) Convention 182 and Recommendation 190.

<sup>3</sup> 'Challenging Heights rescues 41 children from trafficking', *Daily Graphic*, July 14, 2016, <http://www.graphic.com.gh/news/general-news/challenging-heights-rescues-41-children-from-trafficking.html> (Accessed July 23, 2016)

<sup>4</sup> *ibid*

## CHAPTER FOUR: EVALUATION OF CHALLENGING HEIGHTS' RESPONSE

### 4.1 Description of Challenging Heights Activities

The following is a typical testimony of many young boys and girls in Winneba, who would otherwise be subjected to continuous unending years of slavery in the fishing industry.

'When Damsey was 10, he was given away by his mother to a man who forced him to work as a fisherman in dangerous conditions. He was treated like a slave and some of the boys he met were injured or died. He wasn't allowed to go to school, but after four years a charity, Challenging Heights, rescued him from Ghana's Lake Volta'. (BBC News Magazine, July 21, 2016)

The response to child trafficking by Challenging Heights in the Municipality started in 2005. It all started as a wish – the wish of a onetime trafficked child on the Volta Lake. Kofi Annan, the founding President of Challenging Heights, worked on the Volta Lake for eight years as a child; and decided, after very successful professional banking experience, to venture into the business of saving children whose future are being wasted in slavery. Kofi Annan described this moment of change as follows:

Whilst working on the Lake Volta as a child, I wished daily that someone could come to rescue me some day. Yet, no one came. I kept dreaming until I was eventually rescued after eight long years. So I wanted to make those wishes of children working on Lake Volta to become real. That is why Challenging Heights was set up. [Kofi Annan, Challenging Heights Office, June 28, 2016]

The initial approach of Challenging Heights was a direct response to child trafficking, where trafficked children were rescued and reintegrated to live normal lives in their respective communities. Recognising that a more holistic approach is required to curb child trafficking, a multi-level strategy that aims to tackle child trafficking from its roots, as a socio-economic problem, has been adopted by Challenging Heights since 2009. This new approach is more preventive than curative in nature; and includes a broader scope of promoting education of vulnerable children in order to prevent trafficking. According to Jessie Teerman (a staff/associate of Challenging Heights), this widened scope aims at pushing forward Challenging Heights' mission 'of empowering communities and ensuring every child's access to education and freedom from force labour in Ghana'. It is aimed at 'ending child slavery by getting kids out of slavery and into school (and empowering their families to take an active role in that)'.<sup>5</sup> Kofi Annan also put it succinctly as follows:

We aim to consolidate all angles in order to break the cycle of trafficking. The unemployed youths who will become vulnerable to trafficking may also have children who may be vulnerable to trafficking. Therefore, we set up these schools and centres to provide targeted opportunities for those affected by trafficking. In the end, some of our advocacy and outreach programmes are supported by these beneficiaries, who help to project anti-child trafficking messages in their communities. When we build the capacity of beneficiaries, they become ambassadors to help spread the message. [Kofi Annan, Challenging Heights Office, June 28, 2016]

This new strategy has the following four interrelated programmes:

1. Protection (rescue & recovery);

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<sup>5</sup> Jessie Teerman, Email correspondence, July 5, 2016. Teerman has been involved with Challenging Heights since 2010, one year as a volunteer fund raiser, and subsequently, as a full time fund raiser in the United States for the organization.

2. Livelihoods support (women's empowerment training, cold store, youth empowerment training including ICT and employability skills);
3. Education (Challenging Heights School, after-school programs, community library);
4. Other programmes, notably Advocacy and inclusive children's rights' training.

Challenging Heights had staff strength of 92 at the time of this work, who manage a number of enterprises that target particular programmes for achieving the stated vision of the organisation. The following sections discuss the aforementioned programmes in turn.

### 4.1.1 The Protection Programme

A typical protection programme outcome of Challenging Heights is reported in its 2015 annual report and captured by the Daily Graphic as follows:

Challenging Heights, a non-governmental organisation (NGO) based in Winneba in the Central Region, rescued 41 children in 2015, from working on the Lake Volta and also cared for a total of 118 survivors of trafficking and provided comprehensive medical, psychological, physical, social and educational rehabilitation at its shelter during that period.<sup>6</sup>

#### 4.1.1.1 The rescue

The first phase of the protection programme is the identification of trafficked children through the community engagements of the Community Child Protection Committees (CCPCs) and tip offs offered by other stakeholders like parents and community members. The Rescue and Community Engagement team of Challenging Heights do background checks in the communities to ensure that the reported cases of trafficked children are true. Through information gathered by the CCPCs, the Rescue and Community Engagement team, and established networks of Challenging Heights in Yeji and all across the fishing communities along the Volta Lake, the destination of the verified trafficked children are mapped out. A rescue team is then sent out to retrieve the children from their slave masters (fishermen and their spouses) over a two-week period. During the two-week period, rescued children are temporarily kept at the Challenging Heights Shelter in Atebubu; and then transported in a bus with the rescue team to the Hovde House in Gomoa Achiase for the rehabilitation process to begin. Over 1,500 children have been rescued since 2005, ten of whom have been re-trafficked and five r-rescued.

#### 4.1.1.2 Rehabilitation of Rescued Children at the Hovde House

The protection programme of Challenging Heights goes beyond the occasion of rescuing children. It encompasses five stages: rescuing of children, rehabilitation, reintegration, monitoring, and community sensitization which is aimed at preventing trafficking and re-trafficking.

After children are rescued from the Volta Lake, they are taken through a period of rehabilitation in the 65-capacity Challenging Heights Hovde House for a minimum of three months and a maximum of nine months. The duration of the rehabilitation vary from child to child, depending on the needs of each child. About 100 children pass through the Hovde House every year and in 2015, 118 children were cared for in the house. The Hovde House, located near Winneba, was donated by the Hovde

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<sup>6</sup> 'Challenging Heights rescues 41 children from trafficking', *Daily Graphic*, July 14, 2016, <http://www.graphic.com.gh/news/general-news/challenging-heights-rescues-41-children-from-trafficking.html> (Assessed July 23, 2016); See also 'NGO Supports Police to rescue five children from slavery', Challenging Heights online, July 15, 2016, <http://challengingheights.org/2016/07/15/ngo-supports-police-to-rescue-five-children-from-slavery/> (Accessed July 23, 2016)

Foundation in 2011, after which the rehabilitation centre was relocated from the Challenging Heights Shelter in Atebubu in the Brong Ahafo Region to this place. The length of time a child stays at the Hovde house depends on the health, psychological, educational and physiological needs of the child, as well as the availability and willingness of family members to take over the responsibility of the child with some limited livelihoods support from Challenging Heights. The programmes at the Hovde House and the conditions of the rescued children that determine the duration of their stay in the rehabilitation centre are discussed below.

First, when children are brought to the Hovde House, they undergo thorough medical screening and physical examination to ensure that they are free from Malaria, Hepatitis B, Bilharzias, skin infections and other medical conditions. Blood tests, urine tests and physical examinations are conducted by medical professionals, and where any physical or medical conditions are detected, treatment is administered immediately. Those with malnourished conditions are also put on relevant nutrition therapies. The staffs at Hovde House, led by the Shelter Manager and with relevant medical advice from experts, ensure that each child receives full treatment and necessary cure before being discharged for reintegration. The time needed for treating these health conditions vary from child to child, and from condition to condition.

Second, the physical appearance and aggressive behaviour of some rescued children suggest that they have been exposed to various levels of trauma during their period of stay in the Volta Lake communities. Some exhibit post-traumatic stress disorder (PTSD). Once the level of trauma and abuse are identified by experts, children in Hovde House are counselled both as a group and as individuals, and are taken through anger management models. They are also taken through group dynamics, counselled on the need to exercise responsible social behaviours and respect for each other. Each child responds to these treatments differently, and may determine the duration of their stay in the Hovde House.

Third, based on the level of education, age and interest of each child, they are placed at various levels of basic education programmes. Those under 16 years who have interest in education are given basic literacy and numeracy skills. Those who require longer period for acquiring these skills are allowed to stay longer in the house, for as long as 9 months. There are three main classrooms at the Hovde House, which houses the children based on their age and abilities. Based on their performance at exit examinations conducted at the end of their rehabilitation process, they are enrolled in the Challenging Heights Primary School or other primary schools in the municipality. They are often enrolled in schools that are closer to their reintegrated homes and communities.

#### ***4.1.1.3 Reintegration and monitoring systems***

The availability and willingness of parents or relatives to receive the rescued children into their care also determines the duration of their stay. Parents or relatives need to sign an agreement to take full custody of the children from the Hovde House, and that they will ensure the children will continue to go to school, and that they will not be re-trafficked. The reintegration and monitoring team take over the process from the Hovde House. Once the transfer of rights is done, some livelihood support is given to the family, and the monitoring team visit the homes of the children on regular basis.

The broadening scope of Challenging Heights livelihoods and youth empowerment programmes have evolved from a no compensation approach and rescuing of children, to provision of support, dealing with vulnerability, rehabilitation and consolidation of reintegration processes. The

reintegration processes involve the children living well with their families, interacting well with their peers, doing well in school, and staying happy in school. Since family members are the same that give away these children for economic reasons, the livelihoods programmes are aimed at building the capacities of those affected families. About four hundred Ghana Cedis (GHC400 or USD100) of support is given to each family that receives the rehabilitated children. This includes paying for the initial school expenses of the reintegrated children including fees, uniform and books with some ongoing education equipment support. In addition, parents or guardians are eligible for an in-kind grant up to 300 Cedis to buy stock to then sell as part of their business. This is usually in the form of fish to then process and sell in the market but it could also be other agricultural products or trading items. When this takes the form of fish, they obtain it from the Challenging Heights cold store. All reintegrated children are given a five-year National Health Insurance Scheme (NHIS) card with subscription paid for the first year with the parents expected to renew the card each year after the second year.

Any family with a history of trafficking is constantly on the radar of Challenging Heights, especially to monitor how support materials are used, to ensure that re-trafficking does not occur. Parents are made to repay all social support programmes Challenging Heights have paid if it turns out that reintegrated children are not attending school or are not properly being cared for. If it transpires that the family re-traffics the child then the legal team of Challenging Heights processes the guardians or parents of re-trafficked children and all those in the chain of trafficking for prosecution. The threat of this is usually sufficient to stop re-trafficking cases. The first such instance of prosecution occurred in 2009; and two people are serving jail terms for re-trafficking offenses. There is a team of two Challenging Heights' Reintegration Officers that do regular monitoring of these families. If any legal action or formal threats are needed then the Challenging Heights Alternative Dispute Resolution team become involved. Acting with formal authority from the courts, they help mediate and resolve cases with the families before they reach the legal system.

#### **4.1.1.4 Community Child Protection Committees (CCPC)**

The community child protection committee (CCPC) is an important part of the protection programme of Challenging Heights. Initiated in 2009 through the combined effort of Free the Slaves and Challenging Heights, the CCPC is a collection of opinion leaders and community members who have common goal of providing leadership against trafficking, sensitizing communities against trafficking and acting as liaisons between their respective communities and Challenging Heights. In the first three years of its existence, there were 13 active CCPCs in Winneba and 4 in Senya. At present, due to the non-availability of funding for its activities, only a handful of active CCPCs are running. The membership of these CCPCs varies from community to community, and has reduced drastically due to dwindling financial support for their activities. In Senya, for instance, there is only one person, Kofi Quansah, who is actively participating in the activities of the CCPC. The only active link between these CCPC members and Challenging Heights is the periodic capacity building workshops that are convened for the active members. Between January 2015 and May 2016, two workshops have been held for CCPC members. The CCPC members that PDA interacted with find these workshops to be extremely useful for their personal development.

#### **4.1.2 Livelihood Support Programmes**

The two main livelihood programmes of Challenging Heights include:

- i. Women's Economic Empowerment Programme (WEEP):
  - a. Livelihoods Site: Cold Store and Smoke Oven facilities
  - b. Fish preservation (training and start-up capital);
  - c. Soap making (training and start-up capital or tools);
  - d. Horticulture project (training and start-up capital or tools).
  - e. Microfinance (in-kind loans of goods and materials replaced cash loans previously).
- ii. Youth Empowerment Programme (YEP)
  - a. IT and employability skills programme

Three categories of beneficiaries are targeted by the livelihoods support team for WEEP. The first is the families – nuclear and extended – that have a history of child trafficking. These are the priority families at the heart of Challenging Heights' activities and programmes. The second is the families at risk, which include very poor families, those that are unable to send their children to school, and families with known history of violence. The third is the families in the larger communities in which Challenging Heights work, like Winneba and Senya. Preference is given to the first and second categories of families.

Families at risk are identified through a number of means. The first is through the household visitation and monitoring programmes of the Recovery Team. Information about families and communities are gathered through such monitoring activities and programmes, and also from active CCPC members. Second, the Domestic Violence Victim Support Unit (DOVVSU) of the Ghana Police Service refers cases of abuse to the rescue and community engagement team, who track and monitor children in such families. Similarly, the Department of Social Development also refers cases of neglect and broken homes to the team. Third, the family arbitration unit at Challenging Heights (which arbitrate in matters of neglect of children of one parent or the other), and which is an accredited alternative dispute resolution (ADR) court in the municipality, is another good source of information about families at risk.<sup>7</sup>

All other community members are eligible to apply for any of the livelihood support programmes, so that the livelihood support team can assess their risk levels in order to determine they meet the eligibility criteria. Vulnerable persons are the main targets; but on rare occasions, subject to availability of funds and space, non-vulnerable persons are also taken on board.

The cold store, set up in June 2016, is a typical example of a livelihood support programme that was set up for poor and vulnerable families, but which also benefit all other persons. Outside the seasonal fishing period from August to November, women and young people travel to either do fishing or buy fish in Tema and other places, leaving their children behind. This is expensive – Tema is three hours drive away – and exposes the children to trafficking, as they are left with barely anything for subsistence whilst their parents and guardians are away. The cold store was therefore set up for these women to now buy fish in Winneba without having to travel to other places. This, Challenging Heights' hopes, would protect the children from being whisked away by extended family members, and also provide livelihood support opportunity for parents and guardians to support their families financially. Families at risk and families with history of child trafficking are given the fish on credit. They are also allowed to use any of the 58 ovens built at the Livelihoods site to bake or smoke the fish, sell them in the market centres, repay any loan at the Cold Store, and then buy

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<sup>7</sup> The ADR adjudicates over some eight (8) cases every Thursday.

another consignment. All other community members can purchase fish from the cold store and use the oven to bake or smoke their fish for sale in the market.

Prior to the establishment of the cold store in June 2016, the livelihoods support unit gave soft loans to eligible families (women especially) for petty trading, which was expected to be repaid within six months. But the default rate was high. Only a third of such soft loans were retrieved. The setting up of the cold store is partly an attempt to deal with default cases. With the cold store, no cash is given out to beneficiaries, but instead fish for processing and sale. They are expected to use the profit they make from the sale to support themselves and their families, and then pay back the substantive capital to claim some more fish for processing. Beneficiaries are monitored and tracked by home and market visitation. Whilst only about a third of the soft loans have been recouped so far, the compliant or repayment rate in the cold store business is about 80 percent in the first two months of its operation. The cold store made a turn-over of approximately GHC300,000 in the first month; with over 200 beneficiaries benefiting from it. The target was 250 beneficiaries in the year 2016, but within the first month, that target has been surpassed.

The skills and training programmes that provide livelihood support also fall under education, and are discussed below.

The Youth Empowerment Programme provides skills empowerment training in ICT and entrepreneurship and is reserved for children aged between 15 and 24 years. It trains some 250 persons in Winneba annually and has been running for five years. The training programme includes computer software and hardware courses, basic marketing skills, leadership training, admin/clerical skills and entrepreneurship training. Local schools, the University of Education Winneba and other organisations employ a good number of beneficiaries of the training programme, whilst many also start up their own businesses and a number progress to post-secondary education. Eight beneficiaries have been recruited by the University of Education, Winneba in the last five years. A total of 782 youths have been trained in these empowerment programmes in the last five years.

Other training programmes, primarily targeted at women include fish preservation, soap making and horticulture. Since their inception in 2009, a total of 1,500 people have benefited from these three programmes. Beneficiaries of the programme are selected based on needs assessment and the levels of vulnerability of applicants. Graduates are given start-up packages that are expected to provide a springboard for starting their own businesses.

### 4.1.3 Education Programmes

The Challenging Heights School was established in 2008 with the ultimate aim of providing quality education for children rescued from the Volta Lake communities. It is a private school open to the public, with current Kindergarten/Nursery, Primary School and JHS population of 249, 323 and 91 respectively. The school has a 30-seater modern computer laboratory and a library built by Hand-in-Hand for Literacy that is stocked with some 8,000 books for children. The regular students pay average school fees of GHC40 per term. Some of the rehabilitated children from Hovde House are enrolled in this school, especially those whose homes are closer to the school. After going through the rehabilitation programme at Hovde, all school-going children who are rescued from the Volta Lake are fully sponsored in their education for up to two years. Those who do not get enrolled in the Challenging Heights School are enrolled in other schools in the municipality, depending on the

location of their places of abode.<sup>8</sup> Approximately 100 out of the current number of 663 pupils in the Challenging Heights School passed through the rehabilitation process at the Hove House. The school administration aims to provide a child-friendly environment with the spearheading and implementation of a 'cane free' policy. In order to instil discipline, there is a Code of Conduct Committee that checks and monitors the behaviour of the children in the school. According to the Headmaster, Eric Asamani, 'positive reinforcement technique is used where students are rewarded on regular basis for good behaviour at assembly'.<sup>9</sup>

Some after-school training and empowerment programmes are also available. Up until 2014, there were evening school and remedial classes that helped young people who were not successful with their BECE to be adequately prepared to write the JHS examinations again. It was also an avenue for adults to learn, and possibly write BECE examinations. There are 8 inactive Child Rights Clubs set up by Challenging Heights in schools in the municipality, aimed at mentoring students as peer educators against child labour and trafficking.

#### 4.1.4 Other Programmes of Challenging Heights

In order to ensure that its programmes remain relevant to the people and that there is sustainability in terms of programming and financing, the organisation has diversified its activities by venturing into commercial and profit making enterprises like the Run Off Restaurant and the Nyce Media. It also has, and continues to strive for, a cordial working relationship with the Municipal Assemblies in which it works. There is a health and wellness football club – Winneba United – as well that seeks to galvanise the youth around sports. It is both a commercial activity and a strategy to get young people to cherish their freedom and to resist any tendencies for trafficking in their communities.

Challenging Heights run a number of advocacy programmes that are aimed at influencing national and international policy on child rights in general. At the community level, they advocate for the rights of children to education and freedom from slavery by targeting attitudinal change of people and groups of people. In 2014 for instance, they partnered with Walk Free in a worldwide campaign to end modern day slavery. That same year, they launched their 'Send No Child Campaign' that was aimed at requesting a minimum of three minutes of the sermon-time of religious leaders for raising awareness about child trafficking and its attendant ills. This was quite successful, as the Christian Council of Ghana, for instance, bought into the idea and dispatched letters to all its 200 member-churches to participate in the campaign. Other advocacy campaigns of Challenging Heights have included the 'Stop the Bus' campaign, which, in collaboration with the Anti-Human Trafficking unit of the Ghana Police Service, led to a national police campaign that became known as the 'Turn Back Human Trafficking Strategy'. The social media, radio stations, press conferences, high-level international negotiations and newsletter publications are some of the avenues adopted by the advocacy unit of Challenging Heights.

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<sup>8</sup> See a typical introductory letter for such admissions written by Abaidoo Adentwi Edzi, the District Director of Education of Awutu-Senya, Ref No. GES/CR/ASDO/NGO/50A/Vol.1/46, September 22, 2011.

<sup>9</sup> Telephone interview with Mr. Asamani, July 4, 2016

## 4.2 Analysis of Sustainability, Self-Sufficiency and Diversification

Challenging Heights has an annual Implementation Plan with objectives and milestones (with time points). This is commendable. A number of factors suggest that Challenging Heights' programmes may be sustained, especially due to its local ownership drives. Local ownership of any programme is an important indicator of sustainability, since internally generated funds can be secured to complement the goodwill of benefactors to ensure continuity. There is evidence of engagement with local government institutions; and the majority of residents of Winneba and Senya do now share in the vision of the organisation. The anti-child trafficking, livelihood and education programmes of Challenging Heights synchronise with the development plan of the Effutu Municipal Assembly (EMA).

### ***Relationship with the Municipal Assembly and other government agencies***

There is a memorandum of understanding (MOU) that was signed in August 2012 between Challenging Heights and the Effutu Municipal Assembly (EMA), in which the two partners agreed to collaborate to advance the cause of children in the municipality. This will have to be renewed though, especially since there is a new Municipal Chief Executive for the municipality. Among other things, Challenging Heights agreed to:

1. Continue to expand and intensify their work, projects and programmes in the Effutu Municipal Assembly;
2. Use ADR to handle and resolve issues related to child care in consonance to the laws of Ghana;
3. Refer any residual and or irresolvable issues of child neglect to the appropriate authorities such as Department of Social Welfare, Domestic Violence and Victims Support Unit of the Ghana Police Service in the Municipality, Commission of Human Rights and Administrative Justice and seek reports on the outcomes of any investigations and or actions taken;.....
10. Make inputs in the development of the Municipality's Medium-Term Development Plan (MTDP)....
12. Submit quarterly and annual reports of Challenging Heights' activities to the relevant department of EMA to be included in the appropriate departmental reports.... [MOU, 2012]

The Effutu Municipal Assembly has also agreed to provide the logistical and technical support and to provide the right political 'atmosphere' that may be required by Challenging Heights to achieve their goals. Both the Effutu Municipal Assembly and Challenging Heights have continued to work together, and are complying with the terms of the MOU. A similar MOU has been signed with the Ministry of Gender, Children and Social Protection. Studies like the Challenging Heights Social Protection Research related to LEAP have been adopted by the ministry and UNICEF. The ministry and UNICEF have their logos on the report, and have developed information sheets for dissemination, even though the study was commissioned by Challenging Heights. The President of Challenging Heights, Kofi Annan, had this to say about the working relationship with the local government authority:

The government and the ministries see us as partners, not just an NGO.....The Municipal Assembly has said that we do not even need to worry about renewing our certificate as NGO, since we are partners... All they need from us is a copy of our annual report, which they adopt and incorporate into the Assembly's annual report, captured as part of activities of the assembly. The Assembly has requested our annual plan for next year as part of their work plan.

Despite the good working relationship between Challenging Heights and the EMA, and the latter's agreement to provide logistical support, the EMA does not provide direct financial support to any of the activities of Challenging Heights.

Some restraint is needed in this open-ended relationship with EPA nevertheless. There ought to be some clarity between the activities of Challenging Heights and other public institutions, so as not to create room for inefficiency. Public funds and resources dedicated to the fight against child trafficking should be used appropriately by the appropriate local government institution, and if there is no such fund, this should be clearly stated. The current situation where the Challenging Heights' anti-child trafficking activities and programmes are subsumed into the EMA's activities and work plans ought to be critically interrogated. It is at best an inefficient way of accounting for activities in the sector. Challenging Heights activities should complement activities of EMA in the fight against child trafficking, not to replace it. This caution should also be exercised at the national level. The activities of Challenging Heights should be distinct from those of the relevant ministries, like the Ministry of Gender, Children and Social Protection, although cooperation is needed in order to avoid duplication of efforts. Cooperating with the ministries and local government authorities should also lead to better coordination of activities in order to reduce inefficiency and to maximize impact.

### ***Funding sources and diversification***

The organization has so far relied on external sources of funding for their programmes. This is not a sustainable way of managing a programme of the nature being run by Challenging Heights. This is one of the reasons why the CCPC project has lost steam; and why the evening school concept and other defunct programmes of the organisation ended in the past in spite of their relevance for the project communities. Funding sources for 2015 included grants from Women in Social Enterprise, Breaking the Chain through Education, Gervis Foundation, Friends of Challenging Heights, Kukczyk Foundation, Sunwest Bank Foundation and Hovde Foundation. Formation of an international Sponsors' Club by the last quarter of 2014 brought in some USD47,000 to support the activities of Challenging Heights by the third quarter of 2015. The Partnership in Development (PiD) Programme also raised some USD10,000 from returnees from the programme in 2014/2015, among other logistical inflows. The TEN project also continues to support the activities of Challenging Heights through the provision of both human and logistical resources. Other funding sources have included the Global Fund for Children (Evening School Programme), Empower (Youth Empowerment Programme and previously, Remedial School to Restore Hope), Hovde Foundation (Hovde House), Anti-Slavery Fishing Project (Free the Slaves; and in the last three years, The UN Voluntary Trust Fund on Contemporary Forms of Slavery), Women's Human Rights Project (African Women's Development Fund) and Preventing Trafficking through Family and Community Empowerment (Every Child UK).

The partnership between Challenging Heights and parents in Winneba that has established and sustains the Challenging Heights School is a more sustainable one, although regular grants and logistical support from external sources have boosted its quality. Such locally generated sources of funding must be targeted for other programmes; and it appears some measures have already been put in place, some of which are discussed in subsequent paragraphs. In order to sustain its livelihood programmes and to continue to fund the school and other anti-child trafficking activities, some profit-making enterprises have been ventured into by Challenging Heights. These include the following:

*Run-Off restaurant (Established in February 2013):* The intention over the medium term is that this will provide regular revenue for Challenging Heights. It made a grant of 25,000 Cedis to Challenging Heights in 2015 and just over 5,000 Cedis early in 2016. All profits for the rest of 2016 and 2017 are

expected to be re-invested in the business rather than being gifted to Challenging Heights. Services at Run-Off restaurant are among the most expensive in Winneba. This has been explained by the founding President as a deliberate strategy in order to filter the class of people who patronize the place. According to the President,

It is an attempt to ensure that only responsible adults can afford to patronize our services. Since our goal is to ensure the welfare of children, we do not encourage children to visit the place to indulge.  
[Kofi Annan, Challenging Heights Office, June 28, 2016]

The restaurant is doing well so far, since its programmes and services are sustaining its operations and making profit. The strategy to exclude a good proportion of the populations in Winneba, the youths, however, does not appear to be a good marketing strategy. The youth forms a substantial proportion of the population in Winneba, and is a market force that ought to be tapped into. The design, outward appearance, restaurant services and weekend programmes of Run-Off are very appealing too all kinds of people. The cost of goods and services should therefore be competitively priced in order to attract majority of adults and youths, instead of pricing out the youth. Winneba has a large student population who are mainly migrant youths; so the numerous tertiary institutions and training colleges can be a good market that can be tapped into by the programmes and services of Run-Off.

*Nyce Media (Established in January 2016):* This is a communications and outreach enterprise set up to take care of all communications, research and advocacy. Nyce Media is being branded to be the public relations mouthpiece of Challenging Heights. As the brand evolves, it is expected to generate enough revenue to fund its own activities. During the Aboakyire Festival, Nyce Media was the official media house for publicity. Since it is barely a year old, it is too early to evaluate its impact.

*Cold Store (Commissioned in June 2016):* The cold store is expected to be self-financing in the next two years. It is envisaged that by the end of 2016, the cold store will break even, if Challenging Heights continue to pay the salary of the cold store staffs. By 2017, the cold store would be able to pay salary of staffs and still make some surplus. The strategy is that income from the cold store will support other livelihood and training programmes of Challenging Heights. In order for beneficiaries to process the fish purchased from the cold store, there are smoke ovens available at the cold store premises for all who need to smoke the fish they purchase before selling in the market. It is too early to evaluate its impact. However, it is worth pointing out that despite the impressive turnover of Ghs300,000 in one month, it is not clear if overhead costs like cost of power, personnel, amortisation of the cold store plant, etc have been built into the pricing of the fish given to beneficiaries and therefore the expected surplus margin to be made. These need to be consciously built into the pricing.

*Other enterprises:* These include a Football team called Winneba United and a vocational school, called Micah 68, which is operated with Challenging Heights' involvement in Senya. The prospect for the future of the vocational school is high. The school provides training in vocational skills, whilst empowering students with anti-child trafficking curricular. Although the football team has not been very successful in fetching enough revenue for its sustainability, it has been useful in bringing young people together to engage in sports and wellness activities. It keeps them busy and purposeful, and has the potential to reduce migration of young people into fishing communities along the Volta Lake. The Hovde House has some 24 acres of land, more than half of which is used to cultivate crops for subsistence. This helps to subsidize the cost of purchasing food items for the house. The children

assist in cultivating crops and sowing seedlings on this farm. Care should be taken in how the children under fifteen years are used on this farm, so as not to end up perpetuating the same harm from which they have been rescued.

### 4.3 Analysis of Relevance of the Programmes

The relevance of the content of some of the programmes has also been interrogated. The rescue, rehabilitation and reintegration programme is the most relevant, as it addresses very specific human rights and welfare issues of beneficiary children. Out of the estimated 49,000 children working on the Volta Lake (ILO 2013), about 100 of them are rescued, rehabilitated and reintegrated annually by Challenging Heights. The logistical constraint in reaching many children is one of the reasons why Challenging Heights emphasises on prevention and collaboration with other organisations. These children are rescued from hazardous child labour, counselled and healed from trauma, enrolled into schools, and literally given their lives back. Thousands more who would otherwise be trafficked are saved from such ordeal through the combined anti-child trafficking taskforce of Challenging Heights and the Ghana Police Service. Children who are at risk of being trafficked are also protected through the activities of the CCPCs, the monitoring team of Challenging Heights, and the livelihood supports that are provided for their families.

The reintegration package for the children – fully funded education for two years – appears inadequate, as it does not ensure that rescued children receive complete basic education. Testimonies from the Challenging Heights Staffs themselves and two headmasters suggest that once this support is ended, girls especially easily drop out of school through early pregnancy. However, it is a springboard for these children to launch their education. The cessation of such educational support is made up by the continuous livelihood support that is provided to the families of these children. Providing prolonged support up to completion of basic education will be ideal. This can be made possible through funding that may be generated from efficient management of the social enterprises set up by Challenging Heights.

In the first month of operation, the cold store made a turn-over of GHC 300,000 (USD 78,945). Compared with the overall annual Challenging Heights project income of about USD 500,000, this is quite a substantial proportion. More than 200 beneficiaries have already benefitted and continue to comply with the repayment schedules, which is more than two-thirds of the 250 beneficiaries projected for the entire year. As long as beneficiaries continue to patronize the facility, and especially as long as the families at risk continue to honour their credit obligations, the indication is that the project is serving its intended purpose. It is too early, though, to make any conclusive judgment on its impact on the community.

Challenging Heights appear to be the only private organization in the child trafficking sector that has permanent structures and institutions in the municipality. All others come in the form of projects, which have timelines for commencement and completion. Examples of such organizations include International Needs, Rescue Foundation, Free the Slaves, and Compassion Ghana.

In engaging with some of the beneficiaries, our interest was to assess how they are using their livelihood support programmes in their livelihood activities. Box 1 presents an account of a beneficiary of the soap making training:

## **BOX 1**

### **Testimony of Audry (Beneficiary of Soap Making)**

I am a hairdresser with my own salon and I work with an apprentice. I live with my husband who is a mason; he often goes to Kasoa to work there. We have three children. All three are staying with us here and they are all students. On the 28th of March 2015, we went for training at the Challenging Heights office on how to make soap. We were taught how to make both the liquid and bar soaps. After the training, I tried making the soap on my own at home and I was successful with it. However, I have not started making the soap in larger quantities for sale, except for the few I make for use at home. This is because I have no one to roam in town to sell the soaps if I should make them. That is what most people are doing in this town; they have people to roam through the town with their products... I am also waiting for my younger sister to vacate from school and help with making and selling of the soap. All the items I need to produce the soap are available at the market and I will be able to acquire them when I am ready to start business. I hope that I will make more income when I start with selling large quantities of the soap. I also learnt a lot about how to manage money, especially how I spend and on what I spend my money. They advised us to ensure that we do not spend all the little profit that we make out of the sales we make. I have learnt a lot and I have personally grown interest in the business though I have not started yet. I wish to learn even more into the making of soaps and be able to teach others.

For Audry,<sup>10</sup> it is not clear how vulnerable she is, and what criteria was used to select her to be on the programme. Obviously, she is in a business that is fully engaging her, as she does not have the time to make use of the soap making skills. Nevertheless, she sees opportunity in the soap business, and appears to have some plans for the future. So has she actually been empowered by the programme? The answer is 'Yes'. But is it actually making any impact on her life? This cannot be a straight forward answer, as further assessment is needed. She claims to be making the soap for domestic use only, which could be a money saver for her daily expenses. Obviously, though, it appears she could still be in gainful employment even if she did not benefit from the programme.

Veronica has also benefited from Challenging Heights' programmes and activities,<sup>11</sup> and exemplifies the extent to which these programmes and activities are relevant, as shown in the interview in Box 2. Victoria is among many residents in Winneba who have been touched by the programmes and activities of Challenging Heights. Although she does not have a trafficked child and is not a family at risk, she has benefited from counselling sessions and community outreach programmes, and her daughter is benefiting from the high standards set by the Challenging Heights School. All the Challenging Heights programmes that Victoria has encountered have had positive impact on her life. Her agency resists certain structural socio-cultural practices like extravagant funeral rites and trafficking; and she has expanded her horizon of possibilities by preferring to invest in her children than to expend her income on frivolous activities. She is indeed empowered by Challenging Heights' programmes and activities, which are all relevant to her and her family.

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<sup>10</sup> Not the real name

<sup>11</sup> Not the real name

## **BOX 2**

### **Testimony of Veronica (beneficiary of Community Outreach Programmes)**

I sell fruits and other stuffs like gari and sugar. I am married and live with my husband. My husband is a mason. We have six children, three boys and three girls and they are all schooling. My child attends the Challenging Heights School. Prior to sending my child to the school, I attended a day's programme at the Challenging Heights' office and I learnt a lot about children. It is on this day that I got the inspiration to send my child to the Challenging Heights' school, especially after I heard the plans Kofi Annan and Challenging Heights have for this community. They taught us about child labour, child trafficking and how to protect our children. They also taught us how to handle trafficking cases and where to report such cases if we get to know of them. They advised us on how to cater for children right from birth and beyond. The knowledge I acquired is guiding me in my life choices, with which I am taking good care of my family, especially my children. As a result I have brought other women to Challenging Heights because of how beneficial I find their activities. In addition, I love to teach others in the community since I know they might need the knowledge I acquired during that programme, especially about how to cater for children. This, I think is very necessary because most of us here in this town have many children and this is because we have no idea when it comes to family planning. We were advised also that as women we should at least know how to do some sort of work and to work to support the family.

The Challenging Heights school is a good school because the teachers in that school are humble and they teach very well... My child even tops the class now when it comes to academic performance.

*[Question: I understand there are funeral rites that are performed by women in this town. What is it about?]*

What is done is that, when their father-in-law dies, they are expected to go buy many items, place them in pans and roam around town to share. For me I think some women do this even if they don't have the money because its something done by most women....I do not think it is a wise thing to do. This I learned from the training at Challenging Heights. It is better to invest that money into your children's education instead.

The Challenging Heights School is well resourced and appears to have the necessary infrastructure and much of the resources needed to create both a gender-friendly and child-friendly school. There is a school library, a computer laboratory and classrooms enough to provide the necessary environment for learning. Other structures are still under construction. The no-cane policy and the disciplinary committee models are good, and the students themselves identify the school to be the most preferred place to be of three places – the school, the home and outside the home. In a focus group discussion involving 27 first and second year JHS pupils of the Challenging Heights School, 22 described the school as the most favourite place compared to the home (2 pupils) and other places in their communities (3 pupils). Figure 3 below shows the sex distribution of students and their preferred places. They gave reasons ranging from teacher satisfaction, preoccupation of domestic chores at home, to the school's ability to propel them to achieve their aspirations. When asked who can help them achieve their goals and aspirations for the future, parents or family members were mentioned 16 times, teachers were mentioned 10 times, and other members of society like pastors, members of parliament and neighbours were mentioned a total of 7 times.

The average terminal fee of GHC40 per pupil appears to be insufficient for the smooth running of the school. In spite of this, and despite the fact that the academic records of the school is high compared to that of other private schools in the district, the school is not attracting as many students as should be expected. Since the cost to parents who send their children to public schools is almost nothing, plus the chance of their children benefiting from free school feeding programme, the average household prefer to send their children to these schools. The headmaster of the Challenging Heights School confirmed that some children have been withdrawn from the school by their parents or guardians to public schools in order that they will benefit from the school feeding programme. Another factor is that the name of the school associates it more with the rescue and rehabilitation work of Challenging Heights than as a well-resources private educational institution. Some rebranding is needed in this regard, and this is part of a package of changes that Challenging Heights has implemented in recent weeks, since this research was undertaken. The changes include

renaming and rebranding the school to Friends International Academy and operating it as a stand-alone subsidiary of Challenging Heights with its own Board of Trustees and bank account. In the 2016/2017 academic year that follows the rebranding, approximately 550 children have enrolled in the school.

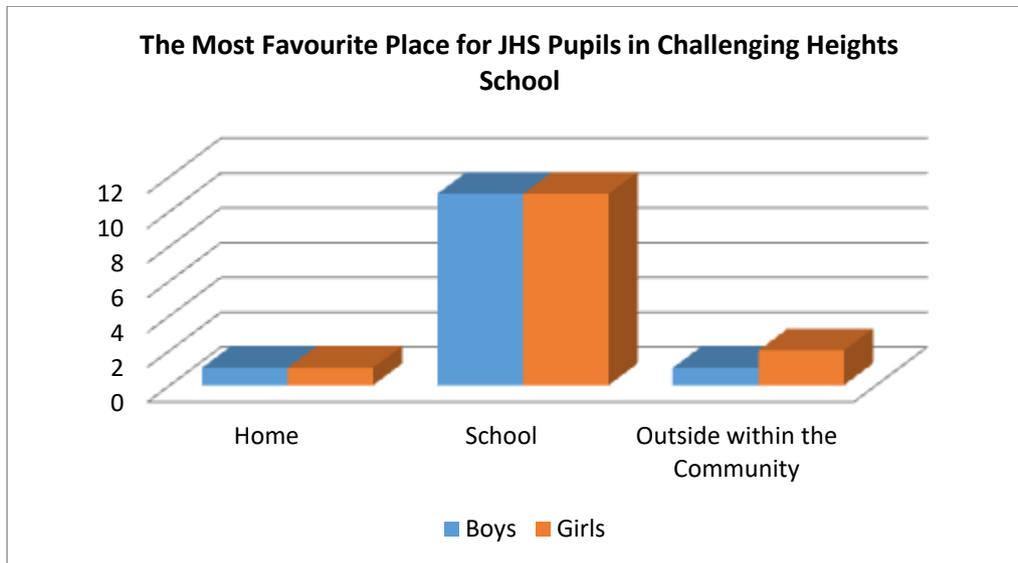


Figure 3: The Most Favourite Place for JHS Pupils in Challenging Heights School

The Community Child Protection Committees (CCPCs) is a relevant but relatively defunct component of Challenging Heights' programmes. In almost all the communities, only one or two persons seem to be actively involved in its activities. When PDA wanted to have a focus group discussion with any community's CCPC, the committee at Senya was identified by the community engagement team of Challenging Heights as the most vibrant of them all. And yet, only one out of the 9 men who participated in the focus group discussions knew anything about CCPC. The only person who knew about it was the contact person who liaises with Challenging Heights on child trafficking matters in the community. Attempts to get more than three women for a focus group discussion in that town also proved futile. For the entire period of 2016, there has not been a single engagement either among those who claim to be members, or between them and Challenging Heights. This was found to be the case in both Winneba and Senya. All the individual CCPC members interviewed admitted, though, that they are key informants who give tip-offs to Challenging Heights when they hear of any instance of trafficking or clues about it in the planning stages. They are the focal persons for each community when it comes to child labour and trafficking issues. They are not motivated to work as a group because they do not have financial incentives. They also complain of a lack of official designation for their membership; two people raise the issue of lack of identity cards to distinguish them as official stakeholders in the anti-child trafficking endeavour. They only find a need to convene when Challenging Heights call them for workshops. The CCPC is a relevant component of information gathering and sensitisation; but more needs to be done to improve its mobilisation capacity so that they can act in concert. When regular stipend was given to them by Free the Slaves, they were more proactive; until the funds got finished.

#### *The Youth Empowerment Programme (YEP)*

Although Challenging Heights is yet to complete its impact assessment of all those who graduate from the Youth Empowerment Programme (YEP) after six months of exiting the programme, the

increased patronage of participants, in the absence of any mass media advertisement, is a positive indicator of relevance.<sup>12</sup> In 2015, some 239 young people went through the Youth Empowerment Programme in ICT and leadership, which was much more than the targeted 220 beneficiaries for the year. Four batches (split in two, across morning and evening sessions) are run every year. Apart from the skills that are taught, practical business development plan modules are also taught. Eleven graduates of the YEP have been employed by Challenging Heights, eight have been employed by the University of Education Winneba, and the majority of the rest have either been employed by other organizations or set up their own enterprises.

Challenging Heights has elaborate systems of monitoring and evaluation of the YEP programme, which begins from the first day of the programme to three months after graduation. Feedback from graduates of the YEP give a sense of contentment with the holistic training they receive. A typical feedback include the following given by a graduate of the 2013/2004 training year:

This programme did not only help me to gain ICT, entrepreneurship and leadership knowledge, but it also gave me the precise understanding of life because with the motivational and inspirational messages given to us by our tutors, [I gained] a clear understanding of life. (Kofi, graduate of 2013/20014 YEP training year, culled from *Challenging Heights Quotes from participants*)

Another graduate also remarked: 'Thank you Challenging Heights, a life has been made' (Francis, *ibid*). The YEP programme seem to empower beneficiaries not only in terms of tangible outcomes; it also broadens their horizon of possibilities and gives them impetus to expand agency in a structural environment.

Out of a cumulative of 239 graduates of the programme in 2015, the monitoring team was able to trace and record the employment status/destination of 70 percent of them. They could not trace the contact of the rest to record their status after three months. The employment status of the 70 percent is presented in figure 4 below:

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<sup>12</sup> The YEP programme has been sponsored by Learn4Work and Empower.

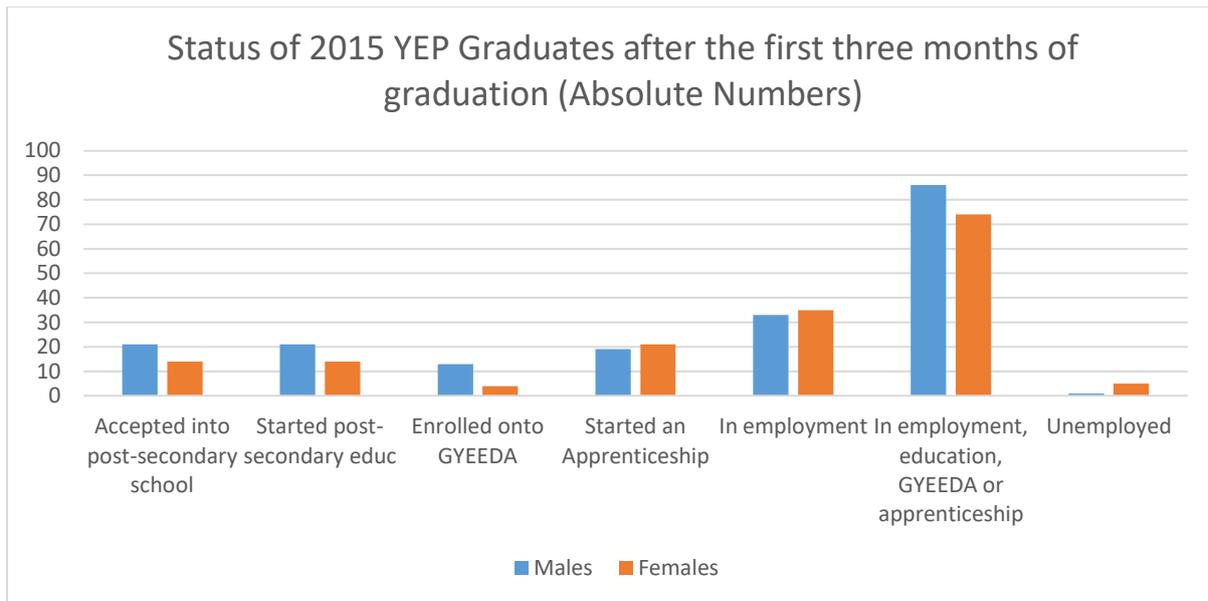


Figure 4: Bar chart representation of the destination of YEP graduates after 3 months by sex

After three months of completion of the programme in 2015, some 3.6 percent of those who could be traced were neither engaged in economic activity nor schooling. The rest (96.4 percent) were engaged in at least one of the following: schooling, employment in the transitional employment programme of the Ghana Youth Entrepreneurship and Employment Development Authority (GYEEDA), learning trade or skills, in self-employment or in salaried employment. More female graduates were in apprenticeship and employment than male graduates; but generally, there was no significant difference between the employment status of male and female graduates after three months of completion.

The quality of the content of the course and the enthusiasm and satisfaction of graduates suggest that the YEP programme is relevant to the employment aspirations of participants. Moreover, only small proportion of traceable graduates in the workforce were unemployed; so that makes the programme quite effective in meeting its three main objective of providing employment gains, academic progression and entrepreneurship or self-employment for the youths between the ages of 18 and 24 years. Yet, there is not enough information to suggest the academic progression and livelihood opportunities are directly linked to the YEP programme; although that possibility is great. More effort is needed to have longitudinal monitoring of all graduates, and to closely compare what they actually do over the years with the objectives of the course content, if direct impact is to be measured.

#### 4.4 Impacts of Programmes: Livelihoods, Knowledge, Attitude, Practice and Perceptions

In the survey for this evaluation involving 288 randomly selected respondents in Winneba and Senya, almost all of them knew about Challenging Heights and their activities; only seven knew nothing at all about them and their activities. Some 8.3 percent said members of their household had benefited directly from Challenging Heights’ programmes and activities. When asked to grade some Challenging Heights’ programmes and activities based on the impact they have had on themselves and on their communities, the following is the score and corresponding frequencies:

Table 4: Distribution of Respondent's Grades for the Level of Impact of CH's Activities and Programmes

Programme/ Activity	Grade	Impact on self			Impact on community		
		Frequency	Percent	Cumulative	Frequency	Percent	Cumulative
<b>Challenging Heights School</b>	Low	11	4	4	7	2	2
	Moderate	35	12	16	41	14	17
	High	56	19	35	82	28	45
	Don't Know	186	65	100	158	55	100
<b>Cold Store</b>	Low	10	3	3	8	3	3
	Moderate	21	7	11	24	8	11
	High	38	13	24	47	16	27
	Don't Know	219	76	100	209	73	100
<b>Distribution of Tom's Shoes</b>	Low	12	4	4	10	3	3
	Moderate	15	5	9	21	7	11
	High	27	9	19	27	9	20
	Don't Know	234	81	100	230	80	100
<b>Rescue and reintegration of trafficked children</b>	Low	5	2	2	6	2	2
	Moderate	17	6	8	18	6	8
	High	33	11	19	49	17	25
	Don't Know	233	81	100	215	75	100
<b>Education about trafficking (film show, stickers on cars or trotro, etc)</b>	Low	7	2	2	6	2	2
	Moderate	14	5	7	16	6	8
	High	17	6	13	24	8	16
	Don't Know	250	87	100	242	84	100
<b>Fish Preservation Training</b>	Low	4	1	1	4	1	1
	Moderate	3	1	2	10	3	5
	High	13	5	7	17	6	11
	Don't Know	268	93	100	257	89	100
<b>Promotion About Child Rights</b>	Low	2	1	1	1	0	0
	Moderate	9	3	4	12	4	5
	High	9	3	7	10	3	8
	Don't Know	268	93	100	265	92	100
<b>Soap Making</b>	Low	2	1	1	3	1	1
	Moderate	11	4	5	9	3	4
	High	18	6	11	24	8	13
	Don't Know	257	89	100	252	88	100
<b>Smoke Oven Services</b>	Low	3	1	1	1	0	0
	Moderate	10	3	5	10	3	4
	High	15	5	10	25	9	13
	Don't Know	260	90	100	252	88	100
<b>Youth Empowerment Programme</b>	Low	3	1	1	3	1	1
	Moderate	7	2	3	10	3	5
	High	18	6	10	19	7	11
	Don't Know	260	90	100	256	89	100
<b>Total</b>		288	100		288	100	

More than 65 percent of respondents were generally unable to indicate the level of impact of selected Challenging Heights' programmes on their activities. It is unclear why this is the case, since more than 97 percent of these respondents expressed knowledge about Challenging Heights' activities. One unlikely possibility is that researchers did not explain the concept of the grading well enough to the respondents, who were mainly illiterates. Seventy-six percent (76%) of respondents either had no education at all, or did not complete Primary School. Another possibility, which is more likely, is that since about 91.7% of respondents have not directly benefited from the

programmes of Challenging Heights, they were unlikely to experience a direct impact. Nevertheless, it appears that five of the programmes and activities – the Challenging Heights School, the Cold Store, the distribution of Tom’s shoe to students and the rescue and reintegration programmes – are the most popular among respondents. More respondents graded the impact of these on the community to be high. For instance, whilst 43 percent of respondents classified the impact of the Challenging Heights School on their community to be high, 31 percent classified its impact on themselves as high. In all cases, less than five percent of respondents who knew about Challenging Heights activities classified their impact as low. (See table 4).

During the survey, some five respondents expressed sentiments of discrimination and favouritism in the selection of beneficiaries for Challenging Heights’ programmes. When these issues were put to James Kofi Annan for some response, he described such sentiments as ‘ignorable’, and provided some explanations as follows.

First, Challenging Heights have limited resources and can only give targeted interventions. ‘Not everyone in Winneba and Senya can be a direct beneficiary’; and so those who are excluded by design feel discriminated upon. Second, when there is a reintegrated child in household ‘A’, targeted support is given to that household alone; yet, during outreach and public sensitization programmes, the team aims to reach not just household ‘A’, but all other households. This universal outreach is necessary in order not to reinforce the concept of child selling for the sake of benefiting from the targeted livelihood support of Challenging Heights. In such instances, House ‘B’ and all other households that did not benefit from the targeted programmes are likely to express disaffection. Third, in giving out financial support, although Challenging Heights do not expect beneficiaries with history of trafficking to repay the money, they insist on repayment if they realize that parents/guardians are not using the money/support to cater for the educational needs of the children. This breeds disaffection. Fourth, where parents re-traffic rescued children, Challenging Heights go the full length to prosecute all persons in the supply chain. People have gone to jail because of this; and relatives and friends of these incarcerated persons blame Challenging Heights for throwing their people into jail. Another factor that breeds disaffection was explained as follows:

We did 150 ovens in homes for those who are already in fishing, but do not have smoke ovens. We also replaced very old and broken ones. There are some people who wanted this oven, even though they are not into fishing business. Challenging Heights staffs refused to set up the ovens in those homes, and so people are pretty much aggrieved. [Kofi Annan, Challenging Heights Office, June 28, 2016]

The possibility that parents or guardians will traffic their children as a pretext to benefit from Challenging Heights programmes was also expressed by the Country Programme Manager of another NGO working on child trafficking in Winneba. According to him:

In some of the communities we are operating, some organisations<sup>13</sup> had earlier targeted trafficking and rescued a lot of children and gave them some handouts like clothes. After these handouts were exhausted, these trafficked children went back to the communities they were trafficked to. Also, some parents who did not benefit from the handouts felt they needed to get some so they also sent their children away and this rather worsened the problem. [Country Programme Manager of an NGO, Interviewed on July 4, 2016]

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<sup>13</sup> Not referring to Challenging Heights

The Challenging Heights advantage is that they do not just undertake haphazard rescue and integration projects. They use systematic approach from the point of rescuing the children. The rehabilitation process ensures that the children are reoriented against trafficking; the educational and livelihood support packages for the child and family respectively ensure that the child is re-socialised and the family are receptive to the child. Systems of verification are instituted through regular monitoring and the watchful eyes of the few active CCPC members. In rare cases where these systems fail and children are re-trafficked, automatic prosecution processes are initiated to punish all those in the chain of the event. The likelihood of re-trafficking is very slim, and this point was echoed by all respondents in both the qualitative and quantitative interviews. The combined efforts of the Challenging Heights task force and the Anti-Human Trafficking of the Ghana Police Service, complemented by community sensitizations about the dangers that await trafficked children, have reduced the incidence of trafficking. This was forcefully expressed by all the key informants that were engaged as part of this study.

The community members have come to terms with the dangers that children are exposed to in the fishing communities; and even if they wish to traffic children, they fear the anti-trafficking task force of the Ghana Police Service that work closely with Challenging Heights' monitoring teams. Re-trafficking is almost non-existent because of the fear of unrelenting prosecution that the Challenging Heights team unleashes on perpetrators. The Challenging Heights' team is sympathetic towards first time offenders of trafficking, but not for persons who re-traffic children who have already been rescued from the Volta Lake communities.

Child trafficking was despised by all 288 persons who took part in the survey. About 34 percent of respondents have also ever received public education about child trafficking and child labour in the last six months. Their sources of information include radio, television and Challenging Heights programmes and activities. For purposes of targeted advocacy, respondents were asked to provide the most important source of information in their daily lives, as shown in the pie chart in Figure 5. Radio is the most significant source of information for the respondents (79.5 percent), followed in decreasing order by television (9.3 percent), peers (22 percent) and others (2.8 percent). Radio can be used as an important source of information dissemination in Challenging Heights' advocacy and sensitisation in the catchment area.

### MOST IMPORTANT SOURCE OF INFORMATION IN DAILY LIFE, WINNEBA AND SENYA

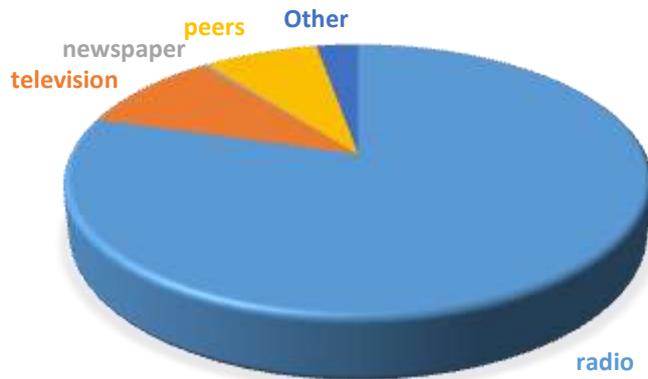


Figure 5: Most Important Source of Information in Daily Life

Some 77 percent also perceive that the incidence of child trafficking in the municipality has decreased in the last five years, as shown in figure 6. Similar proportion also perceives that the incidence of child labour has reduced over the same period. Respondents in Winneba were more decisive about the state of child trafficking than those in Senya, as shown in figure 7. Asked what they will do if a child in the neighbourhood is being trafficked with consent of the parent or guardian, 13 percent said they will do nothing; 51 percent will report to the police, 21 percent will report to community elders, and 9 percent will respond differently (see figure 8). More than half of these 9 percent will report to Challenging Heights directly. All those who will report to community elders had CCPC members in mind.

### Perception: Incidence of child trafficking in the last 5 years

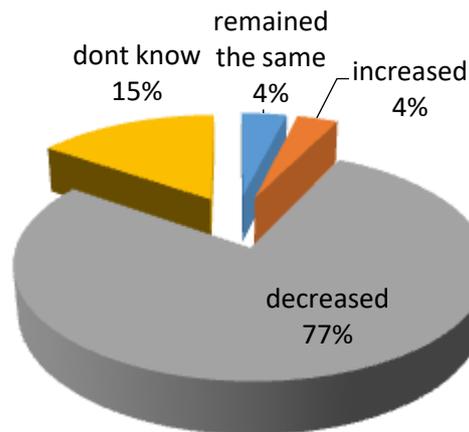


Figure 6: Perception about Incidence of Child Trafficking in the Last Five Years

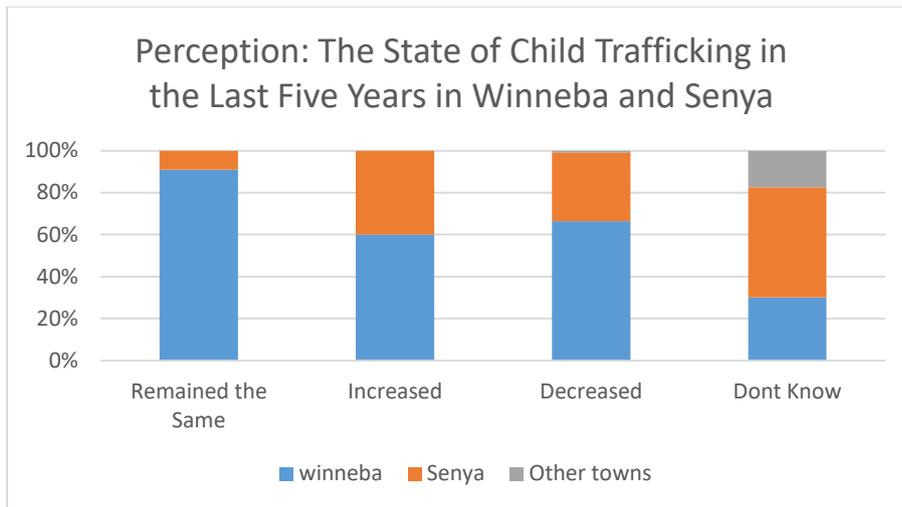


Figure 7: Perception of the state of child trafficking in Winneba and Senya

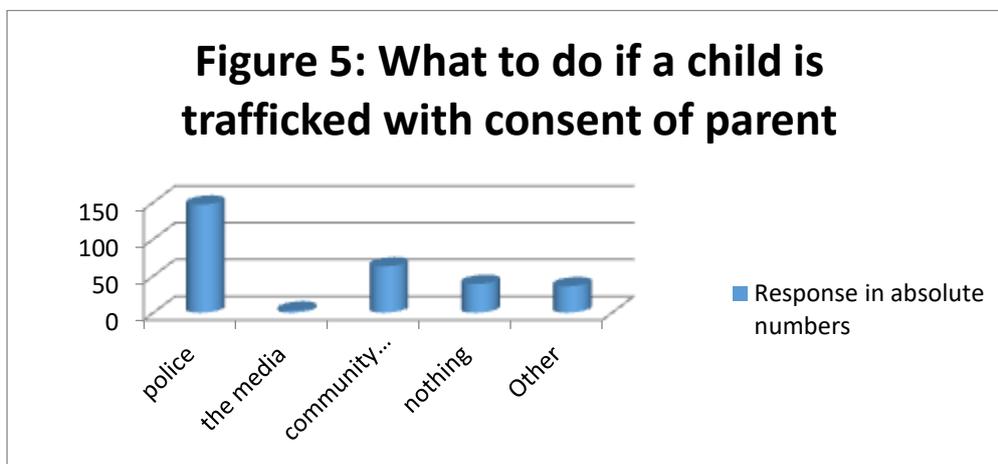


Figure 8: What to do if a Child is Trafficked with Consent of Parent

## 4.5 Prevalence

Seventy percent (70.5%) of respondents had children living in their households. An average of 3.0 children live in each household. This does not mean that every single household in the study area has 3.0 children living in there; but could be more or less. However, after accounting for the high and low number of children in each household as shown in the distribution in Figure 9, the mean or average number of children per household is 3.0. An average of 2.6 children were reported to live with their biological parents, as shown in the histograms in 10. A very high proportion of children living in Winneba and Senya are staying in households where their biological parents reside normally; and could be deduced that foster parenting is not prevalent. More rigorous analysis of the residential arrangement of children is made ahead in this section.

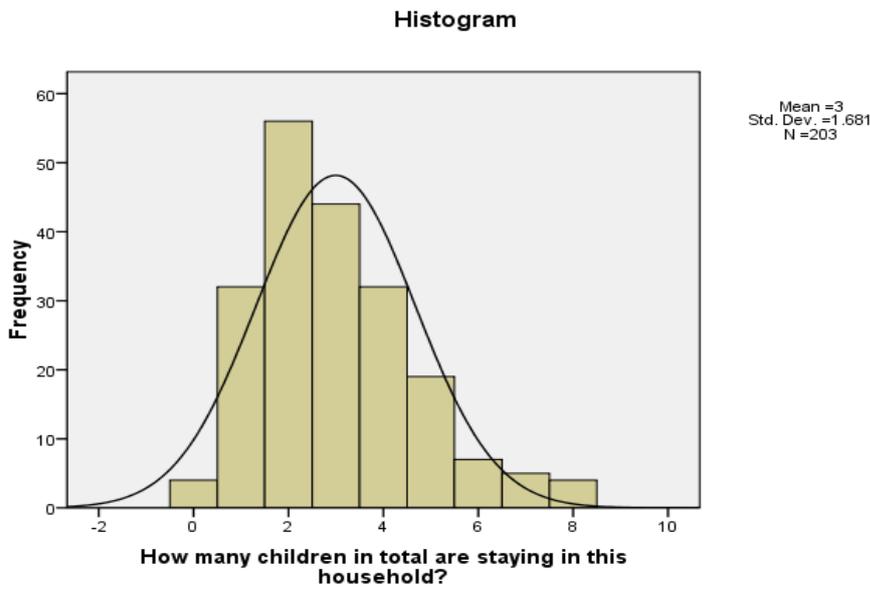


Figure 9: Histogram representation of the number of children per household

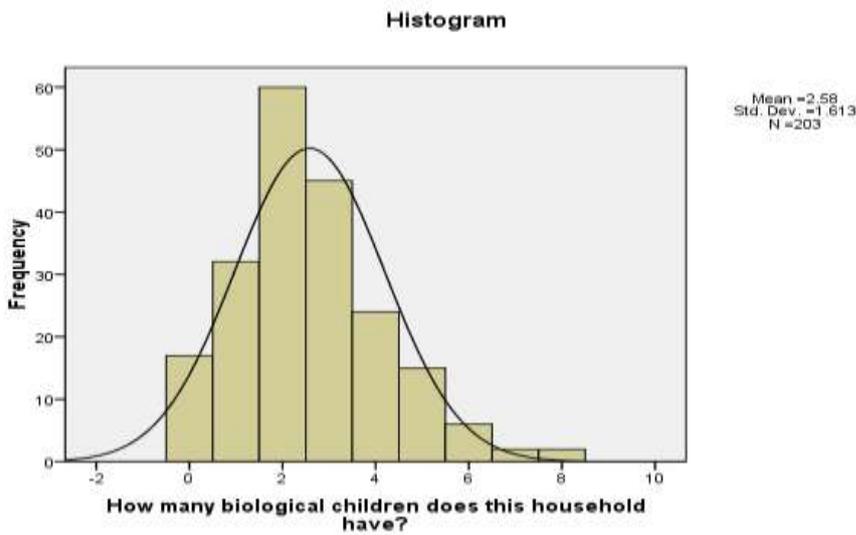


Figure 10: Histogram representation of the number of children per household staying with their biological parents

This is consistent with widely published research findings that classify Winneba and Senya as source communities where children are trafficked out into destination communities like Akosombo and Yeji along the Volta Lake. Very few children are likely to be staying with persons other than their biological parents in Winneba and Senya, compared to fishing communities along the Volta Lake.

Children who do not attend school are more vulnerable to trafficking than those who attend school. Out of the sampled households, 43 percent had at least one child who did not attend school at the time of the study, as shown in figure 11.

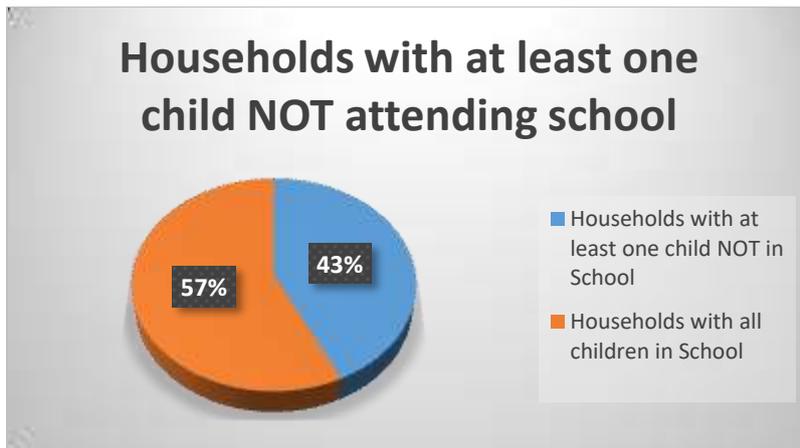


Figure 11: Households with at Least one child NOT Attending School

In 83.9 percent of the cases (73 out of 87), at least one child who was out of school was under 2 years old. Such children were classified by their caregivers as not reaching school-going age. One person said ‘education is not worth the while, two cited safety reasons, four said they were unable to afford education expenses, and three said their children lacked interest in education. This makes a total of ten households with no motivation to send their children to school at all, out of the 87 of the cases that had a child out of school. This is minimal, as it appears most households see the value of education for their children. It is significant to note, nevertheless, that there are households in this area that have reasons not to ensure that children attend school. When the occupational background of breadwinners of households with children below school going age was checked, it was found that many of the households with children under school going age have backgrounds in agriculture and retail business.

Extreme poverty appears to be the most dominant/compelling factor (when asked hypothetically) that will make a person decide to traffic a child, as shown in Figure 12 below. Seventy-one percent (71.2%) of respondents said extreme poverty can compel them to traffic children under their care; and 11.8 percent said nothing at all can compel them to sell off children for trafficking.

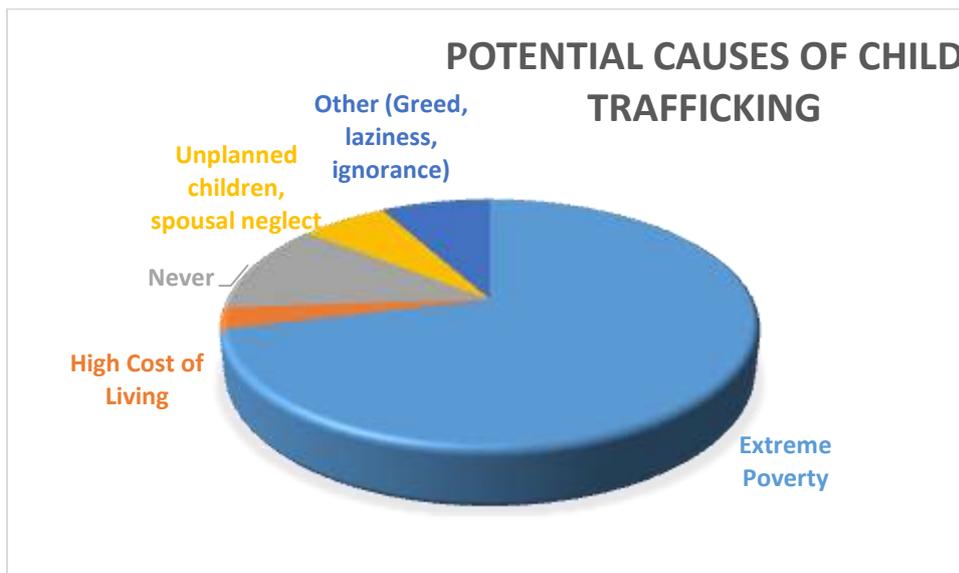


Figure 12: Factors that can cause someone to traffic a child (hypothetical context)

Measuring the prevalence of child trafficking is a difficult venture, since the act itself is criminal in Ghana, and households that engage in such activity do so clandestinely. Rarely, therefore, will there be voluntary revelation that a child in a household has been trafficked. This study was therefore designed to measure potential occurrence of child trafficking by parents. In such context, any child who is reported to be staying outside the home of the biological parent is potentially a victim of child trafficking. Table 6 provides the statistics for this crude measure of child trafficking by parents.

Ideally, the number of biological children in each household (Rows) should be the same as the number of biological children actually staying in the household (Column) at the time of the research. This is indicated by the green colour. Where the number of biological children staying in a household is less than the number of biological children reported for the household, a red colour is used. For instance, 32 households reported that they have single biological children; but only 25 of these said those children are actually residing there with their children. The other seven households have these single children residing elsewhere. Similarly, of the 60 households that have two biological children, only 50 households have all two children staying with their parents at those homes; two have one child staying with them, and eight have none of the children staying with them. Again, even though 45 households reported that they have 3 biological children in the households, only 34 of the households had all three children staying at home. Eight households had two of the children staying with their biological parents and one had none of them staying with their biological parents.

Table 5: Cross Tabulation of the Number of Biological Children and those who Stay with their Parents

		Of the biological children, how many are currently staying in this household?									Total
		0	1	2	3	4	5	6	7	8	
How many biological children does this household have?	1	7	25	0	0	0	0	0	0	0	32
	2	8	2	50	0	0	0	0	0	0	60
	3	1	0	8	34	2	0	0	0	0	45
	4	2	1	1	8	12	0	0	0	0	24
	5	1	1	0	2	3	8	0	0	0	15
	6	0	0	0	1	1	1	3	0	0	6
	7	0	0	0	0	0	0	0	2	0	2
	8	0	0	0	0	0	0	0	0	1	2
Total		19	29	59	45	18	9	3	3	1	186

Overall, the difference between the total number of biological children reported and those actually living with their biological parents is computed as follows:

$$186 - (25+50+34+12+8+3+2+1) = 51$$

Thus, a total of 51 households had at least one biological child staying outside of the household.

In nine (9) of the cases, children were said to reside with the other biological parent, due to residential arrangements that make children reside with one biological parent and not the other. To this end, the actual number of households that do not have their biological children staying within is computed as:

$$186 - (25+50+34+12+8+3+2+1) - 9 = 42$$

Therefore, 42 households were having children who are staying in households other than their biological parents’.

The households that have children staying outside the homes of biological parents ( $x$ ) can be seen as a range, falling anywhere between a low of 37 households and a high of 51 households. This may be expressed as:

$$42 \leq x \leq 51$$

To measure the crude prevalence of child trafficking by parents, we proceed on the assumption that any reported instance of a child staying outside the home of the biological parent could potentially be away as a trafficked child working on the Volta Lake or engaged in other activities of servitude. This is a crude measure because it lumps together every child residing outside the home of the biological parents as being a trafficked child.

Since the average number of biological children residing in each household is 2.58, the total estimate of biological children in the sampled population is approximately 484 children (the product of 186 and 2.6); whilst the total estimate of children who are not staying with their biological parents is approximately 133 children (the product of 51 and 2.6).

Crude prevalence among biological parents

$$\begin{aligned}
 &= \frac{\text{Number of Children NOT staying with their biological parents}}{\text{Total estimate of biological children in sampled households}} \\
 &= \frac{133}{484} \\
 &= 0.27 \quad (27 \text{ percent})
 \end{aligned}$$

Thus, up to 27 percent of all children in the study area do not stay with their biological parents, and could be potentially trafficked. This is a crude measure because it does not account for specific reasons why children stay away from the homes of their biological parents or the specific destination of the children. Yet, it gives a sense of the proportion of children who are not staying with their biological parents. This gives credence to the widely accepted culture of extended family systems that allow parents to entrust their children to the care of persons other than one of the parents. 50 percent of all children staying outside their biological parents’ homes reside with other family members or relatives. 61 percent of children who do not stay in their homes are males and the rest are females.

Since trafficking is illegal and is very much associated with travelling to the Volta Lake communities, household members will be reluctant to specify that a child has been trafficked or even sent to the Volta Lake communities. Therefore, we can only extrapolate from the available data, the proportion of those children staying away from their biological parents’ home, who have been trafficked. To do this, let us eliminate the number of children who are not staying one biological parents but who reside with another biological parent. The actual number of children who do not reside with their biological children is 109 (the product of 42 and 2.6).

Prevalence among biological parents

$$\begin{aligned}
 &= \frac{\text{Actual No. of Children NOT staying with biological parents}}{\text{Total estimate of biological children in sampled households}} \\
 &= \frac{109}{484} \\
 &= 0.23 \quad (23 \text{ percent})
 \end{aligned}$$

Thus, the actual proportion of children who do not reside with their biological parents and could be trafficked is 23 percent. This assumption also has a weakness, as it assumes that every child staying with non-biological parents is possibly trafficked.

Since trafficking relates more to the illegal movement of people against their will, and since Winneba and Senya are widely known to be source communities from where children are trafficked to the Volta Lake communities, it is important to account for the location of residence of the children who do not stay with their biological children. 14 households (24.6 percent) reported that children who do not reside in the homes of their biological parents are staying in other households within Winneba and Senya. These 14 children were most probably not trafficked outside of Winneba. We can use this information to compute the most accurate prevalence rate of child trafficking in Winneba and Senya. This analysis is not accounting for reasons of travel because it is difficult to verify reports of purpose of travel.

If we assume that these children from the 14 households were definitely not trafficked to communities along the Volta Lake, the actual number of households whose biological children have been trafficked will be computed as:

$$42 - 14 = 28$$

Thus, 28 households had biological children residing with other people elsewhere, outside the catchment areas of Winneba and Senya. With an average number of 2.6 biological children per household, the total number of children who stay with non-biological parents outside of the catchment areas of Winneba and Senya is 73 (the product of 28 and 2.6). We can use this figure to estimate the prevalence of child trafficking in the study areas as follows:

**Prevalence of trafficking:**

$$\begin{aligned}
 &= \frac{\text{Number of Children staying with non-biological parents elsewhere}}{\text{Total estimate of biological children in sampled households}} \\
 &= \frac{73}{484} \\
 &= 0.15 \quad (15 \text{ percent})
 \end{aligned}$$

Thus, 15 percent of children whose parents live in Winneba and Senya are trafficked outside of the catchment area. In the very least, these children are at risk of being trafficked.

Within Winneba and Senya, a number of children also reside with people other than their biological parents. This make up 34 percent of households with children as shown in Figure 13. Education is the main reason why children move to stay with other people in the study areas.

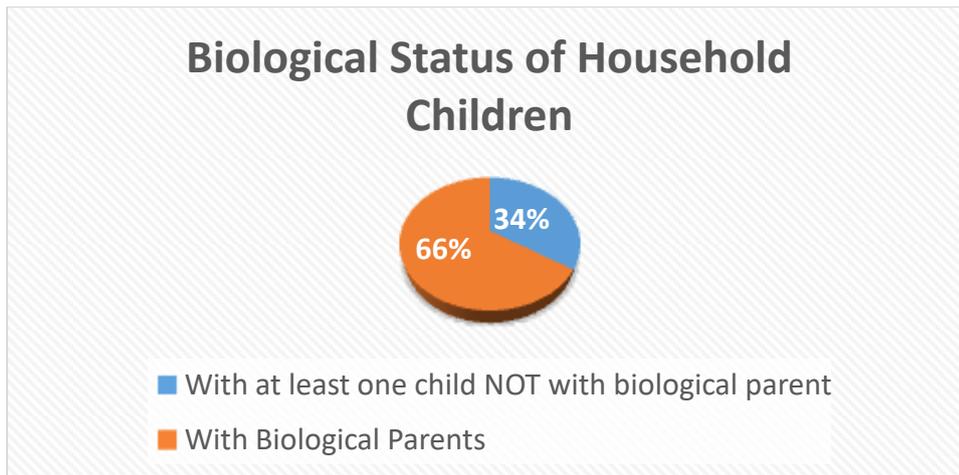


Figure 13: Biological Status of Household Children

The survey suggest that both parents are the major decision makers about the movement of children (56.7 percent), whilst mothers alone (25 percent) and fathers alone (11.7 percent) are responsible for such decisions to let the children move to stay with other relatives and friends.

#### 4.6 Staff Satisfaction, Capacity Building and Safety

The Implementation Plan and other documents of Challenging Heights suggest that capacity building of management team, senior management team and all other staff are taken seriously. Staff members confirmed that they go through modules of child development programmes, child psychology and child rights issues. Registration and renewal of the National Health Insurance policy is done for all staffs. No indication of dissatisfaction was noticed among the staff members encountered as part of this evaluation. The staff appear happy and competent, although staff are regularly reshuffled from one position in the organisation to another. This regular shifting of personnel does not appear to affect their efficiency and effectiveness. It is the safety and security of the rescue team that was found to be of some concern.

Rescuers who go on rescue mission are not covered by any insurance; neither do they do the rescue operations with police escort. They inform the police of their operations on the Volta Lake, and the police on their part are often ready to respond to any distress calls they may issue. Issuing such distress calls to the police is subject to availability of telecommunication networks in the hinterland where the rescue operations are done. In the event of ambush or reprisal attacks from the fishermen and traffickers, which have happened in the past, the rescuers are left to elude the attackers or defend themselves. This vulnerability is compounded by the fact that not all the rescuers have basic skills in swimming. The psychological and emotional needs of these rescuers and the staff at the rehabilitation centre who bear the brunt of aggressive children and hostile traffickers should be taken seriously by Challenging Heights. Regular retreat and counselling sessions could be organized for these staffs. First Aid box also need to be kept by the staff that go on rescue operations.

## 4.7 Counter Explanations: Interventions by Government and Others Organisations

The school feeding programme, the LEAP programme and other government social interventions have all contributed to the increasing interest in education of children, and improved livelihoods of households. There is also the National Youth Employment Programme (NYEP) that has helped equipped the youth in the region to be self-sufficient. These national policy interventions complement the wave of globalization that has revolutionised telecommunication and transport systems across the world, improving people’s knowledge about the dangers of child trafficking. The Ghana Police Service’s own Anti-Human Trafficking Task Force and its regular patrols have helped curb the incidence of child trafficking; the Ministry of Employment and Labour Relations and the Ministry of Gender, Children and Social Protection have policies that target the welfare of youths, children and poor households. These are helping to improve the livelihoods of those families at risk of trafficking their children. It also helps reduce the incidence of migrating parents that leave their children behind, exposing them to the risk of trafficking. DOVVSU’s interventions that arbitrate for women and children undergoing domestic violence also reduce the risk of families abandoning their children due to spousal attacks. Both public and private interventions that aim to reduce fertility rates and unplanned pregnancies also reduce the risk of giving birth to children who are not wanted by their families.

The following organizations (see Table 7) also work directly to deal with the menace of child trafficking in Ghana:

*Table 6: Other Organizations that work directly to tackle child trafficking in Ghana*

Name of Organisation	Contribution to anti-child trafficking
Anti-Human Trafficking Unit (AHTU) of the Ghana Police Service	<ul style="list-style-type: none"> <li>Embark on rescuing of victims of trafficking in the fishing and mining industries</li> </ul>
PACODEP	<ul style="list-style-type: none"> <li>Rescuing trafficked children on the Volta Lake</li> </ul>
Right to be Free	<ul style="list-style-type: none"> <li>Creation of public discourse on issues of human trafficking</li> <li>Rescuing of victims of trafficking and sending the children to the existing shelters</li> </ul>
Touch A life	<ul style="list-style-type: none"> <li>Rescuing of victims of trafficking</li> <li>Rehabilitation and reintegration of victims of trafficking</li> </ul>
Apple Foundation	<ul style="list-style-type: none"> <li>Rescuing of victims of trafficking</li> </ul>
International Needs Ghana	<ul style="list-style-type: none"> <li>Community education on trafficking</li> <li>Support in training district stakeholders, community members and traditional authorities on trafficking</li> <li>Forming anti-trafficking groups in communities</li> </ul>
Free the Slaves	<ul style="list-style-type: none"> <li>Building the capacity of organisations directly involved in implementation of anti-slavery programmes</li> <li>Provide funding for anti-slavery activities</li> <li>Partner with implementers to achieve specific goals</li> </ul>

	in public sensitisation, rescuing and rehabilitating children.
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Free the Slaves (FTS) is a typical example of organisations in Ghana (and Winneba) that is engaged in anti-child trafficking activities. Although FTS does not do direct implementation, it provides funding to organisations working to alleviate the suffering of children in slavery. FTS also partners with organisations that have shelters like Challenging Heights and bring rescued victims of trafficking to these shelters for rehabilitation and reintegration into their communities. They provide funding to organisations for community mobilisation, sensitisation and education on trafficking and building the capacity of district stakeholders and existing community structures. They support the staff capacity needs of partners by training them on how to identify victims of trafficking and to develop rescue and referral protocols. They also support them on how to write proposal so that they can source for funding to continue the projects when we withdraw from the communities. As part of the Ghana Child Protection Compact they have signed with the American and Ghanaian governments, FTS also holds monthly briefing with Anti-Human Trafficking Unit of the Police Service.

FTS has also helped to introduce Challenging Heights to new approaches, and is building the capacity of their staff. Thus, these two organisations are not in competition, but complement each other. Moreover, just as it is with other organisations working in the region, FTS comes with a project which has timelines; and will withdraw once funding is truncated. Challenging Heights, on the other hand, is part of the very social psyche of the people of Winneba.

In ranking the impact of their own anti-trafficking activities on prevalence in the region, a representative of an organisation working in the same sector said their own activities (that organisation) can account for less than 20% of any change. He attributed much of the change to the activities and programmes of Challenging Heights. On a scale of 1 to 10, he ranked Challenging Heights and their activities with a score of 6, citing the following reasons:

In terms of their attitude, Challenging Heights has grown over the years. They have moved from 'I know it' to more of a listening organisation... Initially they had the attitude of we already know it and this was making it difficult for organisations to support them. But now they are changing – they are now more open minded and open for collaboration and feedback. There has been a change in their attitude and this has led to an increase in their knowledge and how they go about their work. Based on this, I will give them a score of 6. [A representative of an NGO, Interviewed on July 4, 2016]

## CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

Challenging Heights is the only organization in Winneba and Senya that is sustainably engaged in anti-child trafficking activities. Its programmes and activities are relevant to the people, and meet the objectives for which they were set up. This is especially because the programmes include a continuum of livelihood support, empowerment, sensitization against child trafficking, formal and informal education systems, rescue, rehabilitation and reintegration of trafficked children. Reintegrated children are also closely monitored and supported with educational and livelihood logistics that reduce the burden on their families in Winneba and Senya. Evidence of diversification of funding sources can be seen, with prospects of long-term self-sufficiency; but government agencies, ministries and departments should be encouraged to complement the programmes and activities of Challenging Heights, instead of just riding on their success.

People's lives have generally been impacted by the programmes and activities of Challenging Heights in Winneba and Senya. Although the targeted populations are families at risk and those with history of child trafficking, the reach is wider. There is no statistically significant difference between impacts on, and perceptions of, residents in Winneba and Senya. There is widespread admiration of Challenging Heights' anti-trafficking strategies, especially their collaboration with the police to arrest traffickers and to prosecute those who re-traffic children. During the survey, some five people vented out their anger at Challenging Heights and their activities in Senya; but these turned out to be relatives and friends of incarcerated re-traffickers in the town. Poverty and the culture of entrusting children to the care of extended family members and friends are widely acclaimed to be a fundamental cause of child trafficking. The support given to the reintegrated families provide some livelihood support for families. The Cold Store and educational support programme are among the most popular and impactful livelihood programmes.

It is safe to conclude, at 90 percent confidence interval, that some 8.3 percent of households have directly benefited from the programmes and activities of Challenging Heights. Based on the structure of the interrogations, it can also be safely assumed that anyone who was able to grade any of the activities and programmes of Challenging Heights has been reached by at least one programme and activity of Challenging Heights. This is about 35 percent in terms of personal reach, and 45 percent in terms of community reach. But this is true only for urban communities in Winneba and Senya. The Challenging Heights education programmes, the Cold Store and the Rescue and Rehabilitation Programmes have been the most impactful. There is also the element of sports. Its aim of engaging young people to be responsive to their economic, physical and emotional needs have been met. This has made young people cherish and discover their talents, promoted physical wellness, promoted peaceful coexistence, and provided opportunity for young people to get money through games.

Up to 23 percent of children in the study area do not stay with their biological parents, 75.4 percent of whom reside with relatives and friends outside of Winneba. Ordinarily, this statistics should not be a cause of worry; but with the particular context of Winneba and Senya, where child trafficking is prevalent, there is a chance that these children are trafficked or engaged in child labour elsewhere on the Volta Lake. At 90 percent confidence level, the prevalence rate of trafficking among children whose parents reside in Winneba and Senya is 15 percent.

The CCPC concept is a laudable one, as community members see CCPC members as the ever-present guardians against child trafficking in the various communities. Information about families, communities and families at risk are gathered through the monitoring activities of CCPC members; and especially through tip-offs from active CCPC members. As individuals, the CCPC members are passionate about the vision of the committee. However, as a committee, there does not appear to be much happening due to inadequate motivation. As it stands now, committee members look up to Challenging Heights to fund their activities; but there is no such funding available. The funding that set up the committee has been exhausted, and there is the need for a more sustainable approach at reviving the CCPC in the communities.

Some 43 percent of households have at least one child not in school, of which the children in 89 percent of them have not reached school-going age. These children who are not in school are mainly under two years, and belong to households that depend on fishing, agriculture and petty trading for subsistence. Advocacy should therefore target such households to ensure that their interest in education is sharpened.

The Challenging Heights School is meeting its target of providing safe, child-friendly and well-resourced school environment; and until recently, has done this at extremely low cost to parents. The higher GPI at the JHS level, compared to other schools in the town, is indicative of how well the school is both gender-friendly and child-friendly. It does not only provide quality education to children who have been rehabilitated at the Hovde House, it extends the quality education to all children in the municipality. Whilst quality education has been extended to all children, the stigma that associates the school with 'trafficked children' causes the school to loose prospective and existing students. Since there is some perception that the conditions under which rescued children worked along the Volta Lake predispose them to violence, some parents prefer to send their children to other private schools. It is a good step, therefore, that the management of the school has renamed the school in order to eliminate the text 'Challenging Heights' from the name. Challenging Heights is more associated with rescued and rehabilitated children. It is also good for sustainability purposes that the school is now charging realistic fees.

The entire rescue, rehabilitation and reintegration cycle, coupled with the continuous monitoring and advocacy programmes by a team of Challenging Heights staffs, are properly synched with each other. These are particularly well structured, and are interspersed with livelihood support programmes for both the families at risk and affected families. Rescued children are put into a safe and secured environment, where their trust for people is restored after many bouts of betrayal and mistreatment prior to their rescue from the Volta Lake communities. This is a good transition which is not merely a restoration of material needs of children, but complete re-orientation of the children. There is no evidence, either from observations or from other people's accounts, that reintegrated children exhibit any signs of post-traumatic disorder or extreme anti-social behaviours. The occurrence of re-trafficking is also minimal, almost non-existent. This meets the objectives for which the rescue, rehabilitation and reintegration programmes were designed in tandem with the livelihood support programmes.

The challenge, though, is that the existing rehabilitation programme does not seem to be running efficiently in the way it provides the transition for the rescued children. The number of children rescued is minimal, compared to the extent of trafficking and child slavery that occur along the Volta

Lake. There are over 49, 000 children working under very difficult situations along the Volta Lake, and Challenging Heights rescues about 100 of them annually. This is mainly due to massive logistical and financial burden that come with the rescue, rehabilitation and reintegration process. Keeping children for such a long time in the rehabilitation centre can be unsustainable, unless there is continuous supply of donor funding; which cannot always be assured. The multiple months of seclusion in the rehabilitation centre – three to nine months – could also make the children miss out on the opportunity to bond with their peers in normal communities. They spend the most effective bonding period of their reinsertion in isolation with children who share similar history of violence and aggression, which can prolong their reintegration into normal social life. Slight amendment to the rehabilitation programme has been proposed ahead in the recommendation section.

The following are the consultant's impressions about other specific programmes and activities of Challenging Heights:

A significant majority of respondents in the survey admitted that the occurrence of child trafficking has reduced drastically in the last five years; and they attribute this to the programmes and activities of Challenging Heights.

It is laudable that the children at the Hovde House use farming as extra-curricular activity. This reorients them to see work in itself as not bad. This is important because these are children who have been rescued from slavery, where they have experienced hard labour and cruelty at the same time. Working on the Challenging Heights farm with dignity in a friendly environment is good for the rehabilitation process, and should be encouraged; as long as they engage in light work as defined by the Children's Act.

The Run-Off restaurant is meeting its objective of making some profit from the provision of high quality catering services to the people of Winneba. It has become a funding source for some activities and programmes of Challenging Heights, just as it was initially planned to do.

The YEP of Challenging Heights has met its three main objective of providing employment gains, academic progression and entrepreneurship or self-employment for youths in the catchment areas. However, the lack of information about the employment status of beneficiaries beyond three months makes it difficult to measure actual impact; especially since a good number of graduates were found to be in school after three months of completion of the YEP programme.

Nyce Media is on course to becoming a brand name in Winneba. Their ability to win the trust of the organisers of the *Aboakyere* Festival as the official media house for branding is a milestone that can be used as a springboard to build a brand name. It is a good platform for future advocacy programmes of Challenging Heights.

The Cold Store and the Ovens are meeting their annual targets and objectives, even though the Cold Store has operated for just under six months. This momentum needs to be carried into the future; keeping an eye on sustainability of operations.

The primary objective of the football club, Winneba United, has been met, since it has successfully brought together young people to engage in rigorous physical and emotionally rewarding activities. This keeps the young people busy and purposeful, and is a uniting factor among the people of Winneba. It has, however, failed to generate income. The programme ought to be sustained in spite of this; although in-depth assessment of its management should be made in order to identify the

best ways to improve technical support for the team. Once the technical team is gotten right, a formidable team can be formed so that they can successfully compete in regional and national competitions. Winning such competitions will increase the chance of getting sponsorships to manage the team.

## 5.2 Recommendations

1. The CCPC needs to be restructured and reconstituted to be a key component of the monitoring and advocacy programme of Challenging Heights. A more sustainable approach should be used to motivate opinion leaders in society to willingly participate. Religious groups and other organized bodies could be made to select their own dedicated members to constitute the CCPC. Challenging Heights only need to facilitate the process. The honour and prestige associated with this body should be the major reward for members. Identity cards could be made for these members, and given certain authority and prestige within their organisations and communities of residence. Regular meetings should be convened among the members, and meeting venues should be rotated from one constituting member's premise to the other.
2. The rehabilitation programme should be restructured for children to spend fewer weeks at the rehabilitation centre, and the rest of the time spent in a re-insertion programme, where the children spend time with host families in real life within Winneba and Senya.
3. In-depth feasibility study should be done by clinical, psychology and sociology experts to explore the possibility of reducing the period for which the children are housed in the rehabilitation centre. This could be reduced to a few weeks in order to take care of their immediate/emergency health needs, interspersed with counselling sessions. After that, these children could be handed over to foster families in Winneba and Senya at a much cheaper cost, where they also have the benefit of bonding with peers in their immediate communities. Targeted foster families could be identified within Winneba and Senya for this purpose. Under such scenario, the monitoring and reintegration process can begin soon after the rescue of the children. Some livelihood and logistical support for the foster families could be provided to help the children live normal lives just like anyone else. The additional advantage is that funds will be freed from the running of the shelter to be used to increase the number of children that are rescued; and to expand the monitoring programme to cover any potential increase in the number of children that will be rescued.
4. More rigorous advocacy is needed on the safety of children with persons other than their biological parents. Parents need to be sensitized to acknowledge that it is only under their care that children can be water-tightly safe and protected. This should be done with caution in order not to destroy the social fibre upon which the family system is built. The theme of such an advocacy could be to encourage parents to resist the temptation of giving their children out to 'trusted' relatives and friends.
5. As the rebranding of the school has began, the next step should be to encourage parents to contribute more to the running of the school. The school should be able to sustain itself with the right amount of fees and corresponding number of students. Emphasis should not be on higher fees though, in order not to cut off majority of families from benefiting from the school.

6. In order to tap into the large market of the tertiary and post-secondary student population in Winneba, the pricing of the Run-Off restaurant and services should be made competitive to accommodate the needs of the huge population of young people in Winneba.
7. Collaborations with the police and other security agencies should continue; as the symbiotic relationship between Challenging Heights and the Police has helped instil some fear in potential traffickers. The unrelenting prosecution that await persons who re-traffic children is also commendable, and should be carried along as a deterrence measure.
8. In order to have a more robust assessment of impact of the various programmes like the YEP and other livelihood support programmes, targeted impact assessment of a cross section of beneficiaries should be made.
9. Appropriate insurance cover should be made for all staffs of challenging Heights, especially those who go on rescue missions. Relevant defensive skills and swimming training should be convened for all staffs of challenging Heights, especially those who go on rescue mission. As much as possible, police in plain uniform should accompany the rescue team; and this could be funded by the EMA, since they are strategic partners who are interested in including the activities of Challenging Heights in their annual work plan.
10. Annual retreats should be done for the rescue team and the staff at the Hovde House especially, but also for all staffs of Challenging Heights. Counselling sessions should not only be done for rescued children, but also for the staff who encounter the children on daily basis. This should be aimed at meeting their own psychological and social needs for affection.

## APPENDIX

### Survey Instruments

#### **A. Focus Group Discussions (FGDs) – Community Child Protection Committees (CCPCs)**

1. Introduction/ Consent
2. What do you foresee for children of this community in the next ten years?
  - a. How do you think this future will be achieved?
  - b. What role can each of you play in this journey?
  - c. Do you think this community is closer to or farther from realizing this future? How far have you gone?
  - d. What impediment do you think can stop this community from achieving this dream?
3. What programmes have this CCPC rolled out since the beginning of the year?
  - a. Do you think this CCPC is serving the purpose for which it was set up?
  - b. Are you now more motivated or less motivated since you joined? Please explain your answer.
  - c. Why do you think some CCPC members become inactive? What else could be done to whip up interest?
4. On a scale of 1 – 10 (1 Very poor – 10 Excellent), how will you grade this CCPC in the following areas?

*(Note to researcher: Let there be consensus on the score)*

  - a. Its impact on child labour (specific number 1 – 10).
  - b. Its impact in reducing child trafficking (specific number 1 – 10).
  - c. Meeting the objectives for which CCPC was set up (specific number 1 – 10).
  - d. Its impact on your own lives (specific number 1 – 10) [*individual scores*].
5. Which CH programmes do you like the most and why?
  - a. What do you like the most about these?
  - b. Do you think that they are targeting all persons who need their help? Please Elaborate.
  - c. What else can be done to improve on these programmes.
6. Do you think 'child trafficking is common in this community at present?
  - a. If ten (10) children were trafficked per month from this community ten years ago (in 2006), how many do you think are trafficked every month from this community this year (2016)? (*Interviewer: Please insist on a figure from 1 to 10, and let there be consensus*). Can you explain this change?
  - b. What or who have contributed to this change, if any?
  - c. If ten (10) trafficked children are rescued from their masters in the destination communities, how many of these are likely to be re-trafficked within a period of one year? (*Note to researcher: insist on numbers*). Please explain your answer.
  - d. Where are trafficked children taken to most of the time? Please list.
7. Did I leave anything out of this conversation that you need to share with me?

#### **B. Focus Group Discussions (FGDs) – Challenging Heights School Children (Prim & JHS)**

1. Introduction/ Consent
2. What does each of you want to be in future?

*(Note: Each student should be allowed to mention what they hope to be in future)*
3. How do you want to attain these dreams?

*(Note: As many students as want to speak should be allowed to speak out)*

  - a. Who can help you attain these dreams?

*(Note: Watch out for home, public or school persons)*

4. Do you think the school can help you to attain what you hope to be in future?
  - a. What is it about the school that can help you attain this dream?  
*(Note: Watch out for words like teachers, specific subjects, friends, counsellors, etc)*
5. Which of the following places do you find the greatest joy in life?  
*(Note: Mention each of these for students to agree or disagree. Each student should state why they agree or disagree with each of the places below)*
  - a. School
  - b. Home
  - c. Outside the home
6. Have you done any work in the last one week that you found very difficult and for which you felt like crying? Please list these works/activities, the places you did the work, and or the persons who asked you to do so.  
*(Note: The note taker should draw a table with columns that indicate the kind of activity, place it was undertaken, like home, school, sea, etc, and the person who asked them to do so.*
  - a. Did you report this incident to anybody at all?
  - b. Who did you report to?
7. What subjects do you like the most in school.  
*(Note: After the students mention the subjects they like the most, facilitator should encourage them to keep learning their favourite subjects well, so that they can become responsible persons in life. They should also report any cases of abuse to their teachers as soon as this occurs).*
8. Thank you. Please return to your classrooms and learn hard. Bye bye.

### **C. KEY INFORMANT INTERVIEWS (KIIs) – Community Child Protection Committees (CCPCs)**

1. Introduction/ Consent
2. Where do you see yourself in the next ten years? In other words, what is your vision/dream for the next ten years? What job or profession hope to do in the next ten years?
  - a. How do you think this dream will be reached?
  - b. Who are the people/ institutions that are likely to facilitate or complement your efforts in realizing this dream?
  - c. Do you think you are closer to or farther from realizing this dream?
  - d. Have you started working on this dream? How?
  - e. What impediment do you think can stop you from achieving this dream?
3. Can you confirm to me that you are a member of CCPC? Please specify your community of membership?
  - a. How you participated in all CCPC programmes since January 2016? Why or why not? What are these programmes?
  - b. How long have you been or were you an member? If you are still an active member, what has been your motivation?
  - c. What is your mandate as CCPC members? What do you do as a member? Do you think CCPC is serving the purpose for which it was set up?
  - d. How has your motivation for joining the CCPC changed since you joined? Are you more motivated now or less motivated? Please explain your answer.
  - e. Why do you think some CCPC members become inactive? What else could be done to whip up interest?
4. On a scale of 1 – 10 (1 Very poor – 10 Excellent), how will you grade the CCPC in the following areas?
  - a. Its impact on your own life (specific number 1 – 10).

- b. Its impact on child labour (specific number 1 – 10).
  - c. Its impact in reducing child trafficking (specific number 1 – 10).
  - d. Meeting the objectives for which it was set up (specific number 1 – 10).
5. Which CH programmes do you like the most and why?
- a. What do you like the most about these?
  - b. Do you think that they are targeting all persons who need their help? Please Elaborate.
  - c. What else can be done to improve on these programmes?
6. Do you think 'child trafficking is common in this community at present?
- a. If ten (10) children were trafficked per month from this community ten years ago (in 2006), how many do you think are trafficked every month from this community this year (2016)? (*Interviewer: Please insist on a figure from 1 to 10*). Can you explain this change?
  - b. What three factors/individuals/organisations may have contributed to this change?
  - c. If ten (10) trafficked children are rescued from their masters in the destination communities, how many of these are likely to be re-trafficked within a period of one year? Please explain your answer.
  - d. Where are these children taken to for the most of the time?
7. Did I leave anything out from this conversation that you need me to know?

#### ***D. Key Informer Interview (KII) – Challenging Heights Staffs.***

1. Introduction/ Consent
2. Please tell me a little about yourself and your first encounter with Challenging Heights (CH)?
3. Do you still see/feel the same spark that attracted you to CH? What is this spark/motivation?
4. What do you do here at challenging heights? Walk me through a typical week of activities/tasks you undertake – Use your activities of the previous week to illustrate.
  - a. What do you like the most about what you do here at CH?
  - b. What is the most difficult part of your job?
  - c. What has changed at challenging Heights since you were employed? List as many and as widely as possible.
5. What do you think is the end goal of what you do here at CH?
6. Which areas do you think CH could have done better since you joined the organisation? What do you think have accounted for the low performance?
7. Do you think you are adequately resourced to perform your duties here at CH?
  - a. What capacity building programmes have you participated in the last two years?
  - b. How have these capacity building programmes enhanced your task here at CH?
8. What are the three main factors that lead people to traffic their children from Winneba and Senya?
9. Why do you think agents of trafficking are motivated to do what they do? Are the police/security agencies doing enough to curtail the activities of agents of trafficking? How?
10. Does the environment/climate/seasons (like rainfall patterns, forest, sunshine, etc) contribute to the occurrence of child trafficking in any way?
  - a. How do these environmental conditions affect your work?
  - b. How does this affect the livelihood opportunities of residents of this area?
11. What particular policies/laws/regulations of the state do you think
  - a. facilitate the programmes and activities of CH? How do these laws help you?
  - b. Militate against the activities and programmes of CH? How do these do so?
12. What cultural practices/perceptions/belief systems in Winneba and its environs
  - a. Facilitate the activities and programmes of Challenging Heights? Please explain.
  - b. Militate against the activities and programmes of Challenging Heights? Please explain.

13. Has the programmes and activities of CH affected the following in any way? Explain.
  - a. Local government policies and laws;
  - b. Cultural practices/perceptions/belief systems;
  - c. Livelihood opportunities for residents.
14. If you had the opportunity to change anything here at CH, what will it be? Why?

#### ***E. Key Informant Interviews (KIIs) – Head of schools***

1. Introduction/ Consent
2. Children are generally considered vulnerable. Do you think some children are more vulnerable than others in this school?
3. What categories of vulnerabilities do you identify among the children?
  - a. What signs of vulnerability can you identify among the children?
  - b. Is the school well-resourced to deal with these vulnerabilities/ to protect these children?
  - c. How does the school help address these vulnerabilities?
4. Are there other institutions helping to deal with these vulnerabilities?
  - a. What are these institutions?
  - b. What specifically do they do to help the children?
5. How rampant is child trafficking in this town?
  - a. How many children do you estimate to be trafficked from this community each month?
  - b. Does this vary according to season? What are these seasons?
6. How does child trafficking affect the following in this school? Do you have some school records to back these?
  - a. School completion
  - b. Retention
  - c. Enrolment
  - d. Gender parity
  - e. Educational outcome
7. Do you have reintegrated children (those rescued from trafficking and rehabilitated) in this school?
  - a. What procedures are there for admitting such children into the school?
  - b. Who lead in these processes?
  - c. How does the school support these children, if they do?
8. Do you find differences in performance between the reintegrated children and the ordinary ones?
  - a. Do other students know the status of these reintegrated children?
  - b. If they do, how do they relate with them?
9. What kind of support do you get from the following:
  - a. Parents of different categories of children – ordinary and reintegrated children?
  - b. Challenging Heights?
  - c. Government of Ghana?
  - d. Other NGOs?
10. What other support and resources do you need?

#### ***F. Key Informer Interview (KII) – Other NGOs, Government institutions, departments, etc***

1. Introduction/ Consent
2. Please tell me a little about what you do in your capacity at this office.
3. Do some of your activities/programmes/tasks aim to tackle child trafficking in this area? What are these activities/activities? How do they tackle child trafficking and its prevalence?

4. Are there particular towns/communities in this district that these activities/programmes are undertaken? What are these towns/communities? Why have you identified these areas as targets?
5. Do you think the prevalence of child trafficking in this area has reduced or increased? Why?
6. If there were ten (10) children being trafficked every month ten years ago in 2006, how has this changed this year? How based on the 2006 figures, how many will you say are trafficked per month this year?
  - a. On a scale of 1 – 10, how much of this change will you attribute to the activities of your own organisation? (*Note to interviewer: please insist on a figure between 1 and 10*)
7. What other organisations/persons do you think have contributed to the fight against child trafficking in this area?
  - a. Please list these organisations and specify their contribution to the anti-child trafficking work.
  - b. How does your organisation work with these other organisations in dealing with child trafficking?
  - c. What else can be done to complement these activities?
8. Are there particular laws/regulations/policies that:
  - a. Facilitate your activities and that of the other organisations? Please state and explain.
  - b. Militate against your efforts? Please state and explain.
  - c. How has your own activities and programmes influenced these laws/regulations/policies?
9. Are there socio-cultural practices and belief systems that:
  - a. Facilitate your activities and that of other organisations? Please state and explain.
  - b. Militate against your efforts? Please state and explain.
  - c. How has your own activities influenced these practices and belief systems?
10. Since when have you known Challenging Heights and their programmes and activities in this area? (*Note to researcher: rephrase it if it is not obvious at this point that the interviewee knows about CH*)
  - a. On a scale of 1 – 10, how much of any change in attitude, perception and practices on child trafficking will you attribute to their activities? (*Note to researcher: insist on a number between 1 and 10*)
  - b. Which of their programmes/activities do you think is the most efficient? Why?
11. How else do you think they can improve upon what they do?

### G. SURVEY QUESTIONNAIRE

CONSENT (*Please tick after assurance of confidentiality and consent is given by respondent*)  
 Interviewer name: ..... Interview date: .....  
 Location (public space, home, work):..... Town / Village: .....

**A. Demographic Data of respondent**

1. Interviewee capacity:  Household head     Spouse of HH head     Adult child
2. Sex of Household head if not the respondent  Male     Female
3. Age of respondent (yrs):  18 – 24     25 – 34     35 – 60     >60
4. Sex of Respondent:  Male     Female
5. Education:  Not literate     Primary School     Secondary/Technical  
                    Higher education

6. Occupation (tick all that apply)
- Agriculture (livestock/farming/fishing/poultry)
  - Wholesale, retail trade, restaurant and hotel
  - Transport/storage/communication
  - Financing, insurance, real estate and business service
  - Unpaid domestic/family business
  - Paid domestic work/family business
  - Other (Specify:.....)
7. Properties Owned by household (tick all that apply)
- House/home/land/ etc
  - Canoe/boat/fishing nets/oven for smoking/ out board motor etc
  - Car/motorbike/bicycle
  - Sewing machine/grinding machine/ etc
  - Tractor for ploughing/ farm implements/ etc
  - Other (Specify: .....)
  - None

<b>B. Information Related to Children (0 – 18 years) in the household</b>
---

8. Do you have children <18 yrs staying in this household?  Yes  No *(If NO, Q. 14)*
9. How many biological children does this household have? (Specific number.....)
10. How many children in total are staying in this household? (Specific number .....
11. Are there children in this household who don't attend school?  Yes  No *(If NO, Q.13)*
12. If Yes, choose reasons why children are not in school (tick all that apply):
- Never enrolled, not reached school attending age (Specify: .....
  - Completed JHS 3, awaiting results or is unable to continue subsequently
  - Education is not worth the while
  - School is far away
  - Child didn't get admission
  - Child has to look after the younger ones
  - Child has to do household chores
  - Safety reasons
  - Not able to afford education expenses
  - Lack of interest of child
  - Child has to work in village
  - Children has to go out of village to work
  - Class/caste discriminations
  - School operates irregular
  - Got married and left school (Specify age: .....
  - Got pregnant and left school (Specify age: .....
  - No response
13. Of the *biological children*, how many are currently staying in this household? (specify.....)
14. Of *all the children in this household* (including that of your spouse or other household members) how many **are not** presently staying here? Specify number by sex:  
 (.....male) (.....female) (..... Total)  None  
*(If None, move to Q. 21) (If response for Q. 8 is None, skip to Q. 37)*

15. Where are they residing now? (tick all that apply)

In this town (Please clarify: .....)

Elsewhere (Please specify: .....)

16. Please provide the following about all the household children (including that of your spouse and other household members) **who are not staying** here in this household now:

No.	Reasons	Choose appropriate # from KEY to describe			
		Child 1	Child 2	Child 3	Child 4
16.1a	Sex (male=1, female=2)				
16.1b	Age (Write exact age here)				
16.1c	How long have they been away?				
16.2	Reason for moving the child				
16.3	Decision maker of child's movement				
16.4	How did the child go out of the house/village?				
16.5	Relationship with the person who accompanied child out of the village				
16.6	Relationship with the person child is staying with				
16.7	Specify the nature of the work child is involved at the destination				

**KEY FOR QUESTION 16**

16.2: 1 - Education  
2 - Employment  
3 - Marriage  
4 - Family moved out  
5 - Financial / cost of supporting children  
6 - Others (.....)

16.3: 1 - Father  
2 - Mother  
3 - both father and mother  
4 - Guardian (uncle/aunt/grandparents)  
5 - Community leader  
6 - landlord  
7 - Self  
8 - Collective decision of nuclear and extended family  
9 - Others (.....)

16.4: 1 - Facilitated by family  
2 - Facilitated by friend/relatives/other villagers  
3 - Child ran away  
4 - Contractors/agents paid advance and took child away with family permission  
5 - Contractors/agents, but without advancing money and with family permission  
6 - Contractors/agents, but without advancing money and without family permission  
7 - Other (Specify.....)

16.5: 1 - Parents  
2 - Family members/relatives  
3 - Known person from the village  
4 - Employer/Agent  
5 - Self  
6 - Others (Specify .....

16.6: 1 - One of the parents (mother/father)

- 2 – Family members/relatives
  - 3 – Known person from the village
  - 4 – Employer/Agent
  - 5 – Self
  - 6 – Don't Know
  - 7 – Others (Specify .....
- 16.7: 1 – Fishing/fish mongering/ related activities  
2 – Street selling/ hawking/ restaurant/ hotel/ construction  
3 – Domestic chores unrelated to fishing/ unspecified activities  
4 – farming/ galamsey  
5 – Other (Specify: .....)  
6 – Not applicable (Specify why: .....
17. Do you receive any money or goods in return for sending the children away?  
 Yes       No      (If yes, Specify: .....
18. Have any of the children (here or away) been committed or promised to someone for marriage?  
 Yes       No
19. Specify level of contact with the child(ren):  Frequent (Specify: .....)  
 Irregular (Specify: .....       not traceable
20. Modes of communication with child(ren) if any: (Specify.....)
21. Have any of the children presently staying in this household travelled for more than a month in the last one year?       Yes       No      **(If No, skip to Q. 34)**
22. How old were they/him/her when they left the house to stay with others?  
.....
23. How long did they travel for? (Specify in months/years .....
24. With whom did they travel?       Parent       Family member/relative  
 Known person from the village       Employer/Agent       Self  
 Don't know       Others (Specify .....
25. What was the purpose of the travel? (tick all that apply)  
 Education       Employment       Marriage  
 Family moved out       Don't know       Others (.....)
26. With whom did they/he/she stay?  
 One of the parents (mother/father)       Family members/relatives  
 Known person from the village       Employer/Agent  
 Self       Others (Specify .....
27. Why have they returned home? .....
28. Did you receive any money or goods in return for the child(ren)'s stay outside of your home?  
 Yes       No      **(If NO, skip to Q. 30)**
29. If yes, please specify the cash or goods or property: .....
30. Do you know where your child(ren) lived?       Yes       No      **(If No, skip to Q. 32)**
31. Please specify .....
32. Specify level of contact you had with child(ren):  
 Regular       Irregular       not traceable      **(If not traceable, Q. 34)**

33. Modes of communication with child(ren): (Specify.....)

34. Are there child(ren) in this household who are not biological child(ren) of this household?

Yes

No

*(If No, skip to Q. 337)*

35. Please specify relationship with the child(ren):

Child 1: .....

Child 2: .....

Child 3: .....

Child 4: .....

36. Please specify purpose of the child(ren)'s stay in this household (tick as many as may apply).

Education

Employment

Marriage

Family moved out

Others (.....)

### C. Knowledge, Attitudes, Practice and Perception

37. What do you understand by "child trafficking"?

.....

38. What is your understanding of child labour?

.....

39. What do people think about "child trafficking" in this community?

.....

40. Have you received any public awareness campaign about "child trafficking" in the last six months?  Yes  No *(If No, skip to Q. 42)*

41. What is the source of your information on child trafficking?

.....

42. Have you received any public awareness campaign about child labour in the last six months?

Yes

No

*(If No, skip to Q. 44)*

43. What is the source of your information on child labour?

.....

44. What public awareness campaign on "child trafficking" and child labour do you like the most?.....

45. Which of the following is the most important source of information in your daily life?

Radio

Television

Newspaper

Peers

Other (Specify: .....

46. In the last five years, what do you think has happened to the occurrence of child trafficking?

Remained the same

Increased

Decreased

Don't know

47. In the last five years, what do you think has happened to the occurrence of child labour?

Remained the same

Increased

Decreased

Don't know

48. What will you do if a child in your household engages in work that is above their strength?

.....

49. What will you do if a child in your neighbourhood is engaged in work that is above their strength? .....

50. Who will you go to if your neighbour's child is trafficked with the consent of the parent?

Police

The media

Community elders

Nothing

Other (Specify: .....

51. What conditions will ever allow you to send any of your children or household members to stay and work with other people outside of this community?  
.....

**D. Activities of Challenging Heights**

52. What do you know about Challenging Heights? .....  
.....

(If no idea, please specify as NONE)

*(If None, end here)*

53. Have you or any member of your family benefitted from any of their activities or programmes?  
 Yes       No      *(If No, skip to Q. 61)*

54. What form did the activities or programmes take? (Tick all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Financial support                         | <input type="checkbox"/> Micro credit                         |
| <input type="checkbox"/> Formal Education                          | <input type="checkbox"/> Knowledge on Child Rights            |
| <input type="checkbox"/> Resolution of issues through CCPCs        | <input type="checkbox"/> Rehabilitation of child(ren)         |
| <input type="checkbox"/> New skills/training/Job or apprenticeship | <input type="checkbox"/> Rescued child from trafficking/slave |
| <input type="checkbox"/> Reintegration of child(ren) into family   |   |

55. Please specify the programmes:

..... When: ..... Who: .....  
 ..... When: ..... Who: .....

56. How beneficial have the programme(s) or activities been?

Programme/Activity 1: .....  
 .....  
 Programme/Activity 2: .....  
 .....  
 Programme/Activity 3: .....  
 .....  
 Programme/Activity 4: .....  
 .....

57. Has any of these programmes affected your income in any way?  Yes       No

58. If yes, please specify the weekly change in the last six months:

From .....GHC to .....GHC

59. Why do you think these changes (both income and other benefits) have occurred?  
 .....  
 .....

60. Have you been able to make any savings in the last six months?  Yes       No

(If yes, please specify total savings in last six months: GHC: .....)

61. Which of the Challenging Heights Programmes/activities you know do you think is the most beneficial to you? .....

61a. Please state reasons: .....  
 .....

62. Which of the Challenging Heights Programmes/activities you know do you think is the most beneficial to this town? .....

62a. Please state reason: .....

63. Which of the following Challenging Heights programmes have you heard of? (Tick as many).  
 On a scale of 1 – 5, how will you grade their level of impact?

Tick	Challenging Heights Programmes	Grade: 1 Very Poor – 5 Excellent; 6 DK	
		Impact on me	Impact on Community
<input type="checkbox"/>	Challenging Heights School		
<input type="checkbox"/>	Cold Store		
<input type="checkbox"/>	Distribution of TOM's Shoes		
<input type="checkbox"/>	Rescue & reintegration of trafficked children		
<input type="checkbox"/>	Education about trafficking (film show, stickers on cars/trotros, etc)		
<input type="checkbox"/>	Fish preservation training		
<input type="checkbox"/>	Horticulture training		
<input type="checkbox"/>	Promotion about child rights		
<input type="checkbox"/>	Soap making		
<input type="checkbox"/>	Smoke Oven services		
<input type="checkbox"/>	Youth empowerment programme		

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