

THE SMILE GHANA PROJECT II (SGP II)



COMPLETION REPORT OF SGP II

1ST June 2013 to 15TH August 2014

Partner Agency



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SGP II Completion Report

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SMILE Ghana Project Completion Report – PASORO, WURUBEGU and ANANSU and its Twenty-Seven (27) sub-surrounding communities

Final Submission: 26th September 2014

Project Title: Sustainable Management of cocoa farm and Improved Life via Education in eliminating child labour in Ghana (SMILE – Ghana Project - SGP)

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Amount of Fund Provided for the 3rd Year: US\$(96,819+ 6,000 +1,250 +4,148) = **US\$108,217.00**

Project Period: June 2011 to August 2014

Target Communities or Area(s):

1. **Pasoro and its Eight (8) sub-communities** (Fantim, Baakrom, Kwame Kyei Kuraa, Musa Akura, White House, Mmampehia, Abopremu, Egya Korankye Akura)
2. **Wurubegu and its Fourteen (14) sub-communities** (Beposo, Apapreso, Kyensen Daa ho shed, Asante Shed, Eteenmu, Nsuo-Akyi, Kwabena John Akuraa, Abuoso, Agya Amankwa Akuraa, Maame Adae Akuraa, Agya Gyamfi Akuraa, Boakyekese Akuraa, Aku Akuraa, Agya Gyato Akuraa,)
3. **Anansu and its five (5) sub-communities** (Nyame Adom, Yereyebi Ahwe, Ojoekrom, Nsumayem, Nsuoakyi,) all in the Atwima Mponua District of the Ashanti Region of Ghana of the Ashanti Region of Ghana

Reporting Period: 1st June 2013 to 15th August 2014 [Final Completion]

Note: Please send the following items together with this report.

- Photographs of the project activities
- Brochures, booklets, etc, any materials made out of the project fund (if any)
- Articles, letters, etc, any documents related to the project (if any)

1. Achievements and Monitoring of the Project

1-1. Please show the progress of the project using indicators. Use the “Project Indicator Report Matrix” (excel file).

Caution! Attach and send Project Indicator Report Matrix in excel file with this report.

1-2. Please summarize the major progress of the project based on the activities (including workshops, meetings, trainings, etc) implemented during this reporting period. Summarize the results and achievement of series of activities in accordance with the PDM referring to the questions below.

Caution! Do not write about one activity in more than one page. Summarize!

Introduction

The SMILE Ghana Project (SGP) strives to contribute to sustainable cocoa farm management practices, provision of social protection measures for vulnerable children from cocoa households and carrying out aggressive advocacy campaign using the national hazardous child labour framework as guiding principles to eliminate worst forms of child labour in Anansu, Wurubegu, Pasoro and its twenty-seven sub-surrounding communities of the Atwima Mponua District of the Ashanti Region of Ghana. While addressing household poverty via its supervised, door-to-door village banking (Bobrapa Mutual Scheme – BMS) and development of mobile payment systems (micro-insurance) the project have formed co-operatives or self-help groups (Bobrapa Mutual Group - BMG) that play critical role in promoting values of self-reliance, good governance, equity and transparency. The BMG strategy is to enhance easy accessibility to adult labour locally called “nnoboa” (mutual support) in farming activities, cost effectiveness and sustainable financial services to active poor rural farmers that enables increased investment in income generating activities resulting in an increase of their income levels that reflects in the better education and total development of children especially the vulnerable ones.

It was a three (3) year project thus, from July 2011 to August 2014; aimed at ending all forms of child exploitation especially WFCL in cocoa and improving the quality of and access to education. The Project (SGP) continues to show better results and improvements with increased benefits to the target beneficiaries, which includes children of school going age, out-of-school children such as teenage mothers, orphans and vulnerable children (OVC) such as trafficked children, children engaged in commercial agriculture and cocoa plantation and cocoa farmers and people in cocoa growing communities in Ghana.

In fact, the distinctiveness of the SMILE Ghana Project has been the active participation of children in creating a justifiable, self-governing space for themselves, communities, and school. Solving the problem of worst forms of child labour; promoting healthy developments among all; creation of demand and value for better education (thus, increased in enrolment rates and attendance ratios of school-going-age children); igniting people’s consciousness to improve general health and sanitary conditions including latrines. Moreover, commitments to using local resources to improve school physical infrastructure and learning environment with furnished facilities are significant achievements made by the SMILE Ghana Project. The supervised, door-to-door village banking otherwise known as the Bobrapa Mutual Scheme (BMS) also continues to offer poor, indigenous cocoa farmers’ access to basic financial services such as Susu savings and loans, money transfer services and insurance against farm fires, funerals etc. The farmers need a diverse range of financial services to run their on-farm and off-farm businesses, build assets, have smooth consumption, and manage risks. There has been substantial increase and enhanced opportunity for women and men including children to control their

lives as they are able to make decisions, have their voices heard, put things on the agenda, negotiate on something that seems non-negotiable, challenge past customs and suggest new workable plans to create the needed change expected. The SMILE Ghana Project is undeniably a true translation of child rights and community empowerment at the grassroots level and impacts made so far are quite sustainable and replicable.

As a 3-year project, the 1st year (July 2011 - June 2012) was dedicated mainly to aggressive campaigning, awareness creation, sensitization, community mobilization, establishment and strengthening of community structures/institutions relevant to child rights protection and education improvement. Once the message of child labour/trafficking elimination has been drummed home, parent/guardians well-sensitized, attitudes and behaviors streamlined, structures/institutions established and strengthened; the platform had been well prepared to monitor progress and pursue specific interventions to resolve lingering problems/challenges. The 2nd year (July 2012 - June 2013) therefore set out to increase school enrollment and attendance, improve the quality of education, develop school infrastructure, improve economic capacities, and continuous monitoring of the situation of children in the project communities. To ensure that the achievements and impacts made are sustained, year three (July 2013 – August 2014) was dedicated to sustainability measures, exit strategy, consolidation of community and district efforts, and consideration of other communities/district needing SGP intervention.

This report aims at giving a summary of the major activities undertaken; results and achievements made during the 3-year period and assurance of project sustainability through the efforts of the Community Child Protection Committee (CCPC) and shared responsibility approach of the key partners and stakeholders.

Sensitization, Awareness Creation, and Education on Children’s Rights to end Child labour/trafficking and all forms of Child Exploitation

As embedded as the issue of seeing children as extra labour hands for the execution of economic activities of the household in our culture and society, any attempt to revert this societal practice would naturally face stiff resistance and requires that pragmatic and participatory approach in changing attitudes and behaviours are employed. It is our philosophy that attitudinal change could be achieved gradually through education, sensitization, consultation, mass mobilization, active participation and empowerment of intended beneficiaries.

Consequently, campaign to mobilise children, parents, communities, and relevant stakeholders to create awareness about Worst Forms of Child Labour (WFCL) and importance of education was key in SGP interventions. The project employed diverse methods of awareness raising and attitude change such as community meetings and durbars, use of different Information Education and Communication (IEC) materials, celebration of UN events on the rights of the child, radio discussions and campaigns, school events, floats, drama, and home visitations.

Over the 3-year project period about 108 community meetings and durbars; 3 major celebration of World Day against Child Labour; yearly observation of World Child Abuse Day and International Day of the Girl Child; 10 major radio discussions about children’s rights on local radio stations (Luv FM, Kessben FM, Metro FM, Price FM); weekly visitations to homes of victims of child labour/trafficking, children at risks, migrants, and vulnerable families; 2 stakeholders’ consultative meetings at the district level; aggressive advocacy messages carried out with IEC materials including 200 quality ‘T’ Shirts for various community groups and stakeholders,

2,000 posters/stickers/flyers, 6 billboards, 2,500 Note 1 Exercise Books; 18 Time with Parents Workshops to build parent-child relationship and sustain parents interest in child's education; and 3 yearly floats and parade by school children in all 3 project communities.

- *Community Meetings, Workshops, Visitation and IEC materials for education, sensitization and awareness creation*

At the start of the project implementation, general community meeting was organised in which experts from the District Social Welfare Department were engaged to educate the community people on various issues bothering on child rights; parental care and responsibilities; and international, national and local laws, regulations and conventions. At this meeting, the SGP Coordinator (Nana Antwi Boasiako Brempong) took time to brief the people about the purpose and scope of the SMILE Ghana Project and asked all stakeholders to contribute their quota to winning the fight against child exploitation and ensure that the rights of children to education, health, life, freedom expression, and total development among other fundamental human rights is enhanced. Through this engagement and several other meetings (108 meetings over the project period), about 2,117 adults and 1,259 children have been appropriately sensitized and equipped with knowledge in child labour/trafficking and children education; incidence of child labour/trafficking have been reduced drastically to zero; school enrolment and attendance have increased to above 90%; community investment in school has improved; and peer-to-peer education on parenting has increase. In ensuring that the information and lessons given during these meetings are implemented to the later, IEC materials and project accessories inscribed with child labour and child right messages as shown below are distributed to all stakeholders and display at vantage points to constantly remind all stakeholders and the community people.



Aggressive advocacy messages to sensitize community people and households about the consequences of child labour and the importance of education. Billboards, T-shirts, Flyers/stickers/posters, and Exercise Books were used aggressively and have produced impressive results in the fight against child labour/trafficking and in the improvement of interest in education.



Community sensitization meetings and workshop for both adults and children in SGP communities to create awareness on CL/T and WFCL at the community level.

- *World Day against Child Labour (WDACL) and other Child Rights Days Celebration, and Media Advocacy*

The SMILE Ghana Project’s aim of renewing lives of vulnerable children and their families in cocoa growing communities through shared responsibility and effective partnership approach have been prominently expressed over the years in active participation in the observation of WDACL in project communities and advocacy in the print and electronic media. The community events are done in close collaboration and partnership with the District Assembly, Social Welfare Department, Education Department, MoFA, Security Services, Schools and the Community people. District Chief Executive (DCE), Heads of Decentralized Departments of the Assembly and District Security Heads has personally attended all 3 WDACL events organised during the project period.

Under the global themes of “*Human Rights and Social Justice...let’s end Child Labour*” in 2012, “*No Child Labour in Domestic Work*” in 2013, and “*Extend Social Protection: Combat Child Labour!!*” in 2014; celebrations at the community level exhibited effects of child labour, called for institutional development and strengthening, advocated for responsiveness on the part of duty bearers, and called for effective implementation of national legislations and UN conventions through the use of drama performances, choreographies, poetry recital, speeches and debates by school children and other stakeholders. The theatrical performances and insightful speeches of the children and stakeholders have contributed tremendously in demystifying outdated beliefs and negative behaviours. Over the years, more than 1,989 adults and 1,112 children have attended and participated in WDACL events in the communities. With the addition of publication in national diaries and 10 major radio discussion programmes; the issue of child labour/trafficking and children’s rights have been promulgated widely and a large number of people have been educated on the issue. The event has also been used to ignite children interest in education through quiz and football competitions, and March-Pass Parades on every 6th March. In the execution of the various activities, children have learned and been equipped with artistic skills, public speaking, critical and logical thinking, and persuasive abilities. These activities have contributed effectively to the reduction and ultimate elimination of these negative practices and behaviours against children in the project communities.



District Chief Executive (AMDA) addressing parents/guardians, chiefs and opinion leaders, and all community people in SGP communities during the celebration of 2013 WDACL at Wurubegu. In her address, the DCE stressed that child labour is illegal, inhumane, injurious and admonished all to honour their responsibilities towards children and help end behaviours and actions that infringe on the rights of children.



The pupils of SGP community schools using drama and choreography to showcase the practice of child labour and its adverse impacts on children



Quiz competition in progress at the premises of the Pasoro D/A Basic School with Mr. Oti Akentan, Eric Opoku and Atta Andrews moderating the exercise during 2014 WDAFL at Pasoro. All 10 contestants seated in order of schools with Kwabena Akwah in front followed by Best Foundation, Anansu, Wurubegu and Pasoro counting from left to right. Keen contest between Pasoro Primary and Wurubegu School teams in the inter-schools football competition. Community members and pupils surround the park to witness the game and cheer their teams to victory.

- *Face-to-face Sensitization and Focus Group Discussion through Time with Parents*

Determined to ensure that the issue of child labour/trafficking is “*nib in the bud*”, the project adopted one-on-one sensitization through home visits of identified individuals and households, and utilization of group discussions with parents/guardians and children under a forum called “Time with Parents”. SGP Field Officers pay regular visits to households assessed to be vulnerable and likely to involve their children in child labour to sensitize, persuade and counsel them to stop the practice—these have normally been migrants, cocoa households and poverty stricken families. Through these visits 133 child labourers have been removed and enrolled in school, 387 at-risk-children have been prevented from becoming child labourers; and abusive behaviour of parents/guardians have been corrected.



SGP Field Officer (Atta Andrews) visited Mr. Yaro and Family to persuade and sensitize them on the dangers of child labour so as to ensure the reported abuse of his children and their engagement in child labour is stopped. Upon repeated visits and efforts, Mr. Yaro changed from his unexpected ways and the children are now happy in school and enjoying their human rights. At Wurubegu, parents/guardians and children participated in TWP's workshop under the facilitation of SGP Coordinator with active involvement of CCPC members.

Given that not all homes could be visited frequently, the Time with Parents (TWPs) platform was created to give opportunity to both children and their families to improve upon their communication and parental skills; learn about the hazards of child labour/trafficking in relation to their health and total development; enhance cordial relationship between parents and children; build an enabling environment for children's views to be respected; and create child friendly communities. The TWPs forum is organized twice a year in each of the 3 schools. Through 18 TWPs organized over the project period;

- Parents have become more particular about school contact hours thus, reporting and closing time. This has helped informed children's awareness of the use of time and has made progress in reporting to school on time
- More awareness about the essence of school register and children pay particular attention to having their presence recorded in school as early as possible
- Parents used to ignore the eating habits of their children thus, making time to prepare highly nutritious meals for the family to promote good health. TWP and GHIP have made it possible for parents to attach more importance to children's meals, which they easily prepare from their farm produce.
- TWPs have built and sustained better relationships between parents and children thereby reflecting in the provision of complete or almost complete set of school logistics for wards. Parents are more eager to see to the full completion of their children education especially to and even beyond the basic school level.
- About **897** children have been impacted positively to manage bad behaviour via life and social skills education and special counseling and rehabilitation programmes right after TWPs workshop. Both parents and children share uncomfortable situations during the workshop and those who have gone through such situation and have come out successfully share their experiences. TWPs workshop has therefore become Learning through Innovations platform to better family life situations. The SGP team followed-up to reconcile family units via rehabilitation and counseling services to assist vulnerable children to move on from their experiences of abuse or exploitation, develop efficient protective and preventive skills. Regular follow-up visits are conducted to ensure full recovery is enhanced so that children do not recoil into their old situations.

Institutional Creation, Strengthening, Development and Capacity Building for the Promotion and Protection of Child Rights and Improvement of Access to and Quality of Education

To ensure that the success achieved by our sensitization and awareness creation is not dissipated, our mobilization efforts resulted in the creation of permanent institutional bodies (groups) for ensuring follow up at the local level. This we considered vital for sustaining community involvement on the issue of WFCL and education long after the campaign is over. In accordance with the Ghana Child Labour Monitoring System (GCLMS), Community Child Protection Committee (CCPC) and Child Dignity Club are established in each of the three communities as the administrative structure for addressing child labour issues and child rights promotion respectively.

Efforts were also made to involve already existing but ineffective and inefficient structures such as School Management Committees/Parent Teacher Associations (SMC/PTA), Unit Committees, the Chieftaincy Institution by revitalizing them via capacity building and giving them the responsibility for protecting

children’s rights. To this end a 3-day capacity building workshop was organized for executives of the institutions at the conference hall of the Atwima Mponua District Assembly in 2011.

The three (3)-day capacity building and orientation workshop (13th - 16th October 2011) for the 45 selected local actors under *the theme: “Increasing opportunities for rural cocoa farmers to better control their lives and promote child education; an end to child labour”* was the first step in providing practical suggestions to help empower and re-activate the actors in support of their schools. The workshop used user friendly manuals developed by the project to enable the actors learn much from the guidelines, suggestions, and general information provided. Topics treated included;

- ✚ Building better institutional structures with defined roles and responsibilities
- ✚ The concept and definition of child labour/trafficking
- ✚ Child Labour Monitoring Systems (CLMS) and Vulnerable children profiling
- ✚ Conflict management and organization constituency
- ✚ Carrying out child labour/trafficking awareness and sensitization – using the hazardous framework as guiding principles
- ✚ Meeting/reporting skills – working together as a team – stakeholders responsibilities
- ✚ Formulation and promulgation of community bye-laws



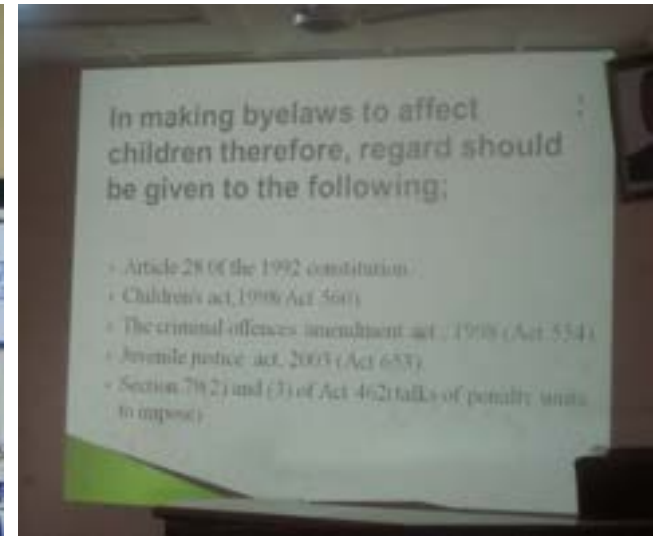
Section of the cocoa farmers and local actors/key partners at the opening ceremony of the 3-day workshop – day 1



The District Co-ordinating Director, the District Social Welfare Director and the District Police Superintendent delivering their presentations to fulfill their pledges and commitments to participants and their institutions to ensure complete elimination of WFCL from the district.



Local Actors busily taking training notes for future reference for their work. The SGP Co-ordinator was the lead facilitator of the three-day capacity building with support from the Department of Social Welfare and the District Directorate.



The District Magistrate trained the local actors on formulation and promulgation of Bye-Laws to help put child labour prone communities on check.

The local actors and the institutional executives were empowered and equipped at the three-day workshop to provide the leadership for community support to ensure school effectiveness and strengthened school community partnership with emphasis on the provision of quality education as efficient system for ending child labour.

These groups have and continue to keep the issue of child labour alive and respond to fresh challenges as and when they are encountered thereby ensuring sustainability. The activities of both the established and existing institutions extend child right protection to education improvement at the community level to ensure that children have easy access to quality schools. By employing regular meetings, self-help initiatives and communal labour, lobbying of District Assembly, and effective coordination and collaboration; the local actors have been able to contribute effectively to the achievement of SGP objectives.

A brief summary of the activities and achievements of each of the institutions over the 3-year project period is given below;

- *Community Child Protection Committee: mobilizing local effort for the protecting and promotion of children's rights to ensure child labour free community*

Child-focused community groups are at the forefront of efforts to address child protection in emergency, transitional, and development contexts worldwide. The mobilization of such grassroots committees has

become a reflexive programming response in many settings. It is a favored approach in places where local and national government is unable or unwilling to fulfill children’s rights to care and protection. These groups are a vital means of mobilizing communities around children’s protection and well-being. Organized with care and in a contextually appropriate manner, they make it possible to identify, prevent, and respond to significant child protection risks, mobilize communities around child protection issues, organize psychosocial support for affected children, and provide a base of local support and action that can be taken to scale through linkages with other communities and with national systems of child protection. Child Protection Committees emphasized children’s protection rights and complemented awareness-raising, monitoring, and reporting with direct responses such as mediation, problem-solving, referral, support for survivors, and development of local solutions to the child protection threats. Primarily, this committee is established to help protect children from abuse, exploitation, and violence.

In accordance with international practice and national guiding principle for the elimination of child exploitation, a 7-member Community Child Protection Committee (CCPC) was established in each of the 3 SGP communities (Anansu, Wurubegu and Pasoro) to perform the functions of community-based child protection group as discussed above. The members who were volunteers received training on child rights and child labor/trafficking, monitoring, and related topics in 2011 and each member was given a bicycle to aid easy movement around the villages and small helmets under their respective communities for effective execution of their assigned responsibilities. Motivational packages such as mobile phones with credit and farm inputs are occasionally given to members to build their morale for the work in the face of any challenges.



The CCPC members in the various communities after the capacity building training were provided with the necessary logistics to execute their works successfully. They were provided with bicycles, Club ‘T’ Shirts, and training manuals kept in dossiers.



The CCPC members at ANANSU hold meetings with the SGP Co-ordinator, school teachers and the Traditional Council to enable them resolve issues concerning the project. This is one of the best practices to enable them work harmoniously.

Through their weekly meetings, home visits, school monitoring and counseling; they helped to create awareness and sensitize the people on the effects and dangers of child labour; identified basic factors inhibiting the smooth schooling of children in cocoa growing areas; monitored whether children were in school or working; advocated with parents to support the withdrawal of children from dangerous work and placement in schools; helped identify vulnerable children who needed support from the project; counseled families of children who had dropped out of school or attended sporadically; liaised with the District Assembly to conduct programmes on child labour and child protection; and worked with local schools and teachers to support the project in creating child labour free communities. The impact of their activities in reducing the participation of children in hazardous labour and increased participation in education has been impressive and enormous. Project impact resulted in the following;

- About **133 girls and boys** were withdrawn from hazardous labour and enrolled to attend school regularly.
- **434 children** who had been at risk of dropping out of school in order to work remained in school. Since attrition rates were low, these gains continued over the three-year period.
- **2 teenage mothers** were re-enrolment in basic school and monitored to ensure regular attendance and transition to the next level
- Assisted in ensuring that **97% of children of school-going age** remained in school and completed their basic education successfully. **165 children** have completed their basic education.
- **87 vulnerable children** were identified and received school logistics support from the project to enable them attend school regularly.
- Mobilized community members to improve school infrastructure to create child friendly environment
- Built better relationships among community members, parents & guardians, teachers and children by resolving conflicts with the help of SGP Officials to enhance total development.

The importance of CCPC work for the sustenance of child rights promotion and protection in the communities cannot be overemphasized. Their monitoring of children welfare, parents and adults treatment of children both in homes and in schools, collaboration with teachers for teaching and learning enhancement and making school environment welcoming for children, and reporting of child exploitation and/or abuses cases to the appropriate authorities are crucial for the sustainability of project achievements and impacts.

- *Child Dignity Club: giving voice to children to champion their own rights*

Child Dignity Club (CDC) is a right based association of school children established in all SGP schools to push for the agenda of child rights protection and promotion by building their capacities in meeting skills; organizing; knowledge in the provisions and laws on children's rights and regulations against child exploitation; knowledge in issues affecting children's welfare in education, health and their total development; and public speaking. It is designed to educate, orient and give voice to the children.

The SMILE Ghana Project (SGP) seeks to integrate the education of children about their rights within the curriculum of all formal and non-formal education. It also deems it important to draw upon the children's and families' own life experiences to create an enabling environment to make especially the vulnerable feel safe and comfortable to engage in dialogue with their peers, parents/guardians, and teachers including other

stakeholders about issues of rights. This involves teaching children about their roles and responsibilities to themselves and to others; helping them to become productive citizens of their own communities. For the CDC, the issue of participation is as relevant to children as it is to adults and to the SGP, children cannot be regarded as passive participants with respect to issues of WFCL. The children are involved in programmes design; planning and implementation thereof while they hold their own meetings, perform role-plays such as mock parliament and SMC/PTA, opinion leaders meetings, quizzes, drama, undertake sporting activities, excursions, etc to enhance the elimination and prevention of Worst Forms of Child Labour/trafficking. The CDC are empowered with the necessary Information, Resources and the requisite Skills (IRS) to build their capacity to contribute to, and participate in decisions affecting them and are of best interest to the child, thus, aiding in promoting their dignity via the four key principles of children's human rights: Non-discrimination; Participation (views of the child); Rights to Life, Survival, and Development; and Protection (best interest of the Child).

Specifically the Objectives of the Child Dignity Club (CDC) are;

- Establish a focal point for the discussion of issues concerning children, such as education and child labour, and to share strategies and policies required to improve the situation.
- Foster coordination and information sharing to increase their sensitivity to child related issues.
- Help them gain solid understanding of the concept and issues surrounding their rights.
- Promote proper behaviour which reduces the risks of early and unwanted pregnancies or negative elements of life which has lasting implication
- Increase their knowledge in sex education and how to protect themselves from STIs
- Provide child and youth friendly services in multiple settings

The CDC has a five-member executive consisting of the President, Vice, Secretary, Organizer, and one Executive Member with volunteer teachers serving as Coordinators who facilitates the CDC activities working with instructional guidelines or manuals prepared by CRADA Secretariat using the CRC and other ILO instruments as guiding principles. The CDC comprise of all children enrolled in the school. All identified, withdrawn and registered children from WFCL/T are also members of the CDC and they are provided with study manuals or set of club handbooks, club T-shirt and sometimes complete set of school logistics to motivate them to attend school regularly. Meetings are organized fortnightly on Fridays or Wednesdays during school hours as this activity is officially included in the schools' timetable. With the help of their Coordinator, the Club discusses issues that have impact on their lives.

Topics such as child labour/trafficking, child work, children's rights and legal provisions, enhancing academic performance, absenteeism (causes, effects and solution), career guidance, personal hygiene, sex education, social protection, domestic violence (causes, effects, solutions both legal and traditional remedy), role model, citizenship and national orientation and many others are among those issues that were treated over the 3-year period. With the knowledge gained from these topics, the children feel prepared to face the future boldly and intelligently and believe the gains made in the enhancement of their rights would be increased and sustained. The activities have been helpful to the general development of the children especially in the areas of education, health, psychological, psychosocial and physiological development, and building up of their confidence.

The group identified these child rights and infrastructure related issues or problems within the three (3) year project period for which the CDC applied itself with the help of SGP and other stakeholders to deal with;

- Working full time on cocoa farm and not attending school thereby infringing on the right of the child to education
- Difficulty in reporting incidences of abuses and exploitations to appropriate or visible quarters or structures to seek proper redress or solutions
- Parents’/guardians’ reluctance to provide school logistics and other necessary supports to enable children participate in effective teaching and learning activities
- Children withdrawn from school to work in cocoa farms for longer hours and without adequate Personal Protective Equipments (PPEs)
- Carrying heavy load beyond permissible carrying weight and walking to cover longer distances
- Using machetes/long cutlasses for weeding or go-to-hell for cutting mistletoes or pluck cocoa and causing serious injuries with its associated pains with little or no attention for proper treatment
- Children worked as baby-sitters in the cocoa farms or asked on market days to convey foodstuff for sales or fetch firewood, cart cocoa beans etc to the house at dawn at the expense of their school hours causing a lot of absenteeism
- Absenteeism, inadequate teachers to teach children in school and lack of classrooms/accommodation to house children/teachers posted to the community school
- Poor SMC/PTA representation at meetings to take and implement decisions on school issues within a time frame to enhance school improvement
- Lack of parental and communication skills, poor teacher/parent relationship and less concern of opinion leaders to promote child education and total development
- Children were voiceless and defenceless with frequent child exploitation and sex abuses resulting in teenage pregnancies
- Indiscriminate watching of video/TV not meant for children and even at odd hours at the detriment of their studies.
- No significant structure or forum to promote the participation of children in issues affecting them



School children carting sacks of fermented cocoa beans belonging to their teacher in the early mornings when they were supposed to be attending school.SGP staff and CCPC Monitoring team intercept them. There was a media official who made news of the situation on its popular radio station Kessben 93.3 FM



Children instead of receiving instructional lessons in class were rather found working for the school teachers/opinion leaders/parents etc and these are all forms of child labour the SGP has been creating awareness and sensitizing farmers about its consequence.

After 3-years of SGP implementation the CDC made these tremendous achievements;

- Through the Kids forum, the CDC developed a 7-page document containing recommendations made to the various segment of duty bearers for improving the welfare of children which was presented at the 2013 WDAAL and handed over to the DCE of Atwima Mponua District Assembly for consideration by all community, district and national stakeholders
- Demonstrated against and halted the engagement of school children by teachers on the farm during school hours. This has improved and sustained school attendance ratio at an appreciable level
- The CDC has helped make children more confident to report incidence of child labour and other related abusive cases to right authorities for proper sanctions without fear or favour; and are encouraged to undertake peer-to-peer monitoring to check if vulnerable children still performs activities related to WFCL
- Have made lawful demands from duty bearers which has helped achieve the following results—renovation and construction of KG classrooms at Wurubegu and Pasoro respectively, reduction in teacher absenteeism and improvement in school reporting time, regular visitation of parents to school (at least twice a term), provision of 115 pieces of school furniture (dual desks) by the community(25 at Anansu, 30 at Wurubegu, 60 at Pasoro) and 75 pieces by the DA (25 for each community), construction of 6-unit classroom block for Pasoro Primary, posting of ...teachers to ensure effective teacher-pupil ratio, provision of 3 First Aid boxes with drugs and donation of school drums from SGP to the schools, renovation of broken classroom walls at Wurubegu, and increased supply of school logistics by parents from 35% to about 85%.

- 360 vulnerable children are equipped with knowledge and understanding of the UN Convention on the Rights of the Child through creative arts process and information sharing at various CDC meetings. This enabled them make an informed decision about their socio-economic situations, their health and their sexual behaviour and make demands on issues pertaining to their rights with information twinned with opportunities, choices, and confidence
- *Stakeholder Consultative Meeting*

As a partnership project, SGP attaches serious consideration to the tenets of cooperation, collaboration, shared responsibility and gives maximum regard to the role of each partner. With the belief that collective contribution from all stakeholders both at the district and the community level is indispensable to achieving meaningful progress, SGP prioritize the creation of a platform where all stakeholders can meet to share ideas and strategize for sustainable development hence the institution of “Consultative Meeting”. The meeting brings together chiefs, opinion leaders, unit committee executives, SMC/PTA executives, School administrators, CCPC executives, and CDC executives from the local communities to meet with Heads of Decentralized departments and Management staff at the District Assembly to have a fruitful discussion in which the community leaders get to know managers of the Assembly and District managers also get to know leaders in the various community under its jurisdiction. The meeting also takes the opportunity to orient and educate all local stakeholders on their roles and responsibilities.

Following from the 3-day capacity building workshop in October 2011 in which Resourced Persons trained the community institutions in their duties and roles for the promotion of education, children’s rights, education and community development in support of the SMILE Ghana Project (SGP); Stakeholders’ Consultative was organized in March 2014 to take stock of the performance of these community institutions with respect to their assigned roles and to collectively look at measures of sustainability expressly outlined in a form of community byelaws.

The 2014 meeting which is the 5th one was organized on 31st March 2014 at Nyinahin with about 75 participants in attendance under the theme “***Enacting Community Bylaws: a means to Eliminate Child Labour and Promote Community Development***”. At the meeting, Hon. Stephen Yeboah, (DCE for Atwima Mponua District Assembly), noted that at this stage of our national development ensuring every child have access to quality education and their rights properly protected is non-negotiable. He called for collective support towards the successful implementation of the enacted bylaws. He promised the Assembly’s support and commended the SMILE Ghana project for its demonstrable collaboration and support to the efforts of state institutions and the Assembly in the fight against child exploitation. Chief of Kwabena Akwah inspired all community stakeholders present to be law abiding and uphold good principles for a safe and sound community.



A cross section of chiefs, unit committee members, CCPC, SMC/PTA, Pupils, Headmaster and participants at the 5th Stakeholders Consultative meeting. DCE, Hon. Stephen Yeboah delivering keynote address at the consultative meeting.

- *Capacity Building for Quality Education Improvement: the role of Teacher training refresher course*

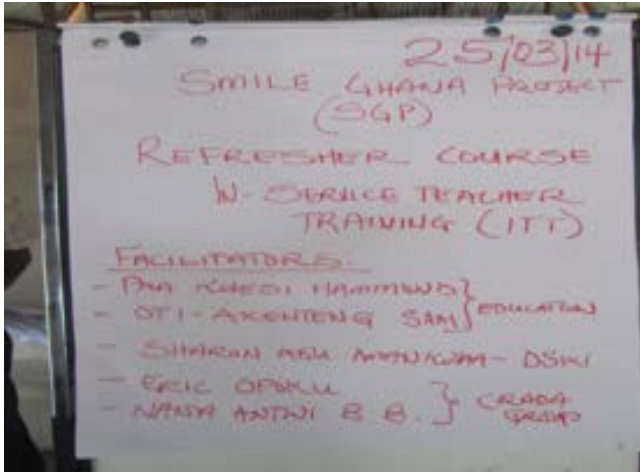
Education is a basic right in itself. In spite of this, children's access to education in rural areas is still much lower than in urban areas, adult illiteracy is much higher and the quality of education is getting poorer. The SGP has as one of its objectives; improving school infrastructure and enhancing education quality. Thus, to organize in-service teacher training workshop aimed at providing teachers with essential tools necessary for upgrading their teaching skills (long-term improvement in instructional practice) to enable them impact positively on children's academic performance. The training is supposed to emphasize the need to consider the vulnerability of the children and the need for teachers to properly handle them in a way that seeks to promote or boost their levels of confidence, persistence, trust-worthiness, morality and approachability towards the teachers.

The training is aimed at providing teachers with essential tools or skills necessary to become more innovative and to develop coping strategies to enable them adopt to rural life, upgrading of teaching skills (long-term improvement in instructional practice) to improve the quality of teaching and learning to impart positively on children's academic performance and total development. It is conducted in partnership with the District Education Directorate and the District Department of Social Welfare (DSW) in which Training Officers are selected from each of the departments to partner the SGP Coordinator so as to ensure the training achieve its intended impact.

In line with this, a one-day teacher training refresher workshop was organized at the Anansu D/A Basic School on 25th March 2014 in which 38 teachers were taken through three training modules namely; *Basic Education Practices, Principles and Administration* {Teaching Methodologies, Code of conduct and professional ethics, Preparing Lesson notes using Teaching and Learning materials as reference guide, Setting teaching/performance indicators to measure change, Best Basic Education Practices}; *Protecting Children from Exploitation and Abuse* {The Concept of Child Labour, its causes and consequences, The Role of Teachers in creating child labour free communities, Child Labour Monitoring Systems (CLMS)/Data Collection and Analysis, Child abuse}; and *Psycho-social Mentoring, Team Building and Conflict Resolution* {Enhancing the quality of education (the role of teachers, SMC/PTA, CCPC, CDC), Psychological Mentoring/ Peer-to-peer Review Mechanism, Team Building/Conflict Resolution and Management, Child's Life Behavioural Management, Coping Strategies, Social protection through identification, prevention and remediation}



Lesson Notebooks donated to schools after the training (Mr. Oti-Akeenteng, Circuit Supervisor for Tano-Dumasi Circuit presenting Lesson Notebooks to Pasoro Headmaster). Trainees grouped into the different class levels to prepare sample lesson notes in English and Science; cultivating the culture of team work and peer-to-peer review.



Nana Antwi Boasiako, the lead facilitator, delivering a point to the teaming teachers during the training.

Results of the Teacher Training Refresher Workshop

- Teaching and learning methodologies improved with regular planning and development of teaching and learning notes by teachers
- Improvement in management strategies and cordiality built among education stakeholders at the grassroots level especially between the most vulnerable/disadvantaged children and teachers, parents and teachers and community members
- Participatory monitoring of all children, particularly girls, children in difficult circumstances (involved in WFCL) and those belonging to ethnic minorities enhanced, with some teachers embarking on after school monitoring exercises to homes of absentee children to learn about their situations and problems and offer the required help.
- Teachers readiness to cope and accept children migrated down-south with communication problems and trying to offer assistance to enhance their learning skills
- Improved relationship between parents and teachers including children making the work of the Community Child Protection Committee (CCPC) and other institutional structures much easier and livelier
- Unity and team work enhanced among teachers solving one another's problem
- Teachers become more knowledgeable in the child labour issues and provide the needed assistance and

at times offer logistical support to most vulnerable children (more empathetic)

- Enhanced improvement in teacher-pupil relationship enhancing improvement in school academic performance and total development of the rural child
- Teachers recognized by pupils as mentors and not as abusers of children's rights.

School Infrastructure Development and Provision of Basic Services for Enhanced Wellbeing

- *Mobilizing Community and Stakeholders Resources for School Infrastructure*

Education is a fundamental human right for all children and this right may not be realized in Ghana if strategic measures are not put in place to ensure adequate infrastructure provision to schools. School infrastructure is everything from electricity, toilets, safe buildings, tables, chairs, libraries, computer rooms, safe classrooms, sports fields, laboratories for science experiments, running water and fencing. Without these things, a school cannot work properly. It is vital when we consider the fact that school infrastructure or resources, impact on how well teachers are able to teach and learners are able to learn. Learners attending schools with better infrastructure tend to perform better than learners who come from schools without enough resources. The poor state of infrastructure as evident in all 3 SGP community schools at the start of the project in 2011 was glaring. Classes under trees, lack of appropriate infrastructure for kindergartens (KGs), poorly ventilated classrooms, inadequate textbooks, inadequate school furniture, poor lighting in classrooms and lack of sanitary facilities for boys/girls, absence of computer and science laboratories, absence of running water and health kits among others were some of the infrastructural challenges in the schools. Below is a pictorial view of some of the infrastructure challenges in the schools;



A:



B:



C:

A is the collapsed KG block now turned into a play ground for school children and the KG class is housed in the Catholic Church Premises. **B** is another uncompleted Lower Primary Block initiated by the Anansu Community but destroyed by rainstorm some 14 months before the start of SGP. **C** Workshop turned into classroom for Primary 1 & 2.

- Teaching and learning at **Wurubegu** takes place under cocoa plantation and other uncompleted structures, thus no walls to forestall the incidence and influence of outside noise, a situation that causes destruction to quality teaching and learning.



Primary Six (6) conducts class under cocoa trees and had to improvise to organize classes for P.5 & P.6 in one common classroom during rainy season. This situation has necessitated the Young Peoples' Forum (YPF) to make bricks to enable them fence the school walls of the Lower Primary and at the same time put up a temporary structure for the P.6.

- The **Pasoro** community had no better classroom block and the one in use; these classrooms are not spacious enough to accommodate the children. Huts, church premises and old mosque were temporarily being used as classrooms. It was also realized that children at Pasoro had to walk long distances to access Junior High School (JHS) either at Gyereso or Anansu or end their education at the upper primary level due to unavailability of a JHS.



Dilapidated and inadequate classrooms at Pasoro Primary; necessitating the need to use Huts, church premises and old mosque as temporary classrooms. The school situation as found during the baseline survey conducted by the SMILE Ghana Project

It is indisputable that a child who emerges illiterate or semi-illiterate from six or nine years of ‘basic education’ has wasted precious formative time while being a financial burden rather than a contributor to the household income. Such a child holds very little or no promise as a future insurance for the older generation but a potential liability. He/she is fit neither for a rural agrarian livelihood nor for that of a white collar worker. This is the stark reality of the opportunity cost of a bad education which majority of children in the communities were experiencing. Parental frustration with children becoming ‘lazy’ and ‘nonproductive’ gradually leads to diverting investment in their children’s education in favour of using them for farming activities which they believe would be more productive for the household economic wellbeing.

In view of the above situation, the SGP intervention paid attention to school infrastructure improvement as a means of enhancing education quality and reducing child labour. The project adopted a strategy of empowering communities to mobilize local resources, lobbying District Assembly (especially the Education Directorate, and the DCE) for major infrastructure development and materials support for community initiated school projects, and occasional direct SGP/CRADA support in terms of building materials and other resources for school infrastructure. Below is some specific infrastructure improvement interventions carried out during the 3-year project period.

At Pasoro D/A Basic School;

- Through lobbying the school was accredited to start Junior High School (JHS) to allow for continuation and full completion of basic education for children within the community and its environs. This helped to reduce the burden on children with respect to travelling long distance to access JHS at Gyereso or Anansu and it also increased the number of children who continue to JHS and complete their basic education from 60% to 99.5%. The DA started construction of 6-unit classroom block so as to create enough classrooms for the smooth operation of Primary and JHS.



The DCE and her Team tours the SGP beneficiary communities and based on the project achievements made a promise for the construction of a six unit classroom block with ancillary facilities for the PASORO community. Construction works began in Sept. 2012 and its’ about 90% complete (it is left with plastering and finishing). Work has stalled due to inadequate funds

- Community organized fundraising in which more than 100 parents attended and through that building materials and monies were raised for the construction of a decent structure for the Kindergarten class



Pasoro PTA General Meeting to raise funds and support for the construction of 2-unit KG classroom. Roofing work been undertaken diligently by a local carpenter under the supervision of SMC/PTA chairpersons and Opinion leader.

- Constructed 3-unit semi-detached building for teacher's accommodation



The roofed 3-unit teacher's accommodation and presentation of building items by CRADA Group to the Headmaster and CCPC of Pasoro

- Donation of 10 bags of cement and 2 packages of roofing sheets by CRADA Group for construction of the teachers quarters
- Acquisition of 80 dual desks through PTA levies for primary class
- Acquisition of 6 tables and 6 chairs for teachers via the use of monies from Capitation Grant
- Benefited from Supply of 1,960 exercise books for pupils by the District Assembly as part of Government of Ghana Free Exercise Books Programme



Sakinatu Ossman with her smiling face displaying the 8 exercise books she received.

- Lobbied and received 30 dual desks from the Education Directorate of the District Assembly

At Wurubegu D/A Primary School

- Formation of a 7-member group called *Volunteers for School Infrastructure Development (VSID)* in July 2013 to spearhead completion of urgent infrastructure challenges such as poor sanitary facilities in the school. Membership was drawn from teachers, cocoa farmers, women, CCPC, and Opinion leaders.



VSID members in a meeting with SGP Coordinator, Head of Field Programs (Akira) and other SGP Officers to strategize on how to carry out the group's activities for improved school infrastructure. Madam Elizabeth contributing fruitfully to the issues on board.

- Renovation of broken classroom walls for KG 1&2
- Construction of temporary classroom structure for Primary six (6)
- Acquisition of 25 dual desks through PTA levies
- Donation of 6 tables and 6 chairs from CRADA for teachers in aid of teaching and learning
- Lobbied and received 30 dual desks from the Education Directorate of the District Assembly
- Benefited from Supply of 1,528 exercise books and 25 uniforms for pupils by District as part of Government of Ghana Free Exercise Books and Uniforms Programme



Mr. Adjei, Wurubegu Headteacher receiving the items from the DCE, Hon Mrs. Theresa Adomako Tawiah Samples of the donated school Uniforms

At Anansu D/A Basic School

- Construction of 3-unit classroom block for JHS through community's own effort



Community people in high spirit during communal labour organized to work on the 3-unit classroom block which is under construction by the Anansu community.

- Lobbied and received 60 bags of cement and 16 packages of roofing sheet from the District Assembly in aid of construction of the 3-unit JHS classroom block
- Benefited from Supply of 4,688 exercise books for pupils by District as part of Government of Ghana Free Exercise Books and Uniforms Programme
- *Guiding Stakeholders Action for Sustained effort in improving School Infrastructure and Environment for Quality Education and Child Labour free Societies: the role of Community School Improvement Plan (CSIP)*

Through the SMILE Ghana Project (SGP), community effort has been mobilized to resolve majority of issues that affect education in the community schools. At this stage, it was crucial that a systematic mechanism in a form of a plan is put in place to guide stakeholders' action and mobilizes resources to deal with the remaining issues and enhance the sustainability of impacts already made. It is against this backdrop that as part of SGP's measures, all 3 SGP communities were mobilized and guided to revise and finalize Community School Improvement Plan (CSIP) in February 2014.

The place of Community School Improvement Plan (CSIP) in the Ghanaian educational system is grounded in the belief and policy that communities and people at the local level are critical stakeholders in improving the quality of education at the basic level. To this end, local level structures such as School Management Committee (SMC) and Parents-Teachers Association (PTA) are established and tasked to be involved in the management and running of community schools. Issues of school infrastructure, teaching and learning conditions, welfare of teachers and pupils, responsibilities of parents/guardians to their wards education, teachers conduct and community support in terms of development levies and labour are at the heart of functions and roles expected to be performed by the SMC/PTA in close consultation with the Unit Committee, Chief and Opinion Leaders and school administrators. These issues were therefore the subject matter of the CSIPs which were revised and finalized with all the relevant stakeholders in Anansu, Wurubegu and Pasoro during this monitoring period.

Prior to the start of work on the CSIPs, stakeholders were briefed and sensitized on each other's role and the need to work together cooperatively and cordially. Below is the procedure used in the exercise, and stakeholders involved;

- ❖ *Consultative meeting of stakeholders was organized in all three schools at school premises*

- ❖ *Participants at the meeting were the SMC Executives, PTA Executives, Teachers, Headmaster, Chief and Opinion Leaders, CCPC, School's Senior Prefects (2 Boys and 2 Girls in each school), CDC Executives and Coordinators, Assembly Member of the area, and some Parents.*
- ❖ *Encouraged all stakeholders to show interest and participate fully in identifying issues needing attention and proposing solutions to the identified issues.*
- ❖ *Assign responsibilities for various actions to be implemented*
- ❖ *Identify resources needed and fix specific time frame*
- ❖ *Set indicators to enable them measure achievements or successes*

In summary, about 42% of the proposed activities/solutions to be implemented at Wurubegu and Anansu Schools and 30% of the same at Pasoro were infrastructural in nature with over 50% of these solutions to be implemented by the community. The remaining issues are administrative, good parenting, quality improvement in teaching and learning and strengthening of the established local structures.



Community School Improvement Plan session at Pasoro and Wurubegu respectively. Stakeholders at CSIP session contributing passionately on some of the issues raised during the meeting.

- *Enhancing the Health Status of School Children and Cocoa Farmers*

Given the nature of work in these cocoa growing communities, securing a healthy body and improved health is paramount to livelihood improvement and wealth creation. Sickness and ill-health do not only create health problems but also brings about serious economic and financial implications for the household's welfare. It is against this background that through the SMILE Ghana Project (SGP), an annual health screening and education programme named "*General Health Inspection Programme*" (GHIP) is conducted in all three (3) epicentre communities of the SGP to also benefit all twenty-seven (27) sub-communities. The health exercise has been conducted 3 times during the project period under various themes such "*Health is Wealth*"; "*Your Health, Your Responsibility: Eat Well, Live Healthy*". These themes were appropriately chosen to sensitize the people on the need to take their health seriously and be responsible for ensuring that their environment is clean and free from diseases. Lifestyle and eating habits inimical to health are dispassionately explained and people advised to dispel negative lifestyles. After the health education and sensitization, experienced medical team drawn from the District Hospital at Nyinahin and two health centres at Tanodumase and Gyereso takes time to offer out-patient (OPD) services including body mass index (BMI) checks and optometry services to individuals suffering from varied health complications. The exercise also included sensitization and registration of the people for National Health Insurance card (NHIS) and renewal of cards that have expired to so as to aid free and easy access to healthcare. Over the period, more than 2,337 people including school children were

educated on various health issues, 1,239 of this number received direct healthcare and about 500 registered for NHIS or had their expired cards renewed.



The lively and educative atmosphere created at the GHIP where Medical Personnel and CRADA Staff were educating the community people on their health at all 3 SGP communities. Medical Assistant, Augustina Poma passionately educating the people on preventive health, environmental and personnel hygiene with the swift assistant of Pharmacist Bruce.



Assembly Member for the area, Hon. Bonsie receiving medical check-up as a sign of the District Assembly's acceptance and participation in the programme. In a queue to check their Body Mass Index (BMI) after receiving advice through the health talk by the medical personnel at the GHIP. Unit Committee Chairman, Mr. Akwasi Adubofour checking his eye during the optometry session.

In the course of the exercise, it was noticed that the implementation of NHIS Capitation at the Ashanti Region in which an individual is obliged to choose and assigned to one (1) health facility has dire consequence on easy access to health care in the area. Due to the areas proximity to Bibiani, many of the people prefer to attend health facilities at Bibiani which in terms of regional demarcation, is within the Western Region where the Capitation Policy is not functional. By implication, majority of the community people do not have their NHIS “*capitated*” to any of the nearest health facilities such as those at Gyereso and Tano-Dumase which is in the Ashanti Region. Hence in case of medical emergency where the people require attention, these health facilities are unable to offer the service if the individual in question is not “*capitated*” to the health facility. This situation creates serious health concern since precious lives could be loss in case of emergency due to reluctance on the part the Gyereso and Tano-Dumase health facilities to render the required services as a result of the Capitation Policy. Under the policy, a health facility cannot make claims for expenses on any patient who is not “*capitated*” to the health facility. . It is recommended that education on the NHIS Capitation Policy be intensify to aid the people make strategic choice in selecting health facilities that are closer to them and also ensure the referral system is streamline and made easily implementable so as not to disrupt people's access to health care irrespective of their location.

The SMILE Ghana project continued to seek for improved and better healthcare services for school children via donation of first aid boxes and medicines to all 3 schools in the project's catchment area to ensure that pupils are safe while in school. To do this, authorization from the District Health Directorate in a form of official letter containing list of first aid medicines was received from the Directorate. The approved list of first aid medicines which were bought and donated to the schools included; Paracetamol (both tablets and syrup), Magnesium Trisilicate (both tablets and suspension), Plaster, Gentian violet, Surgical spirit, Cotton wool, SGP II Completion Report

Bandage, ORS, and Zinc Tablets. Each school was given a photocopy of the Health Directorate's letter to be kept in the box as a guide to anybody assigned to administer drugs to pupils.



Anansu Assistant Headmaster receiving letter and first aid medicines from CRADA's Assistant Programmes Officer. Sample of first aid medicines donated to schools in the SGP communities for better health.

Education Accessibility; Attendance & Enrolment Monitoring; CL/T Identification, Removal, Rehabilitation & Counseling; and Provision of Educational Support Package to Vulnerable Children

Improving the access to and quality of education at the community level for all children was one of the cardinal objectives of the SMILE Ghana Project. Throughout the 3-year project period; various actions, activities and interventions were rolled out to ensure that this objective is realized. Notably among these interventions are; organization of school events (such as quiz and football competitions, Time with Parents, School Open Day Celebration, General Health Inspection, World Day Against Child Labour, etc), supply of school logistics to needy students, monitoring of school attendance through spot attendance checks and follow up home visits, awards for children with high school attendance at the end of each academic year, capacity building for teachers and headmaster through teacher training refresher course, sensitization of parents and guardians on the importance of education and the need to invest in their children's education, mobilization of community and district resources for school infrastructure development and improvement, Child Dignity Club and Community Child Protection Committee activities on monitoring and rescuing of child labour/trafficking victims and children at risk, supply of health aids (first aid boxes and medicines) to schools to ensure the health needs of pupils are met whilst in school, and donation of school entertaining instruments to make school environment lively for pupils.

These interventions/activities have had enormous impact in the areas of removing and rescuing many children from all forms of exploitation, making schools accessible and the school environment lively, increasing school enrolment and attendance, reducing drop-outs thereby improving retention and completion rates among pupils, and in enhancing academic performance.

- *Increasing School Enrolment and Attendance*

As the baseline survey report reviewed, education of children in the communities was at disadvantage since their engagement in economic activities especially in the agriculture sector was widespread. Even though an appreciable proportion of children aged 3-17 had registered in school, but due to engagement of their time in hazardous activities and parents' inability to provide school logistics, 24.15% of registered children were not

attending school (irregular) and about 29.23% had not been to school at all. This situation according to national standards is worrying and that such communities are endemic zones for child exploitation and be considered child labour prone areas needing urgent measures to rescue suffering children and save education from collapsing.

To deal with this situation effectively, SGP adopted more innovative and participatory monitoring strategies as outlined earlier to get all children of school-going age to enroll in school, attend school regularly and make focused efforts to complete basic education with high academic performance. Over the three (3) years, there has been significant improvement in the area of school accessibility as well as the quality of education. Much has been achieved in terms of school enrollment, and attendance. Quite impressively a greater number of out-of school children have been enrolled in school while the incidence/prevalence of child labor/trafficking in the communities has completely been eliminated.

- Impressive increase in enrolment from 71.28% to 104.16% at Anansu, 70.83% to 97.42% at Wurubegu, and 70.09% to 90.00% at Pasoro. A total of 555 children who hitherto would have not enrolled in school have been persuaded and supported to register in school across the 3 project communities. It can be seen that the situation as it existed in 2011 has improved tremendously by the end of the project in July 2014. But for the frequent transfer of children (a total of 286 children were transferred to other schools and communities outside the project area), total enrollment would have been higher. However as typical migrant communities, the community schools experience regular transfer of pupil by migrant parents who need to relocate from the community due to failure to secure sharecropping/caretaking contracts.
- Across all 3 communities, school attendance has increased above expected levels (80%) as expressed in the Project Development Matrix to over 95% for all pupils. Specifically, attendance increased from 75.85% to 95.29% at Anansu, 81.05% to 97.88% at Wurubegu, and 79.11% to 95.14% at Pasoro. Long distances to and from school, seasonal impacts making walking to school difficult at times especially during rainy season, and occasional sickness/illness due to tropical nature and environmental vulnerabilities of the communities have been some of the issues militating against school attendance. However, with constant monitoring, visits and logistics support; attendance continues to improve.
- 133 children who were identified in child labour/trafficking have been removed, rescued and enrolled in school. Through the collective effort of CCPC, CDC, SGP Officers and some of the victims themselves; 29 children at Anansu, 60 children at Wurubegu, and 44 children at Pasoro were rescued from these forms of child exploitation. A cursory look at the data revealed that 60% of the victims are children of migrants, 25% are orphans or children living with foster parents or with a single parent, and the remaining 15% were living with their biological parents. It therefore suggests that communities with high in-migration rates and unstable household economy are susceptible to child exploitation and abuses.
- Ensuring that children remain in school and successfully complete their basic education was important aspect of the project. To this, a good achievement was made as 165 students completed JHS at Anansu, and 63 and 66 completed primary education at Wurubegu and Pasoro respectively.
- The vulnerability of some households and their inability to financially afford the purchase of required school logistics for their wards most invariably prevented some children in these vulnerable homes from enrolling in and attending school. It is in an attempt to subsidize the impact of this vulnerability on education of children that SGP intervened with logistics supply and this has helped encouraged

enrollment and attendance in the project communities and also motivates parents to do their best. A total of 87 pupils in the community schools have so far been supported with supplies of complete set of school logistics which included school uniform, a pair of footwear, school bag, set of books, pens, pencils, mathematical sets, sharpeners, erasers, and crayons among other items according to their respective classes.

- However few instances of drop-outs (a total of 39) were witnessed in the communities. The reason for drop-outs was due mainly to over age on the part of some children, learning difficulties and instances of teenage pregnancies.

Details of school enrollment and attendance distributions across the three community schools are seen in the subsequent tables;

Enrollment and Attendance Scores for Anansu D/A Basic School from Feb 2011 to July 2014

Total Population of Children of School Going Age (954) During Baseline Survey and (745) During Baseline Review Survey

MONTH	TOTAL POPULATION OF THE PUBLIC SCHOOL	TOTAL POPULATION OF THE PRIVATE SCHOOLS	PERCENTAGE IN SCHOOL OUT OF TOTAL CHILDREN POPULATION (%)	TOTAL SPOT ATTENDANCE CHECK (SAC) BOYS & GIRLS (PUBLIC)	TOTAL PERCENTAGE SPOT ATTENDANCE CHECK BOYS & GIRLS (PUBLIC) (%)
Feb 2011	621	60	71.38	471	75.85
Dec 2011	552	205	79.35	486	88.04
Jan 2012	461	255	75.05	429	93.06
Feb 2012	562	261	86.27	445	79.18
Mar 2012	562	270	87.21	451	80.25
Apr 2012	563	276	87.95	458	81.35
May 2012	523	249	80.92	514	98.28
Jun 2012	586	249	87.53	468	79.86
Jul 2012	536	249	82.29	524	97.76
Aug 2012					
Sep 2012	483	271	79.04	457	94.62
Oct 2012	483	269	78.82	481	99.56
Nov 2012	469	272	77.67	435	92.75
Dec 2012	495	272	80.39	476	96.16
Jan 2013	494	283	81.45	478	96.76
Feb 2013	538	293	87.11	518	96.28
Mar 2013	537	291	86.79	505	94.04
April 2013	538	292	87.00	523	97.21
May 2013	536	267	84.17	502	93.66
June 2013	495	268	79.98	467	94.34
July 2013	509	211	75.47	469	92.14
Aug 2013					
Sept 2013	398	299	73.06	374	93.97
Oct 2013	397	302	93.83	383	96.47
Nov 2013	464	307	103.5	437	94.18

Dec 2013	462	307	103.2	459	99.35
Jan 2014	461	306	102.95	388	84.16
Feb 2014	460	306	102.82	415	90.21
Mar 2014	481	331	108.99	413	85.86
April 2014	481	331	108.99	478	99.38
May 2014	497	296	106.44	412	82.90
June 2014	506	296	107.65	415	82.02
July 2014	488	288	104.16	465	95.29

Source: Spot Attendance Check Records (February 2011-July 2014)

ITEM	JULY - DEC 2011	JAN - JUNE 2012	JULY - DEC 2012	JAN - MAR 2013	APR - JULY 2013	SEPT- DEC 2013	JAN- JULY 2014	TOTAL SCORE
NEW ENROLLMENT	42	44	16	54	28	24	61	269
DROPPED-OUT	13	5	1	0	2	-	-	21
TRANSFERRED	6	16	3	9	33	38	17	122
CHILDLABOUR & TRAFFICKING LIST	16	0	7	6	0	-	-	29
REPEATED LIST	0	29	52	0	110	-	-	191
COMPLETED LIST	64	40	0	0	43	-	18	165
SELECTED VULNERABLE CHILDREN WITH LOGISTICS SUPPLIED	10	6	5	7	4	9	2	43

Summary Achievements Made-Anansu (July 2011-July 2014)

Anansu - Current enrolment updates as at July 2014

- **104.16%** enrolled in educational programme (expecting 100% enrolment)
- **95.29%** attendance made by the direct beneficiaries of the SGP (expecting 80% attendance)
- **100%** that persisted in programme (expecting 100% persistence)
- A total of **165** children have completed JHS

At the end of the three (3) years, it was realized that there has been a high number of new enrollments with few cases of drop-outs. It is reassuring again that in the last project year, the Anansu community did not record instances of child labor and trafficking. So far the project has successfully identified and removed a total of 29 children who used to be victims of the child labour/trafficking in Anansu and surrounding communities. With the schools infrastructure having being upgraded, the community has seen higher levels of academic performance with about 97.36% pass rate in BECE. Sustainability of these achievements is assured considering that the awareness messages and child labour bylaws have gone down well with the cocoa farmers. Moreover, the Anansu community now has two (2) additional schools to admit all children.

Enrollment and Attendance Scores (Pasoro D/A Basic School) from Feb 2011 to July 2014

Total Population of Children of School Going Age (321) During Baseline Survey and (320) During Baseline Review

MONTH	TOTAL POPULATION OF THE SCHOOL	PERCENTAGE IN SCHOOL OUT OF TOTAL CHILDREN'S POPULATION	TOTAL SPOT ATTENDANCE CHECK(BOYS AND GIRLS)	TOTAL PERCENTAGE OF SPOT ATTENDANCE CHECK(BOYS AND GIRLS)
Feb 2011	225	70.09	178	79.11
Dec 2011	230	71.65	212	92.17
Jan 2012	229	71.34	162	70.74
Feb 2012	231	71.96	181	78.35
Mar 2012	230	71.65	188	81.74
Apr 2012	230	71.65	180	78.26
May 2012	231	71.96	137	59.31
Jun 2012	245	76.32	212	86.53
Jul 2012	244	76.01	185	75.82
Aug 2012				
Sep 2012	238	74.14	225	94.54
Oct 2012	239	74.45	204	85.36
Nov 2012	244	76.01	120	49.18
Dec 2012	240	74.77	197	82.08
Jan 2013	248	77.26	199	80.24
Feb 2013	250	77.88	177	70.80
Mar 2013	251	78.19	234	91.76
April 2013	248	77.26	186	75.00
May 2013	252	78.50	218	86.51
June 2013	251	78.19	219	87.25
July 2013	259	80.69	231	89.19
Aug 2013				
Sept 2013	241	75.08	224	92.95
Oct 2013	257	80.91	229	89.11
Nov 2013	259	80.94	202	77.99
Dec 2013	257	80.31	235	91.44
Jan 2014	276	86.25	253	84.16
Feb 2014	275	85.94	388	91.67
Mar 2014	287	89.69	279	97.21
April 2014	287	89.69	282	98.26
May 2014	287	89.69	282	98.26
June 2014	288	90.00	273	94.79
July 2014	288	90.00	274	95.14

Spot Attendance Check Records (February 2011-July 2014)

SGP II Completion Report

Summary Achievements Made-Pasoro (July 2011-July 2014)

ITEM	JULY - DEC 2011	JAN - JUNE 2012	JULY - DEC 2012	JAN - MAR 2013	APR - JULY 2013	SEP- DEC 2013	JAN-JULY 2014	TOTAL SCORE
NEW ENROLMENT	8	15	20	9	18	28	47	145
DROPPED-OUT	5	1	0	0	1	-	-	7
TRANSFERRED	19	7	3	5	8	28	16	86
CHILDLABOUR& TRAFFICKING LIST	15	4	10	6	9	-	-	44
REPEATED LIST	9	0	45	0	76	-	-	130
COMPLETED LIST	34	0	19	0	0	-	13	66
SELECTED VULNERABLE CHILDREN WITH LOGISTICS SUPPLIED	7	8	1	4	0	3	-	23

Source: Spot Attendance Check Records - July 2011-July 2014

Pasoro - Current enrolment updates as at July 2014

- **90.00%** enrolled in educational programme (expecting 100% enrolment)
- **95.14%** attendance made by the direct beneficiaries of the SGP (expecting 80% attendance)
- **100%** that persisted in programme (expecting 100% persistence)

The Pasoro community is making a head way in ensuring sustained high school enrollment as well as the fight against child labour/trafficking practices. Community was accredited and supported to start JHS in September 2012 through SGP efforts and it now has up to JHS 2, hence students who transition to JHS 3 go to either Anansu or Gyereso to continue. This is reflected in not achieving 100% enrollment from Pasoro D/A Basic School statistics above. The remaining 10% not reflected in the school's statistics are those attending JHS 3 in other communities and children living in distanced villages who are unable to walk to school.

Enrollment and Attendance Scores (Wurubegu D/A Primary School) from February 2011 to July 2014

Total Population of Children of School Going Age (216) During Baseline Survey and (194) During Baseline Review Survey

MONTH	TOTAL POPULATION OF THE SCHOOL	PERCENTAGE IN SCHOOL OUT OF TOTAL CHILDRENS POPULATION	TOTAL SPOT ATTENDANCE CHECK (BOYS AND GIRLS)	TOTAL PERCENTAGE OF SPOT ATTENDANCE CHECK(BOYS AND GIRLS)
Feb 2011	153	70.83	124	81.05
Dec 2011	169	78.24	142	84.02
Jan 2012	194	89.81	158	81.44
Feb 2012	193	87.96	158	83.16
Mar 2012	193	89.35	156	80.83
Apr 2012	193	89.35	143	74.09
May 2012	193	89.35	149	77.2
Jun 2012	191	88.43	154	80.63
Jul 2012	187	86.57	184	98.4

Aug 2012				
Sep 2012	176	81.48	171	97.16
Oct 2012	174	80.56	172	98.85
Nov 2012	180	83.33	170	94.44
Dec 2012	180	83.33	171	95.00
Jan 2013	180	83.33	159	88.33
Feb 2013	169	78.24	164	97.04
Mar 2013	169	78.24	153	90.53
April 2013	169	78.24	160	94.67
May 2013	169	78.24	159	94.08
June 2013	171	79.17	162	94.74
July 2013	176	81.48	159	90.34
Aug 2013				
Sept 2013	176	81.48	152	86.36
Oct 2013	182	93.81	160	87.91
Nov 2013	184	94.85	172	93.48
Dec 2013	183	94.33	183	100.00
Jan2014	180	92.78	139	77.22
Feb 2104	183	94.33	174	95.08
Mar 2014	183	94.33	155	84.70
April 2014	183	94.33	181	98.91
May2014	185	95.36	147	79.46
June2014	189	97.42	173	91.53
July2014	189	97.42	185	97.88

Source: Spot Attendance Check Records (February 2011-July 2014)

Summary Achievements Made-Wurubegu (July 2011-July 2014)

ITEM	JULY - DEC 2011	JAN - JUNE 2012	JULY - DEC 2012	JAN - MAR 2013	APR - JULY 2013	SEPT- DEC 2013	JAN- JULY 2014	TOTAL SCORE
NEW ENROLMENT	36	34	27	0	8	27	9	141
DROPPED-OUT	1	9	0	0	0	1	0	11
TRANSFERRED	27	8	3	11	9	17	3	78
CHILDLABOUR& TRAFFICKING LIST	18	7	21	0	9	5	0	60
REPEATED LIST	9	0	24	0	5	-	-	38
COMPLETED LIST	26	0	13	0	12	-	12	63
VULNERABLE CHILDREN WITH LOGISTICS SUPPLIED	10	8	0	0	0	3	0	21

Source: Spot Attendance Check Records (July 2011-July 2014)
SGP II Completion Report

Wurubegu - Current enrolment updates as at July 2014

- **97.42%** enrolled in educational programme (expecting 100% enrolment)
- **97.88%** attendance made by the direct beneficiaries of the SGP (expecting 80% attendance)
- **100%** that persisted in programme (expecting 100% persistence)

Enrolment has increased consistently from 70.83% at the start of the project in 2011 to 97.42% as at the end of July 2014. This is impressive given the dispersed nature of the Wurubegu community, long distances from helmets and villages to school, high poverty levels, high migration, and inadequate infrastructure among others.

- *Ending Child Exploitation and Improving Attendance*

Removing children from child labour/trafficking is a long and complex process requiring tact and experience. It involves identification using credible means, sensitization and education, consultation, persuading and negotiation at times guaranteeing direct support, and removal to enroll the child in school. The SMILE Ghana Project has done this well over the 3 years and has been able to successfully remove and enroll 133 children. The project adopted partnership and participatory approach with the help CCPC, CDC, teachers, parents, SMC/PTA, Unit Committee and the community people. Proper data management, follow up and guaranteed support for most vulnerable children and their households also helped in achieving this feat. Below are sample cases of children who were removed from child labour;

- **Adama Kramo** is a class 5 pupil of Pasoro D/A Basic School. He is 12years old and stays with his grandfather. Adama's father is dead and his mother lives at Bawku in the Upper East Region of Ghana. After the death of his father and the difficulty of his mother in catering for him, Adama relocated to Pasoro at age 9 in the year 2010 to stay with his grandfather. Due to the grandfather's circumstances, Adama's relocation meant using him on the farm as additional source of labour for the family's farm work. Schooling was therefore outside the scheme of plans for Adama. He is among the first group of vulnerable children identified, removed, supported and enrolled in school when SMILE Ghana project started in 2011 in the Pasoro community. Adama's removal and re-enrollment was not easy due to the initial stiff resistance from the family. However, upon constant deliberation, persuasion, and supply of school logistics; the family realized that education would be more beneficial for Adama and the financial burden is not insurmountable with the support of SMILE Ghana project, hence he was allowed to enroll in school and is now a happy individual.



Adama, his grandfather and other family members
SGP II Completion Report



Akira Kondo interviewing Adama and his family

Adama dreams to become the future President of Ghana in his generation and as a President, he intends to make education free for all so that every individual irrespective of his/her financial status can have access to quality education. He does not want any child from a poor family to suffer the plight he has gone through hence the need for making education free. Mathematics and creative arts are his favourite subjects in school.

- *Restoring hope to the hopeless: Case of migrant children from Bawku*

Mr. and Mrs. Anaba are settler farmers who migrated from Garu near Bawku in the Upper East Region of Ghana in search for greener pastures. Mr. Anaba and his family settled in Nsumayem near Anansu in the Ashanti Region where he has been employed as a caretaker by Mr. Owusu a cocoa farmer at Anansu.

Mr. Anaba has a family size of seven (7), his wife and five children (two sons and three daughters). They are Awuni Joseph-12yrs, Atiga Samuel-14yrs, Afua Gifty-10yrs, Lamisi Mary also known as Akua-6 yrs and Abena Liticia -4yrs old.

Even though the children used to attend school when they were at Guru but since relocation to Nsumayem and at the time of identification, none of them were enrolled in school. They were rather used on the farm under horrendous conditions without protective clothing and safety boot. They wore tattered and shabby clothes and their bodies were full of injuries and scars. Their story is depressingly familiar amongst children who are being trafficked or sent away from their families and kept out of school but rather use in working for no compensation.



A visit to the Awuni's family by a CCPC member, Mr. Atta Yenyi

Series of meetings were held with Mr. Anaba and his family to educate them on the essence of education and also the need for them to enroll their children in school. Although Mr. Anaba accepted to take his children to school, his main worry was how to finance their education; that is providing them with school logistics like uniform, books, bag and other stationery.

Mr. Anaba was subsequently informed about social protection interventions that SGP gives to vulnerable children. The SGP normally provides school logistics which includes school uniforms, school bags, sandals and stationary. Mr. and Mrs. Awuni could not hide their joy upon hearing this and willingly expressed their acceptance to enroll the children and were very much grateful to the SGP for the kind gesture.

The general wellbeing of the children has improved after the SGP intervention. The children are always seen happy in the school. This success has been achieved through the widespread advocacy of legislation, monitoring systems, rehabilitation and recovery programme of SGP.



Atiega Samuel and siblings in school with the logistics supplied to them by SGP

All the children except Kwame who is 2 months old were registered in Anansu D/A basic school. Below is a table which gives details of their classes:

Name	Age	Class
Awuni Joseph	12	5
Atiega Samuel	14	4
Afua Gifty	10	4
Lamisi Mary (Akua)	6	KG 2
Abena Liticia	4	KG 1

The children have since received their school logistics through SGP vulnerable pupils' logistic package and their attendance and performance has been encouraging and promising.

Detail of their attendance is clearly shown in the table below:

Name	Age	Attendance ratio
Awuni Joseph	12	12/14
Atiega Samuel	14	11/14
Afua Gifty	10	13/14
Lamisi Mary (Akua)	6	10/14
Abena Liticia	4	10/14

- *Sacrificing their education to support their single mother on the farm: the harsh reality of most children in deprived communities*

Spotted on November 2012 with the Anansu D/A Basic School CDC Coordinators and a CCPC member, the children were on their way to the farm with their mother whilst their colleagues were in class studying. Upon further interrogation, Ms Efua indicated since the death of her husband life has not been easy and she is unable to properly cater for the kids in terms of provision of school logistics such as school uniform, sandals, books and other stationery. This condition has warranted the occasional use of the children on her vegetable farm to support her efforts. Admittedly, the children have been attending school but perform poorly as their academic is concerned.

The class teachers of the pupils attributed their weak performances to lack of proper logistics. After identifying the problems of the children, SGP quickly arranged a meeting with Ms Efua to find ways of helping her cater

for the children. At the meeting with Ms Efua, there was an agreement that she should provide her children with exercise books and foot wear while CRADA through SGP provides the children with school uniforms and school bags. The agreement between the two parties has since been fulfilled.

The attendance and academic performance of the children has since improved as they have been provided with logistics to make learning easier. It is therefore essential to sensitize parents on the need to acquire logistics for their wards if they want to encourage their wards to go to school regularly. This will also go a long way to tackle absenteeism among school children from the root.



The 4 children of Ms. Efua (extreme left) who were rescued with the support of CCPC member and teachers from going to the farm while they were supposed to be in school. The children were without appropriate protective clothing and some had wounds from injuries they suffered from the farm work. Receiving their logistics supplied to them by SGP.

The Children, their ages and Class at the time of Identification

S/N	Name	Sex	Age	Class
1	Achamfo Godwin	M	10	1
2	Aban Samuel	M	12	2
3	Ansah Emmanuel	M	13	4
4	Isaac Ockom	M	15	5

- *Tiny Hands that do monstrous work (Osei and Adwoa)*

Migrated from the Northern region of Ghana, Mr. Baba Yaro and his wife Madam Bentu settled at Aboprem near Pasoro with their six (6) children. Youngest among the children are 11-year and 7-year old Osei Kwabena and Adwoa Grumah. Identified on February 2012, Osei and Adwoa (9-year and 5-year old at the time) had never been to school but were busily used in the caretaking farm of their father. Baba Yaro, their father, had no intention of enrolling the children in school. By their ages at the time of identification, Osei and Adwoa should have been in class two (2) and KG 2 respectively.



Osei Kwabena, Adwoa Grumah and their parents. SGP Field Officer persuading Mr. Yaro and wife to allow the children to go to school

Upon series of meeting, Mr. Yaro finally agreed on September 2012 and the SGP Field Officer secured admission in KG 2 & 1 for Osei and Adwoa at the Gyereso D/A Basic School. The admission was secured at Gyereso because the children had an elder sibling there and the family preferred Osei and Adwoa join him there instead of Pasoro.



Osei Kwabena and Adwoa Grumah at school in all smiles with their classmates and Class teacher

Due to the caveat of the children not attending any of the schools where SGP is operational, they could not be supported with the logistics supply package of the SGP. However, with constant monitoring, visit and encouragement, Mr. Yaro has been able to secure part of the logistics for the children. A partnership arrangement has been secure with their class teachers to monitor their attendance and performance on regular basis. Their attendance has improved steadily from 88.9% to 91.3% for Osei and 84.1% to 95.7% for Adwoa. Mr. Yaro was advised to join the Bobrapa Mutual Scheme to help him save and secure financial support for his children's education.

- *Recognition Award to encourage Regular School Attendance among children*

Ghana's ultimate educational goal is to provide high-quality, free compulsory basic education for **all** children. 'Education for 'all' means making sure that all children in Ghana have equal access to good quality education, which is a right granted to them by the Constitution of Ghana, a right of all children agreed to in the Convention on the Rights of the Child (CRC). As part of SGP's strategy to achieve this laudable aim, there was the need to innovatively motivate children to attend school regularly. The SGP therefore instituted a special award's day at the end of each academic year to look for pupils who defied all odds to attend classes most and did not via any flimsy excuses miss class throughout an academic year. As an approach to engender regular

school attendance among pupils, end of term awards are usually given to pupils who regularly attend school base on the following criteria;

- ❖ Attendance attained in comparison to other children in his/her class
- ❖ The level of vulnerability of the child with respect to household economic situation
- ❖ Distance covered by child to attend school each day
- ❖ Academic performance (though this isn't a key priority)
- ❖ Parent or guardians involvement in community-school activities e.g. attending SMC/PTA meetings. Supporting communal labour, attending school opening and closing events, Time With Parents (TWPs), WDAFL events, etc
- ❖ Child's total behavioural attitude
- ❖ Child's contribution at the Child Dignity Club meetings

The pupils were presented with assorted stationery to aid their education and to serve as motivation for other pupils to attend school regularly. Pupils who received the award were full of excitement and those who did not promised to emulate the awardees.



Items presented to children for performing well in school attendance

Sample of some Pupils who were awarded for best performance in School Attendance

<u>LIST OF STUDENTS WITH HIGH SCHOOL ATTENDANCE RATIOS</u>			
<u>ANANSU D/A BASIC SCHOOL</u>			
<u>Class</u>	<u>Name</u>	<u>Attendance Ratio</u>	<u>Percentage</u>
BS 1	Ashatu Halidu	187/190	98.42%
BS 2	Mohammed Weneso	188/190	98.95%
BS 3	Opoku Agartha	186/190	97.89%
BS 4	Mary Nsiah	189/190	99.47%
BS 5	Asamoah Lydia	187/190	98.42%
BS 6	Mariama Hamidu	188/190	98.95%
JHS 1	Mensah Isaac	185/190	97.37%
JHS 2	Mohammed Amefula	185/190	97.37%

WURUBEGU D/A BASIC SCHOOL			
Class	Name	Attendance Ratio	Percentage
BS 1	Dasmani Alhassan	187/190	98.42%
BS 2	Jefa Nyansua	186/190	97.89%
BS 3	Karimu Musah	187/190	98.42%
BS 4	Awusi Samuel Senior	187/190	98.42%
BS 5	Barikisu Musah	187/190	98.42%
BS 6	-	-	-
PASORO D/A BASIC SCHOOL			
Class	Name	Attendance Ratio	Percentage
BS 1	Rashidatu Seidu	180/190	94.74%
BS 2	Agyei Kingsford	175/190	92.11%
BS 3	Issahak Musah	184/190	96.84%
BS 4	Muniru Seidu	174/190	91.58%
BS 5	Zackary Paulina	185/190	97.37%
BS 6	Ayaaba Bright (transferred from Wurubegu D/A Primary School)	188/190	98.95%
BS 6	Mensah Sandra	189/190	99.47%
JHS 1	Amadu Sakinatu	186/190	97.89%

SGP Monitoring—Oct, 2013

Socio-economic Empowerment of cocoa households via microloans & livelihood improvement initiatives

In its bid to roll out a comprehensive approach to tackle the issue of child labour/trafficking elimination, the SMILE Ghana Project (SGP) considered reducing income poverty which is found to be at the base of child labour/trafficking in most Ghanaian communities through livelihood improvement. The baseline survey review majority of the people (94%) are cocoa farmers and 70% of households were below the poverty line. Output levels of cocoa were very low at about 2.5 bags per acre and farms were inundated with a lot of problems such as diseases, pests and poor farm sanitation due to low knowledge of farmers in good agriculture practices and difficulty in accessing credit for farm inputs.

With these livelihood problems and challenges, poverty was widespread and children's education and welfare suffered. SGP therefore intervened with training in sustainable farm management and good agriculture practices to increase farmers' knowledge and boost output levels, provided cheap micro-credit support for farm inputs and farming activities, inculcated savings habit and provided credit for engagement in other income generating activities aside cocoa farming so as to achieve household economic and financial stability for enhanced living. Training in good agriculture practices through the Farmer Business School (FBS) was given directly to 112 cocoa farmers within a nine-month period, who later retrained additional 1,120 cocoa farmers; 104 cocoa farmers have been given loans to procure farm inputs to boost their production; through our

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savings mobilization mechanism (Bobrapa Mutual Scheme), 2,500 people have been sensitized to join the savings scheme to boost household financial management and have a pool of resources to invest in other income generating activities while at the same time supporting families to cater for their children's education. Below is a brief look at the two main (FBS and BMS) livelihood improvement initiatives rolled out and the results/achievements thereof.

- *Increasing Cocoa output through Farmer Business School (FBS)*

As part of SMILE Ghana project's approach to enhancing sustainable management of cocoa farms and improving education for the elimination of child labour in the 3 cocoa growing project communities, 82 farmers in the project communities (Anansu, Wurubegu and Pasoro) in 2012/2013 and 30 farmers at Wurubegu in 2013/2014 were trained on technologically improved and environment friendly methods of farming. Under this module, farmers carry out experiential learning activities that help them understand the ecology of their cocoa fields. The knowledge gained from these activities enables participants to make their own locally-specific decisions about cocoa management practices. FBS is meant to encourage and motivate farmers to handle their farms as business. To consolidate this expectation, Personal Protective Equipments (PPEs) are made available to trainees as awards after their training.

During this period trainees were taken through Good Agricultural Practices in Cocoa comprising:

Topics Treated	Subject Matter
Farmer Field Schools	Group establishment Member profile Elements of capacity building Participatory needs assessment
Farm Management	Agro-ecology of cocoa production Cocoa varieties, hybrids and clones Optimal production parameters Nursery practices Pre-planting preparation Field Planting and Mulching Basic Bookkeeping
Cocoa Maintenance	Pruning cocoa and shade trees Shade management/light and flowering Tree spacing and other crops Weed management Soil fertility and plant nutrition
Integrated Pest Management and control of Cocoa; Diseases of cocoa and their control; cocoa epiphytes	Termites, detoliators, rodents, mirids stem borer etc Control of pest; manual chemical and biological control Cocoa swollen shoot virus disease (CSSVD); control of CSSVD, Stem canker and its control; black pod disease; control of mistletoes
Cocoa Rehabilitation, Harvest and Post Harvest Management, Grafting	Under planting of cocoa, complete replanting, Complete replanting of cocoa, Rejuvenation of cocoa, Pod breaking and

	fermentation, Sourcing bud wood from good genetic stock Side grafting Grafting in the nursery
Nursery Production and Cocoa Expansion	Installation of individual nursery units Nursery management Seedling planting
Child Labour in cocoa Industry	Worst Forms of Child Labour (WFCL) in the cocoa industry; General recommendation for child labour participation in the cocoa farms; List of hazardous activities in the child labour framework prepared by NPECLC



FBS training session at Wurubegu on a cocoa farm using practical methods in partnership with COCOBOD Extension Officer. Trainees paying swift attention to training videos and pictures been shown to them.

After the training, deserving trainees are awarded with farm equipments (such as Wellington boots, overall clothe, hand gloves, cutlass, and spraying machine) and certificate of training.



SGP Coordinator (Nana Antwi Boasiako Brempong) addressing the FBS trainees at an awards ceremony at Wurubegu in April 2013 to reward trainees who distinguished themselves in the 2012/2013 FBS training. Trainees, families and the community people were happy about this event and attended in their numbers to witness the honour been done to the farmers. More farmers became interested and offer themselves to be involved in the next batch of training in 2013/2014. Leading a delegation of district stakeholders including the District's Directors of Agriculture and Social Welfare, the DCE of the Atwima Mponua District Assembly (Hon. Theresah Adomako Tawiah) thanked SGP partners and advised farmers to apply and share the knowledge gained from the training.

In a very comprehensive and expertly expressed way, the District Director of Agriculture (MoFA), Mr. William Osei spoke on the theme for the event: *Investing in Agriculture; A means to end poverty and promote Education*. In his speech, Mr. Osei noted that agriculture is the backbone of the rural economy but its development at this level is seriously constrained. Challenges such as low use of improved technology, inadequate investment in

agriculture infrastructure and unavailability of finance for small holder farmers coupled with other natural factors militates against the sector. Hence SGP intervention to help ameliorate some of these challenges in the 3 communities was timely and very commendable. Investing in the agric sector to improve the productivity of farmers goes a long way to enhancing both the household and the rural economy thereby empowering parents and guardians to cater for their children’s education. It was observed that, it is highly unlikely for well-to-do parent/guardian to involve their children in works/economic activities detrimental to their health, education and total development. By this observation, the MoFA Director therefore concluded that an improvement in the economic situation of parents is quite synonymous to child labour elimination.

As part of a motivational package and input support for their farm work; 48 cutlasses, 7 spraying machines, 32 overall protective clothing, 48 pairs of wellington boots, 32 helmets, 32 pairs of hand gloves, and 32 nose masks were presented to the farmers and all 112 trainees were given certificate of training for future use.



FBS trainees represented by their class prefects from Wurubegu, Anansu and Pasoro respectively; receiving their awards from SGP. Presentation done by Hon. Mrs. Theresa Adomako Tawiah. It was all smiles from the happy faces of awardees.

The farmers noted that knowledge in proper timing for planting, cutting, pruning, spraying and fertilizer application received from the training have been put into practice and has help improve their yields leading to increase in farm size and total improvement in the living conditions of their families. About 70 percent of the farmers noted that their farm sizes have increased by over 50 percents with over 100 percent increase in yields. 90 percent of all FBS graduates are members of the BMS and benefit from the scheme to develop their homes and invest in the education of their children. Below is sample impact of the FBS training.

Farm Size Increment and Yield Improvement as a result of FBS

Farmers	Farm Size (acres)		Annual Yield (bags)	
	Before Training	After Training	Before Training	After Training
Mary Addae	3	4.5	5	7
Michael Edua	2	4	3	6
Adamu Banzay	10	13	20	40
Broni Seth	2	3	3	7
Rahinatu Acheambire	1	2	2	4
Owusu Kennedy	10	12	25	45
TOTALS	28	38.5	58	109

SGP Monitoring Visit, July 2013

Trainees indicated that, getting the 10 additional farmer trainees to train them in the way the FBS was carried out was becoming quite difficult in their setting. This notwithstanding, they have been embarking on informal training in a casual way and sharing of knowledge gained with colleague untrained farmers in and around their respective communities. The FBS graduates are motivated to be advocates for sustainable child labour free productive farming practices in all rural communities and are now using their life changes stories as cases for others to emulate.



Madam Mbia, an FBS beneficiary exhibiting her knowledge in cocoa farming to the SGP team

FBS as part of SGP is making tremendous impact on the lives of people at Anansu, Wurubegu and Pasoro. It is highly appreciated by all and receives the support of the Atwima Mponua District. This collaborative effort of CRADA and ACE, Japan is to ensure that the economic situation of rural households is enhanced such that parents/guardians would be in a financially sound position to cater for the needs of their children. The success stories from the trainees are a testimony and reward to our efforts. Small holder farmers and migrants are technologically and sustainably empowered to improve upon their livelihood.

- *Cultivating savings for easy access to financial resources through the Bobrapa Mutual Scheme (BMS): an innovation to complement child labour/trafficking elimination efforts.*

Poverty and lack of income are generally acknowledged as root causes of child labour. Low income households, including the most vulnerable, have the same financial service needs as anyone else. Providing the “able poor” the financial services needed to give them an opportunity to enter the global marketplace through fair and economical methods is strategically placed to meet the needs of marginalized groups in giving them skills to improve their lives and livelihoods reflecting in the educational needs of their children thereby eliminating exploitations against vulnerable children.

It is in this light that the Bobrapa Mutual Scheme (BMS) was established to provide savings mechanism and cost effective delivery mechanism for small credit to suits the needs of its members. It provides access to categories of microfinance services such as microloans (credit), savings, insurance, and business training including good parenting and communication skills. The scheme operates as a **Revolving Fund** which stresses on compulsory savings for all members, which is used as collateral substitutes and informal appraisal of borrowers and investments including access to repeated and larger loans, based on regular repayment performance. To enhance active participation of contributors, the BMS is managed at the community level by

a trained 5-member executive committee from within the clients who spearhead monthly meeting and nominate a collection agent under the facilitation of SGP Officers. BMS has contributed significantly to the empowerment of the poor especially women and children to become economically viable.



Bobrapa Members in a meeting to discuss about their savings and other products of the BMS at the various communities



Madam Serwaa a proud women entrepreneur with interest cassava processing, SGP Coordinator visits her at small shop while making some of the gari to supply the demand market. Through the BMS, Madam Serwaa is now a proud entrepreneur with investment interest in both the input and output market. To ensure regular supply of the major input for her gari processing business, Serwaa makes strategic investments in buying cassava farm fields; currently, she is able to buy 2-3acres costing between GH¢250 and GH¢325. She has been able to sponsor her youngest son to complete the Berekesse Senior High School. It is her aim to supply the school feeding programme at Pasoro and surrounding communities in the Atwima Mponua District.



Training of members on how to conduct cost-benefit analysis, marketing strategies, providing customer service, and better financial management using crops(such as rice, tomatoes, okro etc) with shorter production periods and easily marketable products (such as soap, oil palm etc.)



A Resource Person specialized in good parenting, communication and life skills, and a member of the BMS Kumasi Agency embark on education and sensitization ‘talk-show’ at Bobrapa Mutual Scheme meeting in beneficiary communities.



Increasing access to post-basic education for both girls and boys. Through the BMS interest-free school fees loans, parents/guardians are able to enroll their children into Senior High Schools (SHS); knowing that BMS would be there to support them in paying fees and procurement of other essential items for the children’s education. Janet, Afedzi and Patience are few examples of children who have been able to continue their education thanks to the BMS.

- 1900 people have joined the savings scheme and are actually active members of the BMS. Savings and proper financial management in their households have improved reflecting in their economic and financial situation.
- A total of GH¢807,102.50 have been mobilized as deposits and GH¢571,996 disbursed as credit to boost economic and farming activities
- More than 104 farmers have been supported with micro-credit for their farming activities and over 75 individuals have benefited from the micro-credit scheme to venture into other income generating activities
- 100 students have been supported with interest-free school fees loans to further their education to the SHS
- The scheme has also assisted in improving the health status of the people by supporting 600 individuals to register for the NHIS.
- Supported very vulnerable families with “grants” to start productive business for the upkeep of their families.

But for a few challenges such as inability of some borrowers to repay credit on time warranting the need to reschedule repayment terms and improper accounting on the part of some collection agents leading to

occasional over withdrawals, the BMS is an innovative strategy to providing financial services with enormous impact on reducing child labour and other exploitations.

Sustaining the Impacts and Achievements of SGP in Communities: the Role of Byelaws and Stakeholder Consultative Meeting.

Enhancing sustainability of project impacts and achievements is crucial in today's architecture of development assistance. After years of intervention and huge amounts of resources spent on dealing with a particular development problem, donors and stakeholders alike would want to ensure that the positive impacts made are sustainable. Shaping of attitudes and the mobilization of project beneficiaries and communities efforts and resources to steer the affairs of their development is crucial in the sustainability agenda.

The place of collaborative partnership and community byelaws in propelling this agenda is indispensable. SGP uses Stakeholders' Consultative meeting and byelaw promulgation in which all stakeholders meet to share ideas and strategize to solicit collective effort in sustaining project achievements and impacts. Over the project period, two (2) main district level and three (3) community level consultative meetings were organized. The district level meetings were organized in the first year and in the final year of the project while community level meetings were organized yearly in each of the 3 communities. As part of measures to consolidate the successes achieved in the area of child labour/trafficking elimination and education improvement among other issues, stakeholders collectively came out guidelines in a form of community byelaws to guide future actions and behaviours. Comprehensive approach in which the two most widely accepted methods of byelaw formulation namely; mass/public meeting and focus group discussion were adopted to ensure that the people are educated on the why, when, who and how of the bylaws. More than 300 people participated in the byelaw promulgation meeting. The formulated bylaws touched on several aspects of child protection and community development including issues such as Parental Duty and Responsibilities towards the Child, Child Labour / Trafficking/Sexual Abuse, Education, Communal Work/Labour and Community Meeting, and Community Development Fund establishment.



Cross-section of the community members at public meeting during bylaw promulgation at Anansu



Resource persons from decentralized departments of the District Assembly at the community for bylaw promulgation



Resource person explaining sections of the bylaws during promulgation at Wurubegu



Assembly member of the area making a point during bylaw promulgation



A cross section of chiefs, unit committee members, CCPC, SMC/PTA, Pupils, Headmaster and participants at the 5th Stakeholders Consultative meeting. All Heads of Decentralized Departments of the District Assembly participated actively in the meeting. DCE, Hon. Stephen Yeboah delivering keynote address at the consultative meeting.

1-3. Did you have any major changes from the original activity plan mentioned in the proposal? If YES, please explain the details including the reasons.

1-4. If you find any unexpected positive changes brought about by the project in the target area(s), please explain.

The story of Mary Nyame and Janet Saho is a heartwarming one for SGP. Our hearts are filled with joy to see that in a hitherto child labour prone communities where adults abuse and exploit children with impunity and children felt hugely intimidated and unthinkably so to report such abuses, the implementation of SGP has not only directly rescued victims and changed abusers behaviours but the very psychic of the people have been positively affected to a point where potential penetrators and victims report cases and seek for reformation support to end the canker.

From Gloom to Bliss - the stirring story of Mary Nyame – a Victim of Child Labour

Mary Nyame was a child laborer traded into bonded labour by her parents in the Upper East Region to a cocoa farmer at Wurubegu in the Ashanti Region, turned into a bright happy looking class two (2) pupil in the Wurubegu D/A Primary School due to the benevolence of the cocoa farmer and the existence of the SGP interventions.

The cocoa farmer, Mr. Nyame is an owner of large cocoa farm with over 30 years' experience in cocoa farming and hires labourers mostly from the Northern part of Ghana to work on his cocoa farms. It was in one of his request for labourers from the supplying region that the 11-year old “Lukaya” (as she was known) of Wedaana (village in the Northern region) was sent. As a practice in many villages in the North, parents send their children into bonded labour down South and to other boundary countries in exchange for money. Hence the case of Lukaya (now Mary Nyame) was a normal practice for the parents and people within their community. Under any little difficulties, parents find possible employers to recruit their children so that the wages are paid to them for their upkeep in the North. In view of this, Mary's parents were in search for potential employer to recruit their child so that the wages can be sent to them to take of her sick mother. So the request from Mr. Nyame for a potential labourer for his cocoa farm was like “*manna from heaven*” for the family; and quickly without any hesitation Mary was sent with an asked price of GH¢600.00 yearly. But to his utmost surprise, a depressed feeble 11-year old girl arrived in his village at Wurubegu as the potential strong labourer he requested. Not like other unsympathetic farmers, Mr. Nyame saw everything wrong this. From SGP's sensitization and awareness creation campaigns, he is well informed of the illegality of child labour/trafficking and took the decision not to be a perpetrator. He alerted SGP Monitoring Team about the situation, enrolled the girl in school at Wurubegu where she was admitted to BS 2, and initially secured some decent set of school logistics for her. SGP later supported her with complete set of school logistics. Never been to school in her life, Mary was highly excited about this opportunity to change her life course. Concerned about her ability to cope with the class work, SGP in partnership with the school's headmaster negotiated with the class teacher devote more time to happy her catch up.



Mary Nyame (the girl traded by her parents into bonded labour to a cocoa farmer) in school uniform with her foster parent (who was supposed to be her employer) and the SGP Monitoring Team having a chat into her situation and the motivation and benevolence of Mr. Nyame.

Vehemently opposed to his decision, the family of Mary demanded that if Mr. Nyame is not interested in using the girl as labourer and pays the wages due, she should be sent back to them for another employer who is ready to recruit her. In his resolve to protect and promote the welfare of the child, Mr. Nyame did not to send the girl back but rather renegotiated with the family and agree to pay them GH¢200.00 yearly while they allow him to stay with the girl and take care of her needs including her education. He devoted to cater for the girl and see her through school to any level she can. Mr. Nyame and his Wife are happy to treat the girl as their own child.



The smiling face of Mary Nyame in class with newly received school logistics from SGP.

Restored Dreams; The story of Janet Saho

Janet a product of broken home is the eldest of 12 children and a 15-year old Class 6 girl who lived with her aunt in Accra. The marriage between Mr. Daniel Saho (Janet's father) and Mad. Ankeseh (Janet's mother) hit the rocks due to financial difficulties and other family problems. After the marriage break down, 50-year old Daniel (casual labourer) realized he could not take care of the educational and welfare needs of the 12 children. He therefore sent 5 of the children including Janet to Accra to stay with her sister (Janet's Aunt) who has the capacity to cater for the children. Janet and her 4 other siblings were enjoying life in Accra as their educational and other welfare needs were properly been taken care of by their Aunt. However, this fulfilling life was short lived when the health of her mother deteriorated into paralysis after several unsuccessful attempts to seek medical treatment. Without the ability to seek for professional care service for Madam Ankesseh, the family kept her in house requiring that domestic care service provision be sought for her for which the decision for Janet's relocation was taken. The family decided that as the elder child, Janet was in the best position to assist her ailing mother. Janet therefore relocated to Anansu in March 2014 but to utmost dismay, the family neglected her and her siblings. Their feeding, education and health needs were left unattended to. The bright looking young school girl was made a dejected dropout and a heavily burdened domestic child labourer. Unhappy about the situation, Janet looked for rescue and luckily, she learnt about SGP and reported the case to SGP Monitoring Team and CCPC for intervention. It is good to note that, SGP has empowered the people to a degree where victims themselves can report cases.



Janet Saho escaped the gripping hands of unbearable work and abuse to report her ordeal to Eric Opoku, a member of the SGP Monitoring Team during one of their March monitoring activities at Anansu.

After narrating the difficulties and exploitations she was suffering, the SGP intervened through CCPC, SGP Field Officer and the Monitoring Team. The team then engaged the family specifically her uncles and father to reach a decision in the best interest of the girl.



SGP Monitoring Team led by Eric Opoku in a crunch negotiation and persuasion meeting with the uncles and father of Janet to ensure that the girl is removed and re-enrolled in school. Each person was made aware of their responsibilities and educated on the dangers and sanctions of child exploitation. The Uncles were persuaded to support the upkeep of Janet and her siblings

Through much persuasion and negotiation, Janet was rescued from the exploitation and reenrolled in Anansu D/A Basic School. She is now a happy class six (BS 6) pupil with the needed space to enjoy childhood experiences. To ensure that her stay in school is fruitful, SGP provided her with full set of school logistics.

Impressively Janet has been well inspired to attend school regularly following her enrollment in school. She has never absented herself from school since she enrolled and her academic aptitude has been impressive.



A determined Janet has her hopes restored as she now sits in class with her colleagues to perform the day's class exercise.

Mr. Yaw Owusu, Janet's uncle who is now in charge of her upkeep said things are quite okay and his relationship with Janet is improving but she needs time to resolve some behavioral defects. An amount of GH¢35.00 has been donated for Janet and her sick mother's National Health Insurance Scheme (NHIS) registration for enhanced healthcare.

District Assembly pledges to establish Community Child Protection Committees (CCPC) in all its communities

The SMILE Ghana Project has been in implementation at the Atwima Mponua District since 2009 for child labour/trafficking elimination which is rampant in the district. It has been implemented with positive support and partnership from the District Assembly (DA) but little did we expect that the DA would be empowered, sensitized and interested to the point of taken an initiative to replicate some strategies of SGP in the rest of her communities. Happy with the achievements made in the promotion of children's right and education through the SGP, the district as represented by the Presiding Member with the support of the DCE announced on 11th June 2014 during WDACL at Pasoro that the DA would replicate the establishment of CCPCs in all her communities. He pledged on behalf of the DA to continue support to existing CCPCs established by SGP and ensure effective collaboration for the benefit of child rights protection and promotion at the community level.

2. Case Stories of children and families

2-1. Please give some specific case stories of children whose conditions in schools and houses have improved due to the project. Please attach 2-3 photographs relating to the stories.

Support package for a deprived family to avert child labour– Case Story of Grace and Francisca’s family

The case of Grace Kumah (14) and Francisca Pinamang eleven (11) year old, commenced when the two girls were identified in December 2011 during an SGP monthly spot attendance check at the Pasoro D/A Primary School. The two girls are daughters of Mr. Kumah and the late Alice Asante. Their father was a cocoa farmer but had difficult economic circumstances and hence struggled to take of them. The children’s upbringing and welfare suffered considerably setbacks. After the demise of their mother, their father (Mr. Kumah) abandoned the children and relocated to a different community unknown to any of his family members. This meant Grace, Francisca and their other three younger siblings had no choice but to stay with their sixty (60) year old grandmother, Afia Duku (late Alice Asante’s mother) at Baakrom near Pasoro. The children were identified by the SGP monitoring team as a result of their continuous absenteeism prompting the SGP Field Officer at Pasoro to do a follow up visit to ascertain the reasons for the unfortunate situation. To his disappointment, the children were found doing horrendous and hazardous works like gathering of cocoa, carrying of heavy loads from various farms to the road side with their grandmother for Friday market. Their condition was so pathetic both at school (they had no decent school logistics) and home (poor feeding and clothing) as their aged grandmother found it difficult to raise the necessary financial muscle to cater for them. Upon several visits by Field Officers, CCPC and SGP Monitoring Team the girls has been removed from the hazardous work and supplied with complete set of school logistics.



SGP field Officer Atta Andrews visits to Grace, Francesca and their grandmother’s village about the removal of the children from those hazardous works.



After a hard day’s work; Grace and Francisca are exhausted after carrying heavy loads of plantain and cassava to the roadside for Friday market. This the regular ordeals the children go through to have end meet in the difficult and unfortunate situation they find themselves.



SGP staff with CCPC member visited Grace and Francisca's grandmother at Baakrom to negotiate and persuade for their release from hazardous activities to enable them attend school regularly.

By their ages if the two girls had enrolled in school earlier as expected, they would have been in JHS 1 and Primary 6 respectively as at 2014. However, due to their engagement in economic activities from their infancy, they are currently in Primary four (4).



Grace and Francisca were made to attend school a day after the final removal visit. They are in school without the prescribed set of school logistics since their grandmother could not provide.



Grace and Francisca full of excitement after being supplied with school logistics by SGP

The situation of the children was continuously monitored and in November 2013, the project found it prudent to advance a credit support package to Madam Afia Duku (the grandmother) to help improve her petty trading

business for enhanced financial status of the household so that she can sustain efforts to cater for the children’s education and other welfare needs. An amount of GH¢200.00 was advance to her to expand her business and she is now in a better position to met the expenses needs of the family. She has been able to procure new school logistics for the children and visits their schools to motivate the children.



Grace and Francisca are happy to have their Grandmother visit them in school.

Grace and Francisca’s enthusiasm keeps rising and have since demonstrated increased school attendance.

The table below shows the attendance statistics for Grace and Francisca before and after SGP intervention;

School Attendance Ratios of Grace and Francisca; before and after SGP Intervention

Name	Before SGP intervention		1 st term After SGP intervention		2 nd term After SGP intervention		3 rd term After SGP intervention	
	Records	Ratio	Records	Ratio	Records	Ratio	Records	Ratio
Kumah Grace	47/63	74.60%	66/69	95.65%	69/73	94.52%	36/37	97.30%
Pinamang Francisca	46/63	73.02%	60/69	86.96%	70/73	95.89%	36/37	97.30%

Source: Termly Spot Attendance Check

Restored Hope for School Pupils: the case of the Arthurs

Stephen Arthur and Philip Arthur are among 10 children living at Nyameadom-a satellite community of Anansu with their 42-year and old father and 34-year old mother. Mr. Arthur (their father) is a peasant alcoholic farm labourer with Mrs. Arthur (their mother) a petty trader who make meager income. This was woefully inadequate to cater for the needs of the large household size and hence the education and upkeep of the children suffered greatly. Even though five (5) of the children were enrolled in school; their attendance was very poor as they had to regularly absent from school to engage in economic activities to have ends meet. Concerned about the situation of the children, CCPC member (Mr. Enoch Atta Yenyi) advised the parents to stop engaging the children in child labour and later prompted SGP to intervene. A visit to the village by SGP Monitoring Team found 3 of the children carrying heavy loads of fermented cocoa beans from the farm and walking bare-footed with tattered or no clothes.



Emmanuel, Philip and Stephen Arthur carrying heavy loads of cocoa beans from the farm

Due to the financial and economic difficulty, the children who used to attend school did absent themselves from school regularly. Access to a three (3) square meal per day was difficult to come. The children were often seen without clothes and roam about bare footed. This contributed to abysmal academic performance of the children.



Mr. Arthur, Wife and 7 of their children during the identification visit. The children were really in a deprived state.

The children after identification were thoroughly assessed and provided with vulnerable pupils' school logistics package which has help improved their attendance and performance. Mr. and Mrs. Arthur were also advised to join the Bobrapa Mutual Scheme (BMS) to help make savings for improvement in the household's economy and education of their children.



Philip and Stephen Arthur now happy in school with newly supplied logistics from SGP. They are happy with their friends in school and hope to successfully complete their basic education.

As a Child labourer (picking cocoa pods) and into the Classroom as Class Monitor; - the case of Akua Dutey

Eleven (11) year old Akua Dutey was brought from Dapango (town in Togo) to Wurubegu by her Uncle Mr. Innusah Dutey, a stripling young man of 27 years old who is entangled with strings of poverty to assist him on his newly acquired caretaking cocoa farm and as a domestic servant. Enrolment in school was out of the scheme of things Mr. Dutey planned for the poor girl. Akua worked five hours daily on the cocoa farm located about 1.5 kilometers away from the house, she babysits during market days and does tedious domestic work sleeping very late at night. Her plight came to the attention of SGP after a CCPC member identified her and reported the issue in September 2013. Initially Mr. Dutey had a problem with SGP request to remove and enroll the girl in school. Mr. Dutey refused because Akua was purposely brought to assist with farm and domestic chores. Providing education for Akua was totally out of the question. Besides, the girl had never been enrolled in school and as a newly migrated caretaker; he doesn't have the financial means to support the girl's education.



Akua Dutey in a shot with her uncle (confused face) on her identification of her duties Mr Inusah Dutey(left) and Akua Dutey (Right)

Akua Dutey sweeping the house as part

In the long run, the CCPC and the SGP field officers successfully convinced Mr. Dutey and afterwards facilitated Akua's enrollment in the Wurubegu D/A Primary School by providing all needed school

logistics. She was admitted into Class 2 (BS 2) and special attention was given to her to catch up. She really got grasp not only with academic work but much more all activities which were undertaken in school. Akua in the second term became the Class Monitor due to her hard work. She participates in all CDC activities to learn about the rights of the child, the effects of child labour and the importance of education. This gives her great inspiration and makes her very regular in school.

To help sustain the family and prevent the frequent relocation of migrants due to loss of caretaking contract for poor performance, Mr Inusah Dutey was registered for the Farmer Business School (FBS) and trained in good agriculture practices for increased crop yield. As part of the 2014 FBS graduates, he performed creditably well and was awarded with farm inputs. This livelihood improvement training would be crucial to boost the economic and financial situation of the Dutey's family and avert many of their vulnerabilities; which is good for Akua's welfare.

2-2. Please give some specific case stories of cocoa farmers who have improved farming conditions due to the project and then improved the school situation of their children. Please attach 2-3 photographs relating to the stories.

From a Caretaker to a 4-acre Farm Owner—The story of Issaka Duut, an FBS Trainee

Issaka Duut is a middle-aged cocoa farmer who started as a caretaker but now owns a 4-acre cocoa farm at Pasoro. He also lives with his family (a family size of twelve) in the Pasoro community comprising his wife, six girls and four sons. His first son attends Senior High School in Kumasi while the rest are in the Primary and Junior High Schools levels.

Issaka Duut before benefitting from the Farmer Business School (FBS) training was employing primitive agricultural methods in his cocoa farming activities. In terms of crop yield, Mr. Issaka's situation was terrible that he could hardly break even. Offshoots including insect pests and diseases were not controlled by integrated pest management systems and all these contributed to low yield.

Interaction with Mr. Issaka during FBS monitoring visit revealed that his financial condition was very difficult and precarious before the programme. He was unable to properly cater for his children at school. A disheartening issue he unveiled was that his family sometimes went to bed without a meal. However, with the introduction of the FBS, Issaka Duut's story saw a turn-around. By putting into practice the knowledge acquired, his cocoa yield increased significantly from half ($\frac{1}{2}$) bag per acre to (2.75) bags per acre. The proceeds from the farm have helped him improve the living condition of the entire family. He is now a proud 4-acre cocoa farm owner.

Mr. Issaka does not apply excessive fertilizer, pesticide but rather relies on cost effective agricultural practices which greatly contributes to reduction in production cost. The surplus or gains that Mr. Issaka makes from sales of farm produce is invested in his children welfare such as supplying of school logistics, paying of school fees and adequately feeding his wards. He is no more living in abject poverty because of substantive surplus he is making out of his farm sales.

Mr. Issaka saves with Bobrapa Mutual Scheme (BMS) from the gains he is making from his farm yields. He is saving with BMS so that in difficult times he could rely on the Susu scheme for soft loan and other financial support. He also disclosed that his daily savings (Susu) in the BMS has helped him reduce wasteful spending and absurd use of income he generates from his work.



Issaka Duut in his Farm Gear Received from SGP Cocoa Farmers Award

Been a disciplined and active trainee, Issaka emerged as the second best trainee in Pasoro's FBS for which he was awarded with farm inputs including Knapsack spraying machine, machetes, protective clothes as well as safety boot. Mr. Issaka has since expressed immense appreciation and urges managers of SGP to sustain and replicate the FBS programme in other farming communities to improve farmer's knowledge in managing cocoa and also enhance their income level.

Enhancing the Productivity of Cocoa Farmers through FBS - Adamu Bansey as a case

Mr. Adamu Bansey owns a 13-acre cocoa farm at Joekrom near Anansu. He however lives with the family at the Anansu community. Mr Bansey's family consists of his two (2) wives, three (5) daughters and six (8) sons. Eleven (11) of his children are in basic school in Anansu and the remaining two (2) very young and are not of school going age. Adamu Bansey before joining the Farmer Business School (FBS) training used to practice outmoded and unproductive farming practices with its attendant adverse effects. With his previous 7-acre low producing farm engrossed with weeds, mistletoe and pests infections, Bansey and his family could rarely meet the household's financial need; the situation has however changed subsequently. A change he attributes to the application of the new knowledge and farming skill he gained from the Farmer Business School. He has therefore added 5-acre plantation to his cocoa farm and output levels have improved from 1.5bags per acre to 3.5bags per acre. This significant change has been possible as a result of support from BMS and FBS in the area of labor hiring, acquisition of inputs, application of cost effective and productive methods of farming.



Adumu Bansey pruning his cocoa as learnt from the FBS training. He was a dedicated trainee and paid swift attention to the lessons.

At the moment, Bansey is able to cater for his wards at home and school without any financial challenges. He has joined the Bobrapa Mutual Scheme (BMS) for enhanced financial management through savings. Mr. Bansey has since secured soft loan from credit scheme to procure agricultural inputs and is currently developing a 10-bedroom house at Bibiani for himself and his family.

Spotlight Stories

Despaired teenage Mothers turn Cheerful School Children: the stories of Charity and Theresah, all of Wurubegu

Asante Charity goes back to school

Asante Charity was a 16-year old JHS 2 student of the Anansu D/A Basic School who in 2012 got pregnant and dropped out of school. Her parents got despaired and disappointed in her for taking early childhood pregnancy. It was really difficult for them to come to terms with Charity and nearly disowned her if not for the intervention of SMILE Ghana Project (SGP) Field Officers. After giving birth, Charity was still determined to continue her education. She therefore enrolled in September 2013 and have since completed her basic education in July 2014. As a result of continues visit and counseling of Charity's family, the parents agreed to support her to get back to school and also provided her with all the needed logistics for smooth learning. Mrs. Asante (Charity's mother) agreed to babysit the little daughter of Charity in order for her to continue her education. Charity was poised to complete her basic education and further to the higher level. She has promised to be an advocate for campaigns against teenage pregnancy by using her difficult situation as an example which would serve as deterrence to her colleagues.



Charity in her school uniform attending to her baby before leaving for school

Charity's motivation to re-enroll after 7 months of birth was borne out of her desire to have a good job and respectable husband in the future. Charity dreams to work in the health sector as a nurse. Encouraged by friends and with support from her parents, charity has now completed the JHS at the Anansu D/A Basic School.

Theresah Anaba (Also a Teenage Mother Who Returns To School)

Theresah Anaba, another teenage mother at Wurubegu (Mr. Joshua's village) got pregnant in 2010 at age 16 when she was in JHS 2 at the Anansu D/A Basic School. Theresah's parents got very much disappointed in her when she got pregnant and never paid any serious attention to her own needs and that of her baby. Theresah had to babysit her baby (Esther) for a little over 2 years before she could re-enroll in school. After long period the SGP monitoring team succeeding in pleading on her behalf after which the parents agreed and supported the girl with school uniform. She has currently been able to complete JHS in this year 2014



Theresah Anaba and adorable her daughter Esther with SGP Officers.

Child Trafficking Component (the case of Ateenii Alabo)

A Flee into safe hands; Married child (Ateenii Alabo) goes back to school

Ateenii Alabo a fourteen year old primary five (5) girl from Zebilla – Teesi in the Upper East Region was deceitfully given to Abugri Nkayuri a twenty-six year old young man to marry. In their deceitful way, Ateenii's parents connived with Abukari to traffic her for marriage from Zebilla to a village called Baakrom near Pasoro in the Atwima Mponua District of Ashanti Region where Abugri's older brother and wife stays. From Zebilla to Kumasi, Ateenii thought she was meeting her uncle who would take her to Accra as she had been informed by the parents. Little did she know that it was a scheme to get her into marriage against her will.

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Vehemently opposed to the idea after she got to know of Abugri and her parents' intention two weeks after their arrival in Baakrom, Atenii refused to have sex with Abugri and upon persistent abuse sexually and physically from him, she decided to run away from the village. On 15th October, 2013; in the afternoon when all the household members had left for farm, Atenii bolted away with her baggage from the hell she was going through to seek for refuge. Fortunately, she met the SGP Coordinator, his Officers and CCPC members at Wurubegu D/A Primary School who were having their usual monitoring meeting with community level structures and she was rescued.



Atenii narrating her ordeal to a CCPC Member

After going through all the legal processes in which the accused (Abugri) was prosecuted by the DOVVSU Unit of the Ghana Police Service at the Nkawie Circuit Court, Atenii was reintegrated back to her family at Teesi, Zebilla in the Upper East Region on the 20th November 2013.



Abugri, his brother and some family members invited for further interrogation on circumstances surrounding Atenii's trafficking and forced marriage issue at CRADA community house – Gyereso.



SGP Officials in a meeting with the Director of Social Welfare Department and Assembly Member for the Area to discuss about the issue at Nyinahin after which case was reported to the Domestic Violence and Victims Support Unit (DOVVSU) at Nkakwie for prosecution.

Before reintegration with her family, Ateenii was housed by CRADA at its residence in Kumasi since there was no publicly available Rehabilitation Centre in the Atwima Mponua District and the Ashanti Region at large. At CRADA's residence, she was given a residential teaching service by CRADA volunteer to help reinvigorate her academic aptitude to enable her get back to school in the class she was before she was trafficked and forced into marriage.



CRADA Volunteer giving residential teaching lessons to Ateenii at CRADA residence in Kumasi. After all the reformation processes, Ateenii is been taken back to reintegrate with her parents at Tesbie in the Zebilla District. Social Welfare Department, Human Trafficking Unit and the Police at Zebilla were effectively involved in the reintegration process.



The Reintegration Team had extensive community meeting to educate and sensitize the people after the dangers and illegalities of child trafficking and forced marriage which was rampant in the community. Regional Human Trafficking Officer, Social Welfare Officers and the Police added their voice to the call. Chiefs and opinion leaders of the Tesbie community were all assembled at the Chiefs place and SGP advised and educated them to take responsibility for ensuring nothing like Ateenii's case happen in the community.



Ateenii's mother and father were advised and later warned by the Human Trafficking Unit at Bolgatanga by imprisoning them for 2 days. The Team visited Ateenii's school and her friends were happy to see her back and joining them in school again.

Lessons Learnt

The SGP has over the years offered processes and different interventions which have worked best in the course of the project's implementation. Some of these have wide application to other areas or circumstances especially as the project is being continued in new communities. These are seen in the following ways;

- Children's direct participation in the promotion of their rights through the Child Dignity Club (CDC) is effective. As a structure dedicated to educating children on their rights, responsibilities and nurturing of pupils to become responsible adults and citizens through leadership training, the CDC is a viable tool to creating enabling environment to make especially the vulnerable feel safe and comfortable. The impact made by the Child Dignity Club (CDC) in project communities is felt even at the district level. Reference could be made to a four-day kids' forum at Wurubegu in 2013 when the children produced a seven (7) page document containing recommendations made to the various segment of duty bearers for improving the welfare of children.
- Capacity building for community institutions is crucial for achieving improvement in children's welfare and general community setting in which the children grow. As an important element of the SGP, the revival of community actions and mobilization of communities' own resources to support and champion their development was greatly championed. Institutions such as SMC, PTA, Unit Committee and the Traditional/Religious Authorities (Chiefs, Pastors and Opinion Leaders) were strengthened and new ones such as Community Child Protection Committee (CCPC), Child Dignity Club (CDC) were established. The communities' contribution to development and respect for children's rights seen tremendous changes.
- Poverty has been a major cause and consequent of child exploitation. To achieve success in eliminating child exploitation, it is crucial efforts are made to tackle poverty by empowering families and communities economically to cater for the welfare needs of their children. The project has clearly revealed that a huge change would be seen in the welfare of children when their families are given livelihood assistance. This becomes evident when the stories of Grace and Francisca(of Pasoro D/A Basic School) is compared to that of James and Philip(of Anansu

D/A Basic School) who all belonged to deprived families and with common economic characteristics. Compared to the former, Philip and James (identified vulnerable children supplied with logistics) whose families couldn't benefit from livelihood assistances still struggles in terms of school logistics and other required incentives for effective academic work.

- Mitigation measures necessary to reduce the extent of vulnerability is crucial in supporting the education of children. To this end, supply of school logistics plays a vital role in motivating children to attend school and perform academically.
- It was realised that in some instances actors involved in child labour elimination efforts could attract abuses and victimisation from their own community members. This was realised from the experience of CCPC members who suffered in the hands of community members in their attempt to discourage some parents from making their children engage in hazardous activities. This was seen as a huge limitation to the well-intended efforts of the CCPC members. It was learnt then that good interventions like child labour awareness creation should be implemented with tactfulness to ensure their effectiveness. It is also necessary that in such instances the volunteers in this case the CCPC be given maximum motivation to avoid discouraged.

3. Communication with ACE

- 3-1. Did you submit your six-monthly reports to ACE on time? If YES, please explain briefly how easy or hard was it to complete and submit the reports on time? If NO, why not?

Yes, project reports are sometimes submitted to ACE on time with exception of some few cases or instances when we submitted report late.

- 3-2. Did you communicate with your ACE contact staff without any problems? If any, please explain briefly how easy or hard was it to contact these staff?

Yes, communication has been without any difficulty. The swift response coupled with their ability to provide required information and assistance on time via the internet or courier systems have been superb. Though as human institution, we are bound to delay or make mistakes from time to time, however, they gave possible explanations and when they were not available to render assistance they gave internet-automated response. It's a feather in the Project Manager's cup.

- 3-3. Please give comments, suggestions, or observations to improve the communication with ACE (if any).

Communication with ACE has been quite successful and expedient. We can however add other social networks to enable us use other means to enhance our communication systems. Suggested social networks which enable us have more interactions will include; Twitter, Facebook, LinkedIn etc. We however need to be more cautious as some of these social networks cannot be trusted


4. Financial Report

- 4-1. Please report the utilization status of the **entire** project fund using excel format provided by ACE.

Caution! Attach and send financial report in excel file with this report.

Please, find the attached Excel File for 3rd year project fund usage. Any inconveniences caused to your outfit are deeply regretted

- 4-2. If you have any expenses which were not planed in the original proposal, please explain the details including the reasons.

Signature: 

Date: 15th August 2014