



Republic of Ghana

GHANA EDUCATION SERVICE

ADDENDUM

SCHOOL MANAGEMENT COMMITTEE RESOURCE HANDBOOK

JULY 2012



“Enhancing Quality Basic Education through Community Participation”

ADDENDUM

SCHOOL MANAGEMENT COMMITTEE

RESOURCE HANDBOOK

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Abbreviations

CLU	Child Labour Unit
ECOWAS	Economic Community of West Africa States
EFA	Education for All
FCUBE	Free, Compulsory and Universal Basic Education
GCLS	Ghana Child Labour Survey
GSGDA	Ghana Shared Growth and Development Agenda
HWL	Hazardous Work List
ILO	International Labour Organization
ILO/IPEC	International Labour Organization/ International Program on the Elimination of Child Labour
LEAP	Livelihood Empowerment Against Poverty
MDGs	Millennium Development Goals
MESW	Ministry of Employment and Social Welfare
MMDA	Metropolitan/Municipal/District Assembly
MoU	Memoranda of Understanding
NPA	National Plan of Action
NPECLC	National Programme for the Elimination of the Worst Forms of Child Labour in cocoa
PTA	Parent-Teacher Association
SMCs	School Management Committees
UNCRC	United Nations Convention on the Rights of the Child
UNDAF	United Nations Development Assistance Framework
WFCL	Worst Forms of Child Labour

Introduction

This reference material is an addendum to the School Management Committee Resource Handbook. The handbook seeks to build on the wealth of experiences and knowledge that communities and particularly the School Management Committees (SMCs) have. The goal is to strengthen their structures, systems and human skills so that they can better define and achieve the objectives for which the schools are established. This will help the communities to better engage in consultation, manage projects, and take part in planning, resource mobilisation, partnerships and transparency, all reflecting the principles of ownership, empowerment and participation.

This addendum contributes to achieving this goal by introducing three important reference materials: Child Labour, Governance and Leadership. Child labour is captured under Section 2 (Access and participation) of the training manual. Leadership and governance is captured under section 3 (management efficiency). This addendum seeks to provide information to trainers/facilitators using the updated SMC Training Manual.

This is as a result of the greater recognition that the Ministry of Education and the Ghana Education Service and its development partners give to the issue of child labour and education, governance and leadership. The fact that child labour interferes with education has significant implications for social and economic development at the individual, household and societal levels. The single most important result is that the elimination of child labour and enforcement of universal basic education is estimated to yield enormous economic benefits. Efforts to eliminate child labour are therefore an indispensable element for the achievement of national educational targets.

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Child Labour

1.1 UNDERSTANDING THE MEANING OF CHILD LABOUR

Who is a child?

The issue of child labour in Ghana becomes a concern when children are made to perform work they are not supposed to do, at the expense of their education and total development. It is therefore important for SMCs to be aware of who a child is in order to effectively contribute to the prevention of child labour.

Article 2 of ILO Convention No. 182 on the Worst Forms of Child Labour, states that, "the term child shall apply to all persons under the age of 18". In Ghanaian context, it is important to have a clear definition of a child so as to reduce any ambiguities in determining children who should be protected from child labour. This is a crucial point because there are various terminologies used to define a child. Moreover, different laws in Ghana give various minimum age limits for different purposes in accordance with those needs. For instance, Ghana's Constitution sets 17 as the age limit for children.

It is important to define a child in order to enhance the SMC's understanding of minimum age. The Supreme law of Ghana, the 1992 Constitution and other relevant national laws including the *Children's Act, 1998 (Act 560)*; *Human Trafficking Act, 2005 (Act 694)* and *Domestic Violence Act of Ghana, 2007 (Act 732)* define a child as "a person below the age of eighteen (18) years".

FACT BOX 1

A child is any person below the age of eighteen (18) years

This definition is in line with key international instruments such as the United Nations Convention on the Rights of the Child (UNCRC) and the ILO Convention Nos. 138 on the Minimum Age of Employment and 182 on the Worst Forms of Child Labour that Ghana is a party to.

Distinguishing between 'Child Work' and 'Child Labour'

Not all work done by children is harmful to them. In fact, globally and in most African settings including Ghana, children begin work from an early age. These children help around the home, run errands, or assist their parents in the family work or business alongside schooling. As they grow older, they take on light jobs to assist their families, at the same time, learn valuable traditional trades to prepare them for

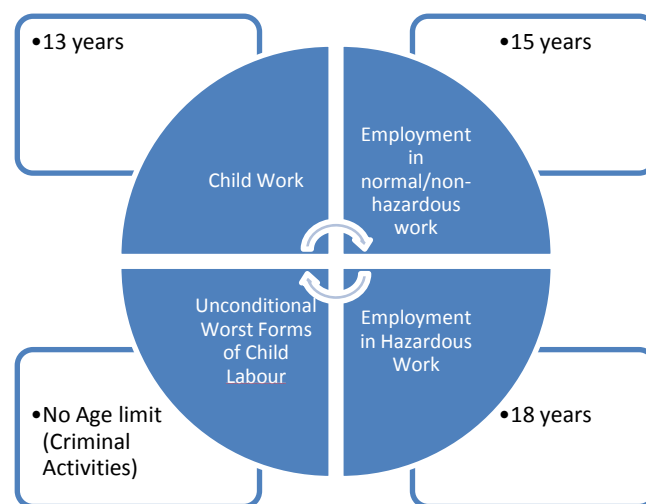
productive adult life. This type of work is referred to as child work. Child work should not be hazardous and should comply with the legal age limits in international instruments, including ILO Convention Nos. 138 on the Minimum Age for Employment and 182 on the Worst Forms of Child Labour; as well as national legislation such as the Children's Act, 1998 (Act 560) and especially hazardous work list (HWL) for Ghana. The ILO differentiates between child labour and child work in order to give guidance to employers and other stakeholders when dealing with children.

There are many criteria that could be used to define work that is harmful or unacceptable that constitutes child labour. The following three main criteria are used by the ILO in measuring children in child labour:

- 'Labour that is performed by a child who is under the minimum age specified for that kind of work (as defined by national legislation, in accordance with accepted international standards)'
- 'Hazardous work': work that jeopardizes the physical, mental, or moral well-being of the child
- 'Unconditional worst forms of child labour': slavery and slavery-like practices such as trafficking of children (moving children far from their homes or out of their countries to be sold into bondage, prostitution, or other coerced/forced employment), debt bondage (children working to pay off a poor family's debt) and other forms of forced labour, forced recruitment of children for use in armed conflict, prostitution and pornography, and illicit activities.

The Children's Act provides age limits for the different categories of work permissible or not accepted for children's engagement or participation.

Figure 1: Minimum Age for Child Work and Child Labour



Defining 'Child Work'

Child work means work which is not likely to be harmful to the safety, health or development of children and does not interfere with their attendance at school or participation in work experience. It should be

noted that child labour does not encompass all work performed by children under the age of 18 years. Millions of young people legitimately undertake child work, paid or unpaid, which is appropriate for their age and level of maturity. By so doing, they learn to take responsibility, gain skills and add to their families' and their own well-being and income. They may also contribute to their countries' economies. Child work is, therefore, limited in nature to a few hours of work a day, combined with schooling and undertaken under the supervision of adults, and does not interfere with the child's health and safety, morals or general development.

The Children's Act, in line with the ILO Convention 138 puts the minimum age for engaging in child work at 13 years, employment at 15 years and hazardous work at 18 years. Child work includes helping parents at home, assisting in a family business or earning pocket monies outside school hours and during school holidays through activities that are not injurious to their health and morals. These activities provide children with skills and experience which help them prepare to be productive members of society during their adult life.

The Ghana Hazardous Work List for cocoa and all sectors clearly outline what constitutes child work in each of the seventeen (17) hazardous sectors (See the Fact Box 2 Below)

FACT BOX 2
CHILD WORK BY SECTOR
(PERMISSIBLE WORK FOR 13 YEAR OLDS
AND ABOVE)

COCOA FARMING

- Watering of Seedlings at the nursery
- Carting minor loads not exceed 30% body weight if farm is far (>2miles or 3Km). If the farm is farther, reduce carrying weight or have rest stops
- Scooping and removal of beans
- Gathering of cocoa pods
- Fetching water for spraying and leaving the farm before spraying commences
- Filling of Nursery bags with black soil
- Uprooting weeds around young cocoa plants
- Picking harvested pods from under cocoa trees in the company of adults
- Running basic farm errands
- Helping in cooking and serving food
- Assist in taking care of babies and toddlers on the farm during weekends and holidays

OCEAN FISHING

- Remove fish from net into canoe on shore
- Wash canoe on shore
- Mending net

LAKE FISHING

- Moving light working tools from home into canoe during day time fishing expedition e.g. calabash, anchor, fishing net, paddle, etc.
- Obtaining feed/bait for basket trap or hook and line fishing
- Cook and run errands for adult fishers
- Assisting in washing the canoe

FISHMONGERING

- Accompanying adult to buy/obtain fish from the shore
- Carrying permissible fish load
- Washing fish after descaling
- Assisting to look for fire wood
- Assisting to arrange fish on mesh
- Sorting of fish by sizes
- Drying of salted fish

SMALL SCALL MINING

- Fetching water for sluicing
- Running errands
- Selling food

CATTLE HERDING

- Sweeping and collecting cow dung into bags (sold as manure to crop farmers)
- Assisting to milk cow

GRINDING MILLS

- Errands and Sweeping

FACT BOX 2 CONTINUED
CHILD WORK BY SECTOR
(PERMISSIBLE WORK FOR 13 YEAR OLDS AND ABOVE)

CROP AGRICULTURE

- Filling the plastic bags with back soil
- Picking and gathering cocoa, orange and loose palm fruits during harvesting
- Counting oranges
- Fetching water for spraying and leaving the farm before spraying commences
- Running basic farm errands
- Helping in cooking and serving food
- Assist in taking care of babies and toddlers on the farm during weekends and holidays

MECHANIC WORK, WELDING/SPRAYING

- Observing work and running errands
- Fetching water for spraying

FOUNDRY WORK

- Errands and work observation
- Packing tools and finished products
- Sweeping and cleaning

However, the Ghana hazardous work lists forbid children below the age of 15 to engage in any kind of work in the following sectors

Definition of 'Child Labour'

The term 'child labour' is defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

It is work that:

- is mentally, physically, socially or morally dangerous and harmful to children; and
- interferes with their schooling:
 - By depriving them of the opportunity to attend school;
 - By obliging them to leave school prematurely; or
 - By requiring them to attempt to combine school attendance with excessively long and heavy work.

Children not permitted!!

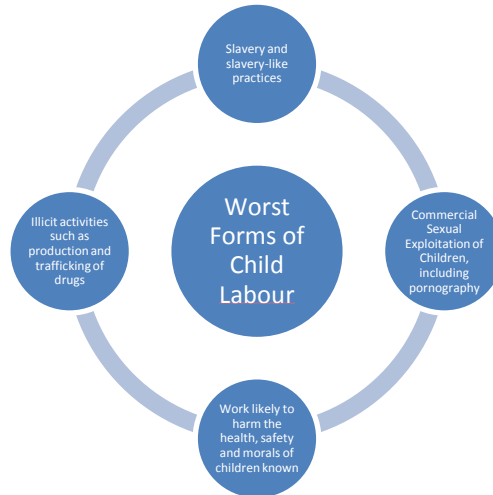


- Street hawking and begging
- Scavenging garbage dump & for scraps
- Hospitality industry
- Commercial kitchen workers
- Tie/ dye batik work
- Sawmills/chainsaw
- Driver's mate
- Quarry and sand wining
- Domestic workers
- Portorage and carting of heavy loads(kayaye & truck pushing loading and offloading)

Worst Forms of Child Labour

ILO Convention No.182 on the Worst Forms of Child Labour applies to everyone under the age of 18. The Convention calls for 'immediate and effective measures to secure the prohibition of the worst forms of child labour as a matter of urgency'.

Figure 2: The four (4) categories of Worst forms of child labour



BOX 3

ILO Worst Forms of Child Labour, 1999 (No. 182)

The Convention calls for 'immediate and effective measures to secure the prohibition of the worst forms of child labour as a matter of urgency'. The worst forms are defined as:

- All forms of slavery, or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced labour, including forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict.
- The use, procurement or offering of a child for prostitution, for the production of pornography or for pornographic performances.
- The use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in relevant international treaties.
- Work which, by its nature or circumstances in which it is carried out, is likely to harm the health, safety or morals of children, such harmful work to be determined by national authorities.

BOX 4

Defining Hazardous Work

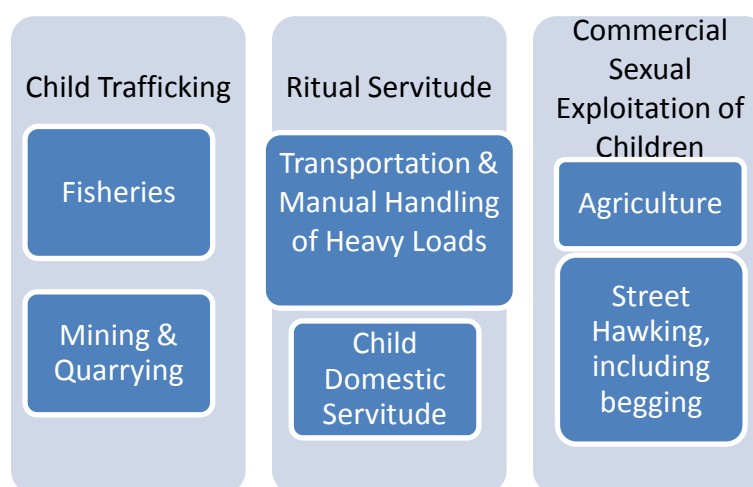
ILO Recommendation No 190 provides the following guidelines for the determination of hazardous work list by governments in consultation with employers and workers:

- Work which exposes children to physical, psychological or sexual abuse;
- Work underground, under water, at dangerous heights or in confined spaces;
- Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- Work under particular difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer. Authorities.

1.2 TYPES OF WORK CHILDREN PERFORM THAT CONSTITUTE CHILD LABOUR AND TARGETTED FOR ELIMINATION IN GHANA

Ghana, as a commitment to progressively eliminating child labour, starting from its worst forms has adopted a comprehensive National Plan of Action to eliminate the worst forms of child labour by 2015 and other forms in the longer term. The NPA, approved by Cabinet in October 2010 has prioritized nine worst forms of child labour for immediate elimination.

Figure 3: Priority Worst Forms of Child Labour for Elimination by 2015



The Ghana hazardous Work List developed in line with ILO Convention 182 and its Recommendation 190 clearly outlines both hazardous and non-hazardous activities/tasks in seventeen (17) sectors. Under each of the 17 sectors, specific activities have been classified as hazardous and prohibited for children below 18 years while children within the age bracket of 15-17 years can engage in non-hazardous activities. Light work (as discussed in Box 1) can however be performed by children.

Box 5: Hazardous Child Labour Activity Framework	
Hazardous Activity (≥ 18yrs)	Non Hazardous Activity (15-17yrs)
LAKE FISHING	
<ul style="list-style-type: none"> - Going on fishing expedition at night after 6pm and before 6am - Going on long fishing expeditions exceeding 4hours per day - Pushing or pulling large canoe to or from shore before or after fishing expedition - Laying net, laying bamboo or basket traps - Pulling net into canoe during fishing - Marking fishing area with a cork - Controlling canoe when fishing - Paddling canoe for long distances exceeding 3km - Operating and controlling outboard motors 	<ul style="list-style-type: none"> - Moving light working tools (not more than 30kgs) from home to canoe for fishing expedition - Assisting adults in pushing or pulling canoe back to or from the shore in the course of fishing expedition - Checking and removing fish from net on shore - Mending or adapting the net - Scrubbing of the canoe with a mesh

<ul style="list-style-type: none"> - Directing canoe to avoid tree stump or to destination when travelling on the water - Stopping canoe with a long paddle or anchor throwing to stabilise the canoe - Diving into deep water to disentangle net from tree stumps or for any other purpose - Scoop water from the canoe on water - Assisting in minor work in canoe as apprentice in the course of fishing - Engaging in the following types fishing method; hook and line, wood pile or large <i>Asabu</i> , <i>NkyaeAbro</i> or <i>disco</i> fishing - Using chemicals in fishing - Casting nets or dragging/pulling huge nets - Carrying heavy load e.g. fish load, fishing net, outboard motor beyond 30kgs of body weight 	<ul style="list-style-type: none"> - Carrying age acceptable(25-30kg) fish load from river bank to home/market
OCEAN FISHING	
<ul style="list-style-type: none"> - Towing heavy canoe from on sea packing site to shore - Handling fuel(premix fuel) for outboard motors - Operating the outboard motor - Operating as '<i>jumpa</i>' - Functioning as a captain or '<i>bonsu</i>' of a fishing team - Conveying outboard motor or fuel from '<i>pu fie</i>' (sea house to and back from the sea shore) - Lowering a mark ('<i>danka</i>') into sea to mark net casting starting point - Assist in casting or pulling net during the fishing process - Jumping in sea, swimming on the surface sea and by splashing water to drive fish back into the net - Cover fish with a wooden lid - Scoop water from canoe - Pulling net rope to close the bottom of net with fish in it - Pulling net heavy with catch into canoe - Long or distant fishing expeditions e.g. sieve fishing - Packing empty canoe back on sea - Being canoe watchman 	<ul style="list-style-type: none"> - Call all team members (Fishing expedition is a team work) - Convey basic fishing tools from '<i>pu fie</i>' (sea house) to the shore e.g. food, drinking water, paddles, nets, etc
FISHMONGERING	
<ul style="list-style-type: none"> - Carrying heavy fish loads above 20-30 kg from shores to the house and after smoking to the market. - Descaling fish with sharp knife - Bending fish - Cutting the huge fish with sharp knife - Smoking/frying fish - Working in a smoking shed with inadequate ventilation - Travelling long distances or by boat to sell fish 	<ul style="list-style-type: none"> - Carrying permissible fish load from the shore to the house or to the market within town - Obtaining firewood for smoking or frying fish - Descaling very small fishes under adult supervision - Arranging of fish on wire net before setting fire - Setting up the fire - Sorting of fish by sizes - Packing of fish into baskets - Salting of fish - Selling fish in the community

SMALL SCALL MINING	
<p><u>Ore mining</u></p> <ul style="list-style-type: none"> - Undertaking any activity in underground mines or mine pits deeper than 2.5metres - Alluvial underwater ore mining- all processes - Exploring or prospecting for gold/diamond - Clearing vegetation for mining - Excavating/digging out overburden/through various layers of earth - Blasting rocks with explosives - Removing gold/diamond bearing gravels from mine - Carrying heavy load of gold bearing gravels/material above 30 kg either in ore stockpiling or into washing trammels - Pounding/crushing of gold rocks using metal mortars and pestles - Milling gold rocks with special grinding mill, - Operating mining machines such as excavator or <i>changfa</i> machines <p><u>Processing of Diamond/Gold</u></p> <ul style="list-style-type: none"> - <i>Jigging</i> for diamond under water and diamond picking for more than 4hours per day - Amalgamating gold with mercury to form gold amalgam in handkerchief or piece of cloth - Treating of gold amalgam in a retort or burning in open air - Weighing and selling gold - Engaging in age acceptable work without adequate foot, body and finger protective clothing 	<ul style="list-style-type: none"> - Carrying ore bearing materials not exceeding 20kg and not from depth exceeding 2.5 metres - Fetching water for sluicing - Sluicing for gold - Panning for gold - (Sieving) larger gravel for diamond i.e. topping - Watching closely and picking out diamond(goza)
QUARRY AND SANDWINING	
<ul style="list-style-type: none"> - Excavating rocks - Use of ball hammer chisel and bar - Chiselling or cutting stones - Blasting rocks - Carrying block (large) rocks from excavation site to platform - Breaking block rocks with lager hammer - Loading stones into vehicles - Working without eye, hand and foot protection - Stone cracking - Sand digging and heaping 	<ul style="list-style-type: none"> - Carry smaller stones from excavation site to platform in an environment not polluted with dust and hash conditions - Crack small stones on platform - Stock piling of smaller sizes/quantities of stones, chippings and sand
CROP AGRICULTURE	
<ul style="list-style-type: none"> - Clearing of forest - Felling of trees - Removing tree stump - Bush burning - Use/working of/with Agrochemicals i.e. purchasing, transport, storage, use (mixing, loading and spraying/applying), washing of containers and spraying machine and Disposal of agro-chemicals containers/materials - Present or working in the vicinity of farm during spraying of agro-chemicals or re-enter a sprayed farm in less than 12 hours - Grafting in citrus and rubber farming - Using machetes/long cutlass for weeding or pruning - Climbing trees higher than 2.5metres to cut mistletoe or harvest or prune with sharp cutlass or implement - Working with motorized farm machinery i.e. mist blower, knapsack sprayer, chainsaw, tractor and bulldozer 	<ul style="list-style-type: none"> - Making a shed to provide shade for seedlings - Assisting in planting seedlings and securing seedlings - Planting other crops e.g. cassava and maize - Weeding/brushing under-growths with age –appropriate small (sua-ado or small cutlass) - Plucking within hand-reach pods or oranges - Collecting rubber latex - Breaking cocoa pods with breaking mallet or hitting on the ground - Carting age appropriate load (permissible weight) e.g. seedlings, water, harvest

<ul style="list-style-type: none"> - Harvesting overhead cocoa pods, palm fruits, orange or rubber with Malayan knife, axe or other implements - Heaping of cocoa, orange, rubber or oil palm - Breaking cocoa pods with sharp breaking knives, stripping palm fruit from stem bunches with sharp axe or cutlass - Carrying heavy load beyond permissible carrying weight i.e. above 30% of body weight for more than 2 miles (3Km). - Working without adequate basic foot and body protective clothing (e.g. long sleeves, trousers and 'Afro Moses') - A child working alone on the farm in isolation (i.e. beyond visible or audible range of nearest adult) 	<ul style="list-style-type: none"> - Gathering of harvest - Carrying age appropriate load at time - Scooping of cocoa beans - Covering the counted oranges with branches to hide it and shade it from the sun - Assisting in loading harvest into vehicles
CATTLE HERDING	
<ul style="list-style-type: none"> - Starting work before 6 am - Going long and distant herding expeditions (<i>gbedordor</i>) during dry season unaccompanied by adults or for number of days - Separating fighting bulls - Helping injured cattle - Taking responsibility of cattle in the kraal at night - Engaging in the spraying and bathing of the cattle with chemicals - Herding cattle to unknown pasture during the dry season - Going into cattle rearing on their own - Herding without protective clothing such as boots and raincoats - Picking young cattle after delivery - Setting fire near kraal 	<ul style="list-style-type: none"> - Checking number of cattle, if missing report to owner/master (<i>enyekpotor/enyeter</i>) - Checking health status of cattle - Opening kraal to let out cattle - Herding cattle to for short distances and times - Monitoring cattle to prevent theft - Milking cows - Carrying new born calves home few hours of delivery - Cutting grass and fetching water for the animals during the dry season - Repairing kraals - Collecting firewood for domestic use
DOMESTIC WORKERS	
<ul style="list-style-type: none"> - Working under condition of abuse(physical, verbal, emotional and sexual) - Sleeping for less than 8hours per day - Working with household chemicals and cleaning agents without protective gear - Confining the child - Denying the child recreation and socialization - Working for more than 3 hours without break. - Denying children their rights as children to special protection and care(<i>neglect check it out</i>) - Handling unfamiliar household appliances without training and supervision; gas, blender, and electric stove, iron, etc 	<ul style="list-style-type: none"> - Basic domestic chores such as dish washing, sweeping, washing few clothes and hawking in the neighbourhood - Running errands - Baby minding - Assist in running business
PORTERAGE AND CARTING OF HEAVY LOADS	
Kayaye <ul style="list-style-type: none"> - Setting up to do kayaye work before 5.00am - Carrying heavy load above 20kg for long distances or unpredictable distance. - Carrying load above 30kg for short or definite place less than 1km - Carrying acceptable load for more than one hour - Carrying heavy loads such as tomatoes crates, ceramic tiles etc - Working without understanding any of the spoken languages (Twi, Ga, English, Ewe) etc(language barriers) 	<ul style="list-style-type: none"> - Assisting loaders with lighter loads - Counting, checking and tallying of good loads - Carrying light goods into or from store/ware

<ul style="list-style-type: none"> - Working without any parental control or adult supervision - Sleeping in the street, open places and crowded rooms - Working in unfamiliar environment - Working without learning permanent trade or school <p>Truck Pushing</p> <ul style="list-style-type: none"> - Lifting heavy loads more than 50% body weight from customer or vehicle to the truck and vice versa - Working busily for more than 3 hours per day - Pushing truck without learning a trade or in formal school - Work without a clear contract from the truck master/contractor and being cheated - Engaged in fight with other truck pushers over load or customers - Verbal abuse from customers or other road users - Exposure to dust, sharp objects in the course of loading - Pushing very heavy loads; 60kg in two tyre or 100kg in four tyre - Pushing or pulling fully loaded truck alone - Pushing truck in overcrowded area or on the street <p>Loading and Offloading</p> <ul style="list-style-type: none"> - Lifting and raising very heavy loads e.g. vehicle, engine parts, floor tiles i.e. above 30kg - Being the central cargo loader - Working without wearing gloves - Loading items with sharp edges and breakable objects such as louver blades and roofing sheets - Abuse from motorists or customers and the general public - Loading continuously for more than 4 hours - Cheating by customers - Climbing high trucks to load or offload goods - Working before 6am or after 6pm 	
STREET HAWKING AND BEGGING	
<ul style="list-style-type: none"> - To be in any street, premises or place for the purpose of begging or receiving alms, or of inducing the giving of alms (whether or not there is any pretence of singing, playing, performing, offering anything for sale or otherwise) - Begging and beggars guides are against the fundamental human rights and dignity laws of Ghana. Whether it is hazardous, non-hazardous or light work it is not permitted. 	<ul style="list-style-type: none"> - Street trading in connection with family retail business and under their direct supervision is permitted as non-hazardous.
SCANVEGING	
<p>SCAVENGING GARBAGE DUMP</p> <ul style="list-style-type: none"> - All activities involved in actual dumb scavenging - Carrying scavenged items above 50% body weight - Sorting heaped scavenged items into categories - Washing of the scavenged items - Packing sorted items into sacks - Transporting items to sale sites 	Not permitted
<p>SCANVEGING FOR SCRAPS</p> <ul style="list-style-type: none"> - Walking long distances(5km or more) in search of scrap - Scavenging dumpsites for metal scrap - Working under contract with masters 	<ul style="list-style-type: none"> - Assisting adults to collect scrap - Assisting adults to push truck about

<ul style="list-style-type: none"> - Doing scrap work and not in school or any formal apprenticeship - Working without protective gears/clothing - Engaging in stealing metal scraps - Pushing trucks along major roads - Carrying ,pushing or loading very heavy scraps 	<ul style="list-style-type: none"> - Undertaking distant scrap scavenge trip
HOSPITALITY INDUSTRY	
<ul style="list-style-type: none"> - Work in place for dancing, or place with liquor services, with services of prostitutes, sleeping facilities or massage. - It is prohibited to use children in the production and distribution of obscene materials - Work in gambling place 	Performances(dance or singing) for non-exploitative cultural, educational, developmental, talent hunt etc. purposes
COMMERCIAL KITCHEN WORKERS	
<ul style="list-style-type: none"> - Pounding fufu for commercial purpose - Carrying or assisting to move large and hot pot of soup, banku, rice, kenkey from the fire - Prolonged cooking using open flames - Working with sharp objects such as knives or cutlasses - Washing dishes daily without protective gloves - Carrying/lifting heavy loads of food stuff (above 50% body weight i.e. 30kg within or near the work place - Working continuously for more than 8 hours per day - Working without dedicated utensils for drinking cups, bowls and cutlery set - Bending to work for long hours - Working after 8 pm or before 6am - Subjecting child to a abuse(physical, verbal, psychological 	<ul style="list-style-type: none"> - Fetching water - Sweeping the premises
TIE/ DYE BATIK WORK	
<ul style="list-style-type: none"> - Handling molten wax - Commercial Ironing (with box/electric/hot plate irons) - Handling the dye and dyeing cloths 	<ul style="list-style-type: none"> - Assisting to set the fire - Fetching water - Packing the dry waxed cloths - Assisting to transport cloths to sale points
FOUNDRY WORK	
<ul style="list-style-type: none"> - Handling molten metal (pouring the molten metal into the mould) - Treating mould with chemicals - Working without appropriate protective gear/clothing (nose mask, ear plug) 	<ul style="list-style-type: none"> - Operating the pneumatic bellows - Grinding and polishing new moulds - Removing the mould
GRINDING MILLS AND SAWMILLS	
GRINDING MILLS <ul style="list-style-type: none"> - Starting a diesel operated corn mill engine - Feeding the grinder with load - Lift heavy loads - Working without ear and nose protection - All processes in the teeth sharpening 	<ul style="list-style-type: none"> - Preparatory corn mill work - Feeding corn mill receptacle with load - Opening the cover and cleaning the mills after grinding
SAWMILLS/CHAINSAW <ul style="list-style-type: none"> - All processes 	<ul style="list-style-type: none"> - not permitted
DRIVER'S MATE	
<ul style="list-style-type: none"> - Jumping onto moving vehicles 	<ul style="list-style-type: none"> - Collection of fares from passengers

<ul style="list-style-type: none"> - Hanging on vehicles - Unlicensed driving - Lifting and handling heavy loads 	<ul style="list-style-type: none"> - Load and off-load goods less than 20kg - give signals about traffic situation - Clean vehicles - Soliciting for passengers to join vehicle
WELDING/SPRAYING AND MECHANIC WORK	
WELDING & SPRAYING <ul style="list-style-type: none"> - Charging carbide cylinder - Welding with either gas or electricity - Working under vehicle - Straightening large dents - Grinding welded surface using grinding machine - Plate cutting with hammer and chisel - Mixing of paints/spraying materials/spraying chemicals and loading - Spraying - Working without appropriate protective clothing e.g. goggle, nose mask or footwear 	<ul style="list-style-type: none"> - Smoothing car object - Preparing object for spraying - Parking tools
MECHANIC <ul style="list-style-type: none"> - Working under vehicle or on inaccessible parts requiring prolonged bending or twisting the body - Lifting heavy vehicular parts e.g. gear box, back axle, engine and large tyres - Working in the engine whilst running - Working on shock absorbers - Working on radiator with overheating problems - Opening and closing of the bonnets on which the engine is running, during overheating in the event of fire outbreak/imminent fire - Pushing heavy duty vehicles or smaller vehicles over long distances - Chucking of vehicles - Handling of liquefied petroleum gas (LPGs) 	<ul style="list-style-type: none"> - Removal and replacing of non- heavy engine parts - Removal of engine plugs - Minor work - Washing of vehicles

1.3 MAGNITUDE OF THE CHILD LABOUR PROBLEM

Globally, an estimated two million children under the age of 18 are involved in artisanal small scale mining and quarrying— with implications for the abuse of children’s rights— and over 90 per cent of this number are in Africa, South America and Asia.

The latest estimate from the new ILO Global Child Labour Report, entitled ‘Accelerating Action against Child Labour’ (2008), indicates that out of an estimated 215 million children in child labour, 115 million are engaged in hazardous work. The report also indicates that sub-Saharan Africa has witnessed an increase in child labour and registers the highest incidence of children engaged in economic activities, with one in every four children engaged in child labour.

A survey conducted by the Ghana Statistical Service—The Ghana Child Labour Survey (GCLS) in 2001 and published in 2003—reveals that 39 per cent of an estimated population of 6.3 million Ghanaian children aged 5-17 years were engaged in economic activities classified as child labour. According to the survey, 17 per cent of these child labourers (1,031,220) were under the age of 13 and more than 242,000 of them were engaged in hazardous child labour. One must be quick to add that the results of the GCLS are outdated as many interventions have occurred since then.

Box 6: Global and National Child Labour Statistics

Global Statistics on Child Labour (ILO: 2008)	National Statistics on Child Labour
<ul style="list-style-type: none"> 215m children in child labour 115m children in hazardous work Reduction of child labour by 14.8% incidence rate in Asia and Pacific Decrease by 9% incidence rate in Latin America and Caribbean Further increase by 24.8% incidence rate in Sub-Saharan Africa Global decrease of 3% as against 10% decrease in 2004 60% of child labourers are in agriculture 	<p>2003 Ghana Child Labour Survey (GCLS: 3003)</p> <ul style="list-style-type: none"> 2.4m (39%) economically active children out of 6.36m children 5-17 2.7m (20%) in child labour 242,074 in hazardous work 57% in agriculture, hunting and forestry 39.7% children more likely than urban children (17.6%) to engage in economic activities <p>Scale-Up Study, 2007/2008</p> <ul style="list-style-type: none"> 430,595 (23.3%) out of 1,846,126 children 5-17 in hazardous work in all sectors 186,307 (10%) engaged in hazardous work in cocoa 21.3% below the minimum (13years) 1.7% not in school 54% of the children, though attending school, are not literate

1.4 CAUSES OF CHILD LABOUR

Poverty is at the core of the problem of child labour. The poor are more vulnerable to the kind of exploitation that is found in child labour, in part because poor households often need the income earned by their children. Hence poverty is often the principal cause. Moreover, poverty interacts with and reinforces other factors. There are, of course, other contributing factors, for not all children from poor households engage in child labour, and some poor societies manage to keep the incidence of child labour low. In Ghana, socio-cultural factors such as ignorance and misconceptions, inadequacies of the education system, and institutional weaknesses in the application of child labour laws are also important causes.

Income poverty, which limits access to private goods and services, forms only a part of the relationship between poverty and child labour. Poverty in terms of access to common goods and services is equally important. For example, households in localities where

BOX 3

Main Causes of Child Labour

- Poverty/economic factors
- Socio-cultural factors including Ignorance and misconceptions, unplanned families, single-parenting, misplaced priorities and ethnic conflicts
- inadequacies of the education system
- institutional weaknesses in the knowledge and application of child labour laws
- Lack of awareness of children's rights

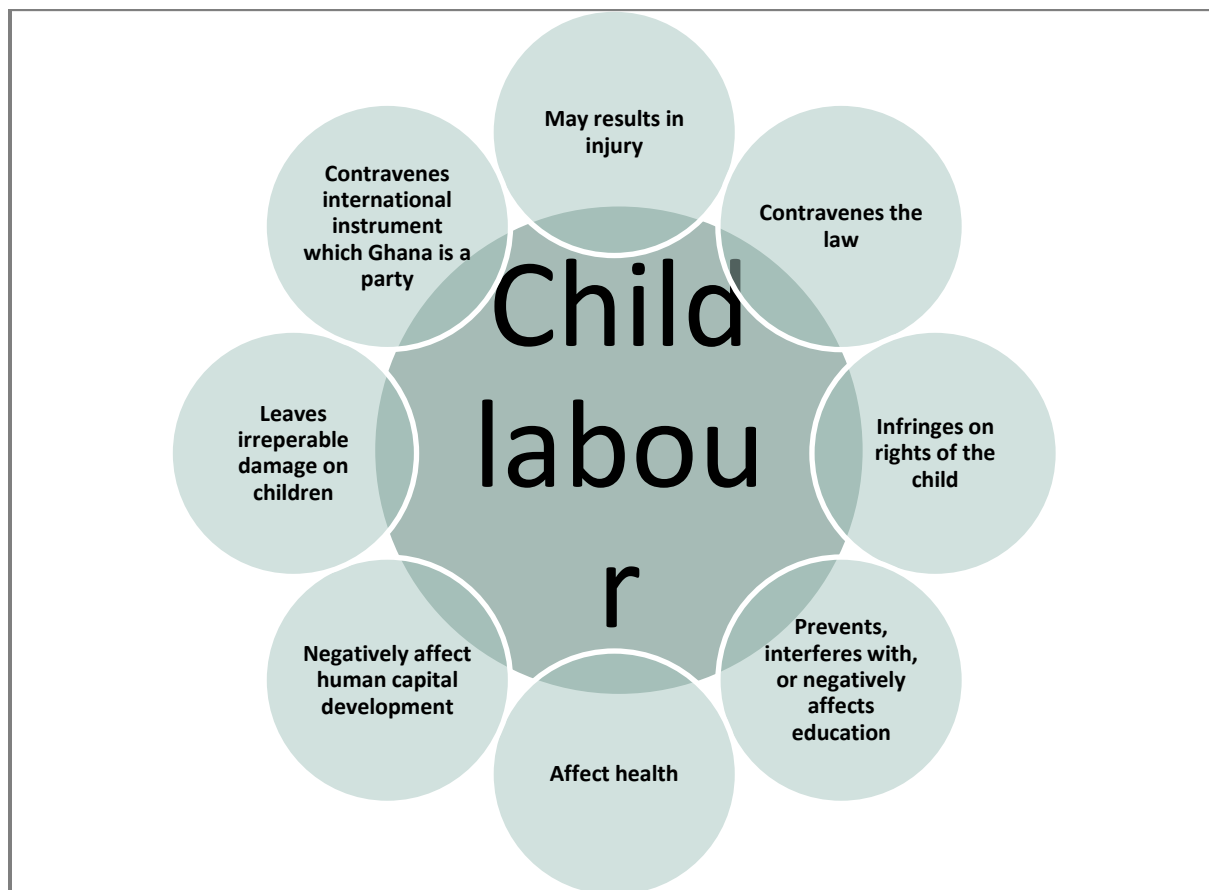
state-provided infrastructure includes potable water, electricity and roads are much better off economically than those from areas that lack such amenities. Furthermore, deprived areas have higher levels of poverty because they lack reliable product markets, transport, financial and other productivity-enhancing services. Such deprivations may lead to risky behaviour by parents and children from poor households, such as engaging in the worst forms of child labour.

In the case of the unconditional WFCL, with or without exploitation in hazardous child labour, a major cause is the lack of enforcement of applicable laws; Lack of awareness of the serious nature of these crimes and the rights of children. The national plan of action for the elimination of child labour considers the engagement of children in hazardous activities as a form of exploitation and an infringement of the law, including the Constitution and the Children's Act, and should be considered as an intolerable practice.

1.5 CONSEQUENCES/EFFECTS OF CHILD LABOUR

The engagement of children in child labour has irreparable consequences on the child, family, community and the economy. The diagram below is an illustration of some of the consequences:

Figure 4: Effects of Child Labour



Effect on the Children

- Equally important is the fact that child labour poses immediate and long-term dangers to health. Children are particularly vulnerable to the various hazards associated with the WFCL, which produce harmful effects on their health and development. Children in WFCL are exposed to injuries, toxic substances, sexual abuse, violence and death,
- They suffer from physical, psychological and emotional disturbances and have poor health and physical development,
- Child Labour denies them their rights to personal development,
- Less emphasis on education leading to learned helplessness, high school drop-out or poor school performance at school and outlook to life,
- Low future employment opportunities, low income earning ability and poor standards
- Physical disabilities and impairments,
- Lack of confidence and self-esteem, and
- Social deviants including drug addiction, robbery, teenage pregnancy

Effect on the Family, Community and the Economy

- Child labour is not only caused by poverty but also contributes to the perpetuation of poverty. Child labour contributes to the school dropout rate as it keeps children out of school. It breeds another cycle of people who most likely will end up in poverty.
- Since child labour interferes with education, including interference with the quality of learning, concentration at school and school performance, as well as the level of interest in education; may result in dropping out of school it has significant implications for social and economic development at the individual, household and societal levels, including the achievement of the FCUBE objective, MDGs and national human resource development goals.
- Child labour reduces productivity and potential income at the individual level, while limiting the overall growth potential of the national economy.
- It denies significant proportions of the population the opportunity for personal development and gainful employment, and is, thus, a factor in the inter-generational transmission of poverty, with wide-ranging social, economic, demographic and political consequences. It leads to a vicious cycle. When an individual, a household or, at the aggregate level, a society uses child labour as a coping mechanism for responding to income shocks, unfortunately a common feature of our society, that individual, household or society creates a new link in the chain that produces the next generation of vulnerable and socially excluded households.
- Depending on the sector in which they are involved, child labourers in Ghana may suffer from excessively long hours of work, bearing of heavy loads, exposure to dust, toxic chemicals and other health hazards, and risks from tools designed for adults, often without adequate training or protective gear. They also suffer from undue exposure to physical, verbal and sexual abuse. Moreover, many child labourers are exploited through being unpaid or grossly underpaid.

1.6 CHILD LABOUR AS HINDRANCE TO EDUCATION

Education is a key tool in preventing child labour. Children with no access to quality education have little alternative but to enter the labour market at early age when they are supposed to be in school, where they are often forced to work in dangerous and exploitative conditions.

On the other hand, child labour is a major obstacle to the achievement of Education for All (EFA), since children who are working full time cannot go to school. For those who combine work and school, their educational achievement suffers and there is a strong tendency for them to drop out of school to go into fulltime employment. The Figure below depicts how child labour could impact on education and vice versa.



- Fail to attend school
- Go to school tired and do not concentrate
- Go to school late – sent back or punished – therefore miss classes
- Poor performance in school – fail examinations
- Poor performance leading to dropping out of school
- Force children to be absent and eventually to drop out of school
- Have no time for study and may fail examinations



- Education prevents children from engaging in child labour and underpins the rehabilitation and social re-integration of child labourers ,

- Education gives children the opportunity to develop their capabilities and talents,

Education prepares children to play an active role in society,

- Children are made aware of their rights and responsibilities,

- Education plays a key role in improving existing living conditions for children, especially working children by obtaining better jobs under improved conditions in the future

Children with access to quality ducation have no time to engage in work during school hours

With quality tachning and learning in shcool children perform well in school and develop interest in shcool

With good supervision & monitoring, at risk children are provided support and stay in shcool

1.7 INTERVENTIONS TO ELIMINATE CHILD LABOUR IN GHANA

Ghana has been an active member of the ILO since 1957 and has ratified all the eight (8) ILO Core Conventions, including, Convention Nos. 138 and 182, Ghana has been part of the renewed global and international commitment for increased actions to end the exploitation of children in all forms of child labour. The prompt ratification of the WFCL Convention No. 182 in June 2000 by Ghana and signing unto the ILO's International Programme on the Elimination of Child Labour (ILO/IPEC), further affirms Ghana's recognition of the child labour problem and commitment to address it.

Interventions to address child labour has been in the areas of policy, legal framework, institutional reforms and the development and implementation of National Plan of Actions, programmes and projects to address the problem.

Policy Reforms: Child Labour has been included in Ghana's Poverty Reduction Strategies including the current Ghana Shared Growth Development Agenda (GSGDA 2010-2013). The policy provides clear policy direction and strategies for addressing child labour.

Legal Framework: Article 28 (Clause 2) of the 1992 Constitution provides that, *"Every child has the right to be protected from engaging in work that constitutes a threat to his health, education or development."* This is the sovereign will of Ghana and the commitment to ensure that child labour, particularly its worst forms, is alienated from our society and that every child is in school. The spirit of the 1992 Constitution is reflected in the various laws protecting children including the Children's Act, 1998 (Act 560), Human Trafficking Act, 2005 (Act 694), Domestic Violence Act, 2007 (Act 732), Criminal Code, 1960 (Act 29), Criminal Code (Amendment) Act, 1998 (Act 554), Child Rights Regulations and the Labour Act, 2005 (Act 651).

National Plan of Action for the Elimination of the Worst Forms of Child Labour in Ghana (NPA 2009-2015): Cabinet has approved and implementation of the National Plan of Action ongoing. The Plan is an integrated framework for tackling the child labour problem in a more coordinated and sustainable manner, geared towards the achievement of the international goal of eliminating the WFCL by 2016. The major Objective of the NPA is on Education (Full implementation of the FCUBE Policy with priority to deprived communities, Access to quality post-basic education and promoting alternative forms of education). The Ministry of Employment and Social Welfare is also implementing the National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC) as a component of the NPA to address child labour in cocoa areas of Ghana. Thirty-six institutions including the Ministries of Education and Local Government and Rural Development have signed Memoranda of Understanding for the NPA implementation. Indeed, the NPA was endorsed on October 20, 2010 as the National Child Labour policy and mainstreamed into the Ghana Shared Growth and Development Agenda (GSGDA) 2010-2013 and the United Nations Development Assistance Framework (UNDAF) 2012-2016.

Ghana Child Labour Monitoring System (GCLMS): The Ministry of Employment and Social Welfare, in collaboration with national and development partners has development and implementing the Ghana Child Labour Monitoring System. The GCLMS is a holistic and dynamic process for eliminating the Worst Forms of Child Labour. It involves direct observations, repeated regularly, to identify child labourers and to determine risks, to which they are exposed to, refer them to services, to verify that they have been removed and to track them to ensure that they have satisfactory and sustainable alternatives. It is for direct action aimed at protecting boys and girls; to enhance better socio-economic planning of child labour related activities at the community, district, regional and national levels; and for a better

implementation and monitoring of child labour related conventions at the national and international levels.

GCLMS will:

- obtain comprehensive information on all children in or at risk of the WFCL;
- institute timely, adequate, sustainable and appropriate response at all levels to eliminate the WFCL;
- secure ownership and mainstream the elimination of the worst forms of child labour into national policies and structures; and
- support national efforts to meet its obligations under ILO C.182.

The GCLMS has two components: Administrative and Data Component. The Administrative component is composed of Committees at the national: National Steering Committee on Child Labour; district: District Child Protection Committee and community: Community Child Protection Committee to coordinate child labour elimination interventions. A data component consists of monitoring of children through data collection by communities and the analysis and use of the information for planning to end child labour.

Thirteen institutions have signed MOU to implement the GCLMS. Among other things, the MOE will mainstream and apply GCLMS tools and provide relevant school level data. Assist to establish Teachers' Network for the implementation of the GCLMS

Institutional Reforms: There have been some institutional reforms for the effective implementation and coordination of child labour interventions. These include the establishment of the:

- National Steering Committee on Child Labour to coordinate the NPA and advise government on child labour issues;
- Child Labour Unit (CLU) of the Labour Department as the government focal point for child labour and the Secretariat of the National Steering Committee on Child Labour to promote participation, efficiency and the flow of information among partners;
- National Programme for the Elimination of the Worst Forms of Child Labour in Cocoa (NPECLC) to coordinate child labour interventions in the cocoa sector;
- Ministry of Women and Children's Affairs and Anti-Human Trafficking Unit;
- Anti-Human Trafficking Unit of the Ghana Police Service;
- Domestic Violence and Victim Support Unit (DOVVSU).

to play a
In addition, government has also instituted several social protection measures and interventions to improve the welfare of children and their families, among which are the supply of free text books and uniforms, Capitation Grant and school feeding programmes for school children in public basic schools as well as other livelihood support programmes such as the Livelihood Empowerment Against Poverty (LEAP).

Clearly, therefore, government fully appreciates the challenges of child labour to the realization of national and international agenda in relation to education, poverty alleviation, social protection and human and child rights.

International Labour Organisation/International Programme for the Elimination of Child Labour (IPEC)

The ILO is the international organization responsible for drawing up and overseeing international labour standards. It is the only 'tripartite' United Nations agency that brings together representatives of governments, employers and workers to jointly shape policies and programmes promoting Decent Work for all. This unique arrangement gives the ILO an edge in incorporating 'real world' knowledge about employment and work.

The ILO's International Programme on the Elimination of Child Labour (IPEC) was created in 1992 with the overall goal of the progressive elimination of child labour, which was to be achieved through strengthening the capacity of countries to deal with the problem and promoting a worldwide movement to combat child labour. IPEC currently has operations in 92 countries, with an annual expenditure on technical cooperation projects that reached over US\$61 million in 2008. It is the largest programme of its kind globally and the biggest single operational programme of the ILO.

IPEC's aim is the progressive elimination of child labour worldwide, with the eradication of the worst forms an urgent priority. Since it began operations in 1992, IPEC has worked to achieve this in several ways: through country-based programmes which promote policy reform, build institutional capacity and put in place concrete measures to end child labour; and through awareness raising and mobilization intended to change social attitudes and promote ratification and effective implementation of ILO child labour Conventions. These efforts have resulted in hundreds of thousands of children being withdrawn from work and rehabilitated or prevented from entering the workforce. Complementary to this direct action throughout has been substantial in-depth statistical and qualitative research, policy and legal analysis, programme evaluation and child labour monitoring, which have permitted the accumulation of vast knowledge base of statistical data and methodologies, thematic studies, good practices, guidelines and training materials.

The number and range of IPEC's partners include employers' and workers' organizations, other international and government agencies, private businesses, community-based organizations, NGOs, the media, parliamentarians, the judiciary, universities, religious groups and children and their families.

Through the Government of Ghana/ILO-IPEC collaboration based on a Memorandum of Understanding between the two in the year 2000, a series of detailed project-oriented interventions have been implemented, resulting in the development of policy and legislation and the implementation of small-scale direct actions in identifying, preventing, withdrawing and rehabilitating children in and at risk of various WFCL across the country. These interventions have however been piecemeal and often donor-driven.

Currently, the ILO is providing support to the Government of Ghana, through the MESW in the implementation of four projects, namely ECOWAS 1, ECOWAS 2, Cocoa Community project and the Private-Public Partnership to address the worst forms of child labour in the cocoa, fisheries and mining and quarrying sectors.

1.8 ROLES OF STAKEHOLDERS IN ELIMINATING CHILD LABOUR FROM GHANA

Various partners including Ministry of Education and its agencies, Local directorates of education including inspectors/supervisors, education person, education structures at the community level including SMCs/PTAs/DEOCs, opinion leaders, parents and children all have key roles to play in the monitoring of child labour. Below are details of the roles of some of the key partners:

ROLE OF TEACHER



- Monitor school and out-of-school children and refer special cases to appropriate authorities;
- Educate children, parents and communities on the importance of education and the harmful effect of child labour; and
- Develop a loving heart towards the child, both during and after class hours. This will go a long way to keep children in school.
- Serve as a positive role model in the community. This will serve not only as an incentive to pupils but also an influence in the whole community;
- Set a good tone in the school by making school friendly and inviting to the child;
- Not encourage discrimination of any form, calling of names, bullying or the use of corporal punishment in the school;
- Endeavour to give individual attention to all children to cater for all interests and abilities;
- Be innovative in all dealings with children to maintain their interest in school;
- Maintain a good teacher-teacher and pupil-teacher relationships as example for the children to emulate;
- Not engage in amorous relations with school pupils;
- Serve as a unifying factor in the community as well as an agent for change;
- Be approachable and patience with all pupils regardless of their individual capabilities;
- Use methods that make learning of their subjects attractive and interesting to pupils;
- Establish child labour clubs in their schools and involve children to express themselves through debates, quiz, art, creative writing, etc;

ROLE OF SMCs



- Work with head teachers and teachers to identify children at risk or those involved in child labour;
- Maintain records and data on child labour issues in your school and community;
- Liaise with the District Assembly (District Social Welfare Officer) to set up Community Child Protection Committee. Community Child Protection Committees can be helpful in identifying and monitoring children engaged in child labour activities in the communities and also identifying children at risk based on school attendance by visiting their homes to salvage the situation;
- Refer parents of children at risk of child labour/engaged in child labour to the Community Child Protection Committee for counseling and support. The Community Child Protection Committees should be made up of Teachers, Parents, Health staff, Chief Farmer, Traditional rulers, Assembly member/Unit committee members, women/youth and children groups etc;
- Identify existing resources at the District Assembly and civil society organizations and access these resources for the affected children;
- Engage chiefs to sensitise their community members on the need to stop or prevent child labour as their voices are greatly respected by the people.
- Encourage parents to provide the basic needs of children such as fees, food (e.g. school feeding programs), uniforms, books, etc. so as to remain in school.
- Contribute to development of community rules and regulations and their enforcement against child labour and non-education of children.

ROLE OF COMMUNITIES



- Initiate and establish community schools and ensure that the right kind of environment exists for teaching and learning;
 - Liaise with MMDAs and the Ghana Education Service to takeover, manage and expand the schools;
 - Contribute to the provision of the right kind of accommodation for educational workers;
 - Establish good relationship with their teachers so that they would see themselves as part of the community and give off their best;
 - Put in place mechanisms for the surveillance of children to prevent irregularity, lateness, school drop-out and the engagement of child in work during school hours;
 - Put in place community rules and contribute to the development of MMDA Bye-laws to compel parents to take up their responsibility to enroll and maintain their children in school and prevent them from engaging in child labour;
 - Take interest in the development of their children's education and the schools;
 - Put in place vibrant PTAs and SMCs to manage schools in their communities;
 - Take interest in co-operative work with the view of improving their economic situations;
 - Organize communal labour in aid of their schools and the community;
 - Establish Education Endowment Funds to support its schools, pupils, students, teachers and the development of the community at large;
 - Own and develop their schools and refrain from perceiving the school as government property; and
- Be interested in working collectively to get children into schools by monitoring truancy and loitering.

Role of Parents & Children



Parents

- Make the education of your children a priority and resolve to enrol and maintain your children in school instead of sending them to work in the in the worst form of child labour no matter the difficulties
- Provide the basic needs for their children to be in school;
- Monitor their children by visiting them in schools and interacting with school authorities to see how their wards are doing;
- Support and encourage teachers to give off their best;
- Contribute to Education Endowment Funds to support needy children in schools and vocational training; and
- Get involved in community actions to combat child labour

Children

- Report any work you are asked to do that is beyond your capabilities to school authorities
- If the incidence happens in school, report to parents or any SMC member / the chief.
- Always attend school and participate in school activities

School Governance

2.1 WHAT IS GOVERNANCE AND GOOD GOVERNANCE?

Governance is the process of decision-making and the process by which decisions are implemented (or not implemented). It also involves the process of forming and entrusting formal and informal rules and regulations, policies etc. into the hands of people in order to ensure the effective implementation of the rules or regulations, policies.

- i. Governance is “**good**” when it ensures that political, social and economic priorities are based on a broader consensus in society, and that the voices of all are heard in decision-making over allocation of resources.
- ii. Good governance means focusing on the existence and purpose of the SMCs and on outcomes for citizens and service users
 - Being clear about the SMCs’ purpose and its intended outcomes for citizens and service users.
 - Making sure that the school receives a high quality service from the SMCs activities.
- iii. Good governance means performing effectively in clearly defined functions and roles
 - Being clear about the functions of the governing body
 - Being clear about the responsibilities of non-executives and the executive, and making sure that those responsibilities are carried out
 - Being clear about relationships between governors and the community and the school
- iv. Good governance means promoting values for the whole school and demonstrating the values of good governance through behaviour
 - Putting organizational values into practice
 - Individual governors behaving in ways that uphold and exemplify effective governance
- v. Good governance means taking informed, transparent decisions and managing risk
 - Being rigorous and transparent about how decisions are taken
 - Having and using good quality information, advice and support
 - Making sure that an effective risk management system is in operation.
- vi. Good governance means developing the capacity and capability of the governing body to be effective
 - Making sure that appointed and elected governors have the skills, knowledge and experience they need to perform well.
 - Developing the capability of people with governance responsibilities and evaluating their performance, as individuals and as a group.
 - Striking a balance, in the membership of the governing body, between continuity and renewal
- vii. Good governance means engaging stakeholders and making accountability real

- Understanding formal and informal accountability relationships
- Taking an active and planned approach to dialogue with and accountability to the school and community.
- Taking an active and planned approach to responsibility to head teachers and teachers
- Engaging effectively with institutional stakeholders (e.g. District Director of Education, District Assembly, etc)

2.2. UNDERSTANDING THE FUNCTIONS OF SCHOOL GOVERNING BODY?

A governing body is a group of people who are either elected or appointed to govern a school. It is a body which has a legal status. Its members represent the school and its community. Governing bodies determine the policies and rules for organising, managing and controlling schools within the relevant laws of the country and the budgets of the schools. The main objective of governing bodies is to promote the welfare of their schools and to ensure that the learners receive the best possible education. For this reason their most important task is to help their principals organise and manage their school's activities in an effective and efficient way.

A school governing body does not manage the school. Managing a school is the joint task of the head teacher, PTA and SMC. Each one has a particular role to play. The day-to-day running of the school is very much the work of the head teacher and teachers with support from the SMC.

The head teacher is responsible for the professional management of the school. For example;

- the day-to-day running of the school;
- ensuring that the decisions of the governing body are properly carried out; and
- Organising, controlling and monitoring teaching and learning activities in accordance with departmental regulations and directives.

The governing body assists the principal by offering leadership and deciding on a direction in which the school should go. It does this by formulating policy to achieve the school's vision and mission statement. Although the principal and the governing body play different roles in school management and governance, it is important that they work closely together in the best interests of the school. The information in this manual will give you a better idea of how a governing body should be structured and should function in the governance and professional management of a school.

2.3 PRINCIPLES OF GOOD GOVERNANCE

Good governance is acknowledged to be essential for the success of any establishment and is now more important than ever. SMC members play a vital role in serving their schools and bring passion and commitment as well as skills and experience to the school. To make a difference, the SMCs need to have proper procedures and policies in place but it also needs to work well as a team and have good relationships within the school. The purpose of these principles is to assist SMC members to enhance their decision making, increase their accountability and enable them to provide strong leadership.

The Principles

“An effective SMC will provide good governance and leadership by:”

- Understanding their role and responsibility;
- Ensuring delivery of organisational purpose;
- Being effective as individuals and a team;
- Exercising control;
- Behaving with integrity; and
- Being open and accountable.

Principle 1

An effective SMC will provide good governance and leadership by understanding their role.

SMCs will understand their role and responsibilities collectively as a SMC and as individual trustees in relation to:

- their legal duties;
- the provisions of the governing document;
- the external environment;
- the total structure of the school;

And in terms of:

- setting and safeguarding the vision, values and reputation of the school;
- overseeing the work of the school; and
- Managing and supporting teachers where applicable.

Principle 2

An effective SMC will provide good governance and leadership by ensuring delivery of the school purpose.

The SMC will ensure that the school delivers its stated purposes or aims by:

- developing and agreeing a long-term strategy;
- agreeing operational plans and budgets;
- monitoring progress and spending against plan and budget;
- evaluating results; and
- Reviewing and/or amending the plan and budget as appropriate.

Principle 3

An effective SMC will provide good governance and leadership by working effectively both as individuals and as a team.

The SMC will have a range of appropriate policies and procedures, knowledge, attitudes and behaviours to enable both individuals and the SMC to work effectively. These will include:

- finding and recruiting new SMC members to meet the school's changing needs in relation to skills, experience and diversity;
- providing all SMC members with opportunities for training and development according to their needs; and
- Periodically reviewing their performance both as individuals and as a team.

Principle 4

An effective SMC will provide good governance and leadership by exercising effective control.

As a body accountable, the SMC should ensure that:

- the school understands and complies with the regulatory requirements that apply to it;
- the school continues to have good internal financial, management controls;
- the SMC regularly reviews and identifies the major risks to which the school is exposed and puts in place systems to manage those risks; and
- Delegation to sub-committees and teachers (as applicable) works effectively and the use of delegated authority is properly supervised.

Principle 5

An effective SMC will provide good governance and leadership by behaving with integrity.

The SMC should:

- safeguard and promote the school's reputation;
- act according to high ethical standards;
- understand and manage conflicts of interest and loyalty;
- maintain independence of decision making; and
- Deliver impact that best meets the needs of beneficiaries.

Principle 6

An effective SMC will provide good governance and leadership by being open and accountable.

The SMC will lead the school in being open and accountable, both internally and externally. This should include:

- open communications, informing people about the school and its work;
- appropriate consultation on significant changes to the school's services or policies
- listening and responding to the views of community members and others with an interest in the school's work;
- handling complaints constructively and effectively; and
- Considering the school's responsibilities to the wider community.

Leadership

3.1. WHAT IS LEADERSHIP?

- Leadership is a tough quality to define. It is a trait that one can distinguish whether a person has or not.
- When you take a look around you and throughout history, the world has been fortunate to have been inhabited by a whole host of influential leaders (Kwame Nkrumah, Nelson Mandela etc).
- While leadership is certainly difficult to DEFINE, there are attributes that we can associate with signs of being a leader.

3.2. TYPE OF A GOOD LEADER

What makes a good leader?

A good leader must be: respectful, visionary, tolerant, open and accommodating, transparent, Responsible in behaviour, consultative, supportive, able to delegate, fair/impartial, empathetic and sympathetic, accept faults, flexible but firm, decisive, etc.

The community deserves SMCs leaders with these qualities. SMCs need to exhibit all these qualities and contribute their quota to the schools and community.

However, in real life situation, there always exist two different types/kinds of leaderships with related unique characteristics:

Autocratic: Leadership is very direct, dominating, impatient, hot-tempered unapproachable, impolite, harsh.

Democratic: Leadership is participatory, consultative, considerate, approachable, responsive, respectful, polite, delegate.

In addition, leadership could be classified under the following types

- **Relationship based leadership** – extent to which leaders are able to maintain personal relationship between themselves and members of their school
- **Task oriented leadership** – able to organize and define roles of members of their school
- **Directive leadership** – a leader who lets his/her subordinates know what is expected of them and tells them how to do it.
- **Supportive leadership** – characterized by a friendly and approachable leader who shows concern for the status, well being and needs of subordinates.
- **Participatory Leadership** – characterized by a leader who sets challenging goals, expect subordinates to perform at their highest level.

3.3. LEADERSHIP FUNCTIONS IN SCHOOLS

Leadership is the art/process of influencing people so that they can strive willingly and enthusiastically towards the achievement of group goals. The essence of leadership is supporters, a leader should have people behind him/her who genuinely believe and adhere to his/her leadership. A leader's role therefore includes: achieving tasks, developing individuals and building the team. Leadership comes through from power and/or authority. The process of leadership is the use of non-coercing influence to direct and coordinate the activities of the members of an organized group towards the accomplishment of group objectives.

3.4. CHARACTERISTICS OF A GOOD LEADER

- Focus on results and deliver tangible outcomes
- Lead by example and be a good role model
- Communicate effectively, precisely and clearly
- Delegate to and empower the people he/she is working with
- Pay attention to individuals as well as knowledge of members
- Build team spirit and encourage team work and share work across board
- Be fair, consistent and impartial in handling issues
- Act decisively and expeditiously when under pressure
- Have a vision and foresight, besides being on top of issues
- Motivate, inspire and boost the morale of followers
- Must ensure that the right to give orders is accompanied with some responsibility
- Set good examples to encourage discipline to help the school run smoothly.
- Harmonize, coordinate and focus the efforts of all the players towards one direction - school goals.

3.5. BARRIERS AND STRATEGIES FOR EFFECTIVE LEADERSHIP

Barriers to gaining leadership for improved school governance:

- Lack of commitment,
- Poor communication,
- Lack of information and skills,
- Inability and less capabilities
- Lack of transparency/accountability,

3.6 SKILLS REQUIRED BY SCHOOL LEADERS

The SMC chairman's own personality and self management will influence the style and success of school management. In order to perform work efficiently and effectively, the SMC will apply different leadership styles depending on specific tasks and circumstances that occur in the day-to-day running of the school. Sometimes, two, three or more styles can be applied simultaneously.

- **Interpersonal skills** - refers to people and team building skills and knowledge.
- **Technical/professional skills** - refers to the knowledge and skills required to understand the technical content of the job. The SMC needs to be on top of the job
- **Functional skills** - refers to the knowledge and skill for planning organization, directing, controlling, coordinating and time management.

- **Rational Skills** – emphasis on knowledge and skills associated with problem solving and decision-making.

3.8 IMPACT OF GOOD SCHOOL LEADERSHIP

- Improvement of children performance
- Effective and efficient resource use
- Improved staff morale
- Improved school discipline
- Improved school/educational indicators[enrolment, retention, completion and transition]
- Good relationship between school and community
- Improvement in children academic performance