

A photograph of a man with a warm smile, wearing a blue button-down shirt, holding a young girl with braided hair. The girl is wearing a white top and pink pants. They are outdoors with trees in the background.

**Creating
change
together**

Annual Review 2014

ARISE
ACHIEVING
REDUCTION OF
CHILD LABOR
IN SUPPORT OF
EDUCATION



Front cover image

Tobacco farmer Misheck Chingabemba Musangala, 33, from Senanga District, Western Province, Zambia, carries his three-year-old daughter Keke Chombe.

Misheck has been a JTI farmer for four years, working three small pieces of land – one hectare for tobacco, one for maize, and the other for vegetables. He also has an eight-month old son Misheck Musangala Jr, and takes care of his niece and nephew because their own family is too poor to look after them. The children attend Kamasisi School, which is supported by ARISE.

“Our local schools need more classes – the lack of classrooms cause children to come back home where they are at risk of child labor.”

**Creating
change**

Together

The ARISE Program aims to bring an end to child labor in tobacco growing communities by providing access to education, creating alternative economic opportunities, and advocating for policy change. We seek to understand the complex and interconnected reasons that child labor exists, and engage and collaborate with those who can contribute to tackling the issues. We believe that education provides children and communities with the chance of a future that is free from child labor.



Measuring the changes in 2014

We believe that it is important to measure the changes we create. In 2014 we continued to focus on access to education, raising awareness of the importance of ending child labor, providing alternative means of income, as well as supporting and advocating for more protective laws and their enforcement. We remained active in Brazil, Malawi, and Zambia. We monitor the effectiveness of our program in all three countries to learn what works well.

5512 

total number of children off farms and into schools

Brazil

Tobacco cultivation is important to Brazil's economy.

We have access to 12,617 growers' families in three main regions. The majority of farmers are owners, and approximately 20% of them are members of cooperatives or rural unions.



998

children off farms and into schools

190

households with improved income

4199

community members and teachers educated about child labor



Find out more about our progress at www.ariseprogram.org



Zambia

Tobacco is one of Zambia's most important cash crops, employing almost half a million people. We have access to 7183 growers' families in two main regions. Most farmers are smallholders with five hectares of land.

1817

children off farms and into schools

335

households with improved income

10,449

community members and teachers educated about child labor

7

governmental policies and plans developed with our input



Malawi

Malawi is one of the world's poorest countries. We have access to 8459 growers' families in four main regions. Tobacco is the country's largest cash crop and is mainly cultivated by small-scale growers.

2697

children off farms and into schools

638

households with improved income

3342

community members and teachers educated about child labor

4

governmental policies and plans developed with our input

Contents



Promoting change

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Providing guidance

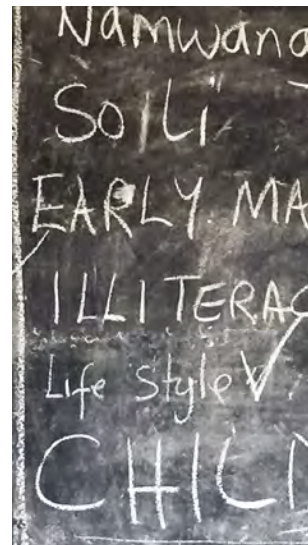
We are a dynamic public-private partnership that unites expertise, skills and resources to help drive change.

10



Finding solutions together

18



Developing mothers' baking skills

Our training for mothers generates new family income that can be used to pay for contract workers and allow children to be in school.

22

Training teachers in effective leadership

We help teachers to become better educators, improving the quality of teaching and learning.

24





Tackling the issues with relevant initiatives

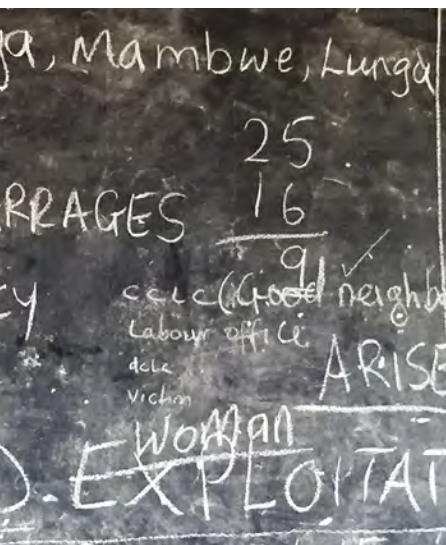
We need to understand the challenges that could prevent our success.

12

Creating change for children

We provide access to education as a way of getting children off farms and into school.

16



Teaching farmers new ways of working

We offer IT training to farmers so that they no longer need to rely on child labor for their productivity.

20



Encouraging community-led solutions

We help communities understand and share ideas – the best solutions to ending child labor are those that are community-led.

26

Providing knowledge and support

We support governments and regulatory bodies to create environments that help end child labor.

28

Continuing our efforts

30





Promoting

Change

ARISE aims to get children out of tobacco farming and into schools so they have the chance of an education, and will be able to create a better future for themselves and the generations to come.

We aim to create viable alternatives that break the cycle of child labor and promote the opportunity for change. We educate children, families, farmers and communities about the need to end child labor. We listen to their concerns and help them understand the long-term benefits. We provide families with the chance to develop skills and find new ways to earn an income. We train farmers and communities so they can find new ways of working and change cultural beliefs that put children at risk. We provide schools with resources, teachers with training, and governments with information so they can create relevant laws and enforce them.

Providing guidance

We believe that the long-term solution to child labor is not simply to remove children from work, but to address the causes that allow child labor to exist, and to ensure that children and their families have viable alternatives. We also believe that achieving success depends on understanding child labor in the context of wider economic, social, and cultural factors, and that success can only be achieved when those most impacted are part of the solution. We provide guidance and support to help find the best options.

A partnership for change

The ARISE Program brings together the wide-ranging experience, complementary expertise, resources and skills of the International Labour Organization (ILO), Japan Tobacco International (JTI), and Winrock International. It's a unique private-public sector partnership that unites three very different organizations in the pursuit of eliminating child labor in specific tobacco-growing communities.

ILO is a specialized agency of the United Nations. The world's leading International Programme on the Elimination of Child Labour (IPEC) was formed in 1992.

JTI is a leading international tobacco company, operating in 120 countries and employing around 26,000 people. JTI's goal is to ensure that human rights are respected in all areas of its business.

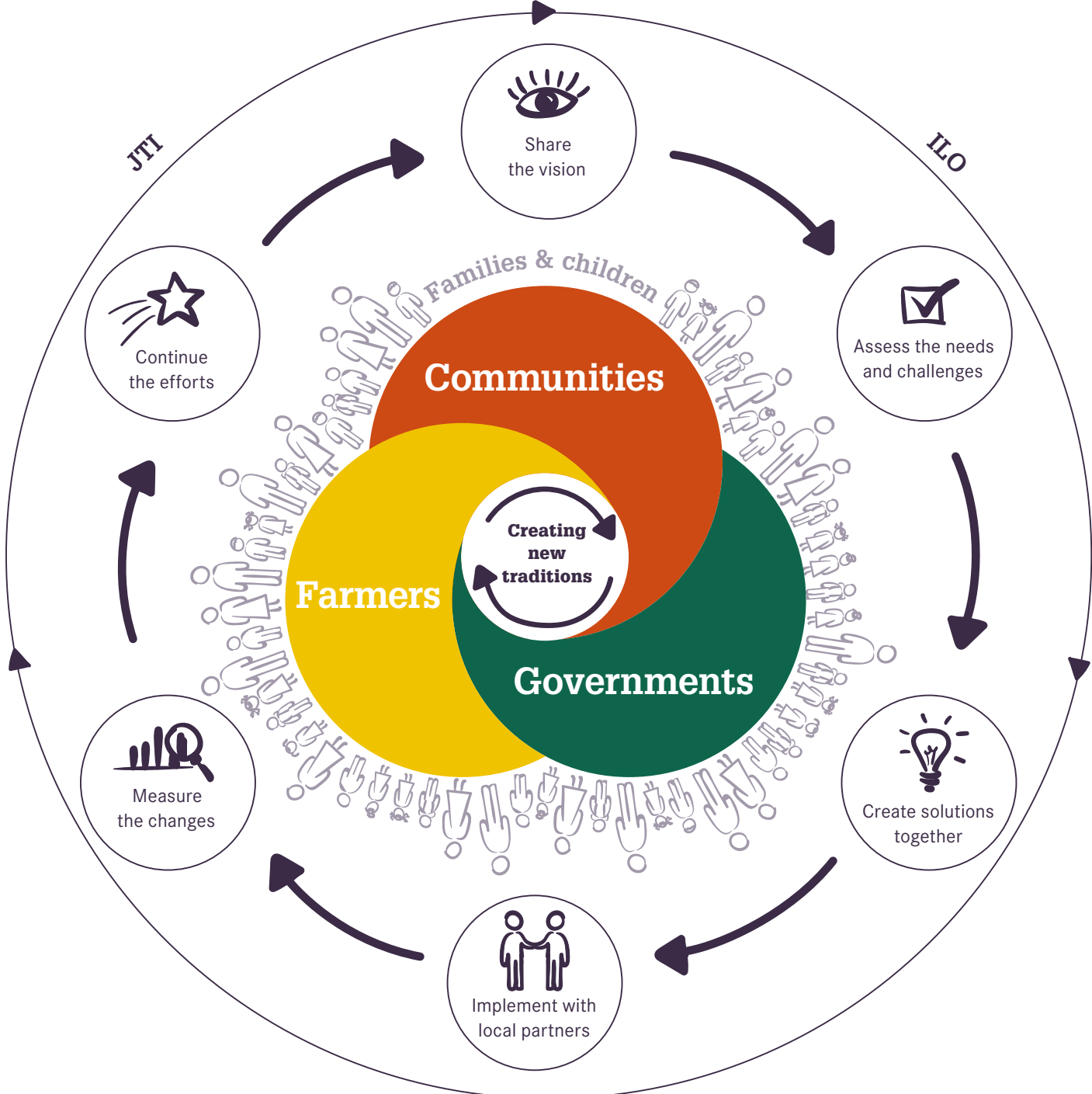
Winrock International is a nonprofit organization that works to empower the disadvantaged, increase economic opportunity, and sustain natural resources.



Making change happen

All three ARISE partners share responsibility for strategy, implementation, and decision-making

The ARISE partnership is a dynamic relationship, one that shares ownership and responsibility of the program. All of the partners work together, in the field and at management level, so we can share our skills, expertise and experience.



Winrock International

Tackling

the issues with relevant initiatives

Child labor is deeply rooted in poverty, cultural attitudes, and a lack of awareness of the hazards of child labor. The reasons for child labor are complex and they differ around the world depending on economic, cultural, and regulatory environments. For many, child labor is a simply way of life – the way things have been done for generations. The term ‘child labor’ is often not understood and can be denied by farmers and local community leaders – it’s thought to be a rite of passage into early adulthood. Sometimes child labor is necessary for families to have sufficient income for food and basic essentials.



Challenges

Our approach

Example from **2014**

Youth legally entitled to work



Training through Model Farm Schools and other vocational courses

896

young people in Model Farm Schools

See Chinyama's story on page 17

Long distances to school

Provide transport options, and build new schools

5



new schools in ARISE communities

Lack of educational resources

Provide teaching and learning resources

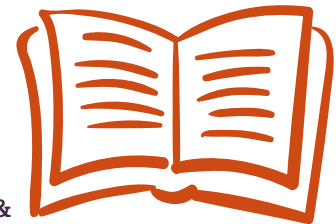
Provided

19,400

student text books in Malawi



Education



ARISE promotes the relevance of education and raises awareness of the effects of child labor. We provide education, train teachers, and help to improve school resources. We enable children to return to school, and provide family support, after school programs and vocational training.



Inadequate teacher training & high student to teacher ratios

Provide needs based teacher training

80

teachers in Malawi trained on needs based assessment

See James' story on page 24

Insufficient & inadequate classrooms

Build new schools, classrooms and school facilities

500

extra households with access to a new school in Malawi



Challenges

Our approach

Example from **2014**

Seasonal demands



After school activities to prevent child labor after school hours during planting and harvesting seasons

Procured and distributed materials for afterschool activities in

20

ARISE villages in Malawi

Unemployment and limited sources of income

Income generating activities, savings and loans schemes, and conditional grants to relieve the financial strain, and reduce drop-out rates



See Valéria's story on page 22



Socio-economic

ARISE involves whole communities to prevent child labor. We develop the income-earning potential and long-term livelihoods of farmers, their families and communities by providing access to income-generating activities, practical agricultural training in Model Farm Schools, and conditional capital loans and investments.

Cultural beliefs



Identify beliefs and practices that lead to child labor, suggest ways of modifying harmful practices and promote helpful practices

See Namakau's story on page 17

Lack of access to basic needs such as food and water



Model Farm Schools that teach agricultural practices which can be applied to food crops, and school feeding programs

Cost of attending school



School scholarships and scholarship kits

See Namakau's story on page 17

12,380

learners in 12 schools benefit from school feeding program in Malawi

Challenges

Our approach

Example from **2014**

**Insufficient
appropriate
legal frameworks**



Liaison with governments at all levels and traditional leaders to develop and create relevant laws

See Project Office story on page 28

Legal frameworks



ARISE works closely with governments, worker and employer organizations, local civic and traditional leaders as well as other international organizations to help improve legal and regulatory frameworks that address child labor issues.



Lack of community knowledge of relevant laws

Training to help parents and communities understand the law, as well as the potential benefits and opportunities of educating children

Sensitive awareness raising and local training sessions with peer educators

See Pascarina's story on page 16, and Stephano's story on page 26

Re-integration into education

Identify those at risk, offer family assistance and create supportive environments



Technical input and consultation provided in Zambia to the UN Development Assistance Framework

Creating change for *children*



“I will have a brighter future just because of what I’ve learned”

Sharing knowledge of the law changes futures

Pascarina Lubinda is 15 years old and lives in the Chitwa community, Zambia. She used to work on tobacco farms and take care of her younger siblings. School was not part of her daily routine. When her parents and women in the village encouraged her to marry a 39-year-old farmer, after a traditional ceremony declared her ready for marriage – they had no idea that they were committing a crime punishable by imprisonment. At a meeting organized by ARISE, peer educators talked about maternal health, life skills, the importance of education. They also talked about child labor and early marriage laws. Pascarina’s parents subsequently ended her engagement. Due to her age, she is unable to re-enter the school system, so she now follows a tailoring course offered by ARISE at the Kaoma Youth Resource Center. One day she would like to make and sell school uniforms, and wants to become a peer educator herself.

1

peer educator can change a child’s future

412

mothers/guardians in Zambia have signed commitment pledges to educate their children

11

child labor plans and policies developed with ARISE support



“A lot of girls would stay away until their menstrual period finished”



Challenging taboos to keep girls at school

Seventh grader Namakau Muyawano of the Western Province, Zambia aspires to be a flight attendant but her dream almost came to an abrupt end when she got her period at school. There are traditional taboos surrounding public signs of menstruation, and the boys at school bullied her to the point that she stopped attending class. Her parents sent her to a remote area bordering Namibia believing she had disgraced the family and had ruined her prospects of a local marriage. Thankfully Namakau is a beneficiary of the ARISE Program’s Conditional Family Support Scholarship and her school attendance is tracked. ARISE, the local Community Child Labor Committee, and school officials consulted with Namakau’s parents and she eventually returned to class. Information about the subject is now included in our afterschool program, and boys at the school learn about puberty and gender differences.



“I have become a young farmer and a role model to other youth”

Training young adults in safe agriculture

Chinyama Biela, 17, lives in Chitwa, Zambia with his elderly parents and siblings, and he works in the family’s fields. ARISE identified Chinyama as vulnerable to hazardous child labor and he was offered enrollment at an ARISE Model Farm School (MFS), where he learned about occupational health and safety practices, including pest control, disease control for poultry, and conservation. He believes that working with fellow youths at the MFS has changed his life, and that the school will help reduce early marriage for his female peers because it offers the opportunity for girls to also learn agricultural skills and not view marriage as their only hope for the immediate future.



1589

scholarship kits distributed. The kits include shoes, uniform, school supplies and sanitary kits for adolescent girls

1st

program of its type in the Western Province, Zambia

3

years is the general length of our scholarships



15-17

years: age of children in MFS

896

youths attended MFS, 400 of them in Zambia

12

MFS facilitators in Zambia were trained





Finding

solutions

together

Finding solutions together sometimes means challenging the way things have always been done. We believe that the solution to ending child labor has to come from those who, armed with the right knowledge and support, are able to break traditions of the past. That's why we work hard to challenge mindsets, sharing a vision of what the future could look like. Many of the communities we work with have a strong cultural heritage of children working alongside adults, so our efforts concentrate on promoting education and raising awareness. We work to improve the income-earning potential and long-term livelihoods of farmers, their families, and their communities. We help farmers improve agricultural productivity, crop quality, and working conditions. We proactively cooperate with governments and other international organizations to help create effective laws that address child labor issues and support adequate enforcement.



“It was a great challenge... I know the basics now”

Darci Luiz Seibert

Teaching

farmers new ways of working

Access to online information helps farmers know more than how to manage crops

To maintain efficient production and not employ child laborers, farmers need to know about more than growing and managing crops. They need knowledge of market, pricing, planting, production processes, safe working practices and the law, including those about child labor.

The internet is a great tool for finding information that can help farmers remain productive and keep children out of child labor. But not all farmers have computer skills. Father of five, 66-year-old farmer Darci Luiz Seibert of Linha Turvo in Arroio do Tigre, Brazil took part in an ARISE computer training course and opened up a whole new world of information. Darci has worked on tobacco farms since he was young but took part in the new basic computer skills training offered by ARISE. The free five-month course was held weekly at the Union of Rural Workers, in Arroio do Tigre and was open to farmers and other members of the community. The partnership with the Rural Workers' Union was important because it provided the opportunity for a large number of people to have access to the course. Rapid developments in technology and reduced computer costs have made access to agricultural information easier. The 86 farmers who participated learned how to find out more about child labor, farming practices, and health and safety.

Until the course, Darci had only completed the fifth grade of elementary school. He says that although he had never 'dealt' with a computer before, he did not think twice about taking the class. He diligently attended all lessons except one due to illness, and received his first diploma in Basic Computing. As a farmer of tobacco, cattle, soybeans and other food, and Darci believes that the ARISE computing course has opened up new opportunities for himself and his family.

630

farmers in Brazil were made aware of child labor and worker health and safety issues



1,215

farmers and parents educated in entrepreneurship



40

JTI field technicians trained in child labor regulations



Developing mothers' baking skills

Families need to have an alternative income when children stop working

Providing income-generating opportunities for families is a key factor in reducing child labor because it can replace the income received from child labor and pay for adult workers. It also helps pay for costs associated with schooling, making it easier for families to make the change.

Valéria Konerat, 33, lives in the community of Linha de Rocinha in Arroio do Tigre, Brazil. She and her husband, Leonel Bilhão, have four children aged 15, 12, seven, and two. Valéria has always worked on the family farm helping her husband plant, manage and harvest tobacco. She was given the chance to attend an ARISE baking course for women on how to make bread, biscuits and cookies and learn about techniques, measures, as well as presentation and marketing skills. Valéria soon became involved in fairs promoted by ARISE, selling her goods at events such as the major agricultural product and farming machinery expo Expotigre, and Oktoberfest.

In addition to the baking course, Valéria also received the first part of an ARISE family support scholarship. She used the money to buy baking equipment, enabling her to increase production. Valéria believes that her new source of income has improved the family's financial situation. Although she still currently bakes at home, she would one day like to have her own bakery and make a larger variety of products. Through ARISE and Valéria's commitment to her new profession, her children no longer need to work in the field because the money is used to pay outside labor to harvest the tobacco. Instead, the children now attend ARISE after school programs.



“The financial situation of my family has improved”

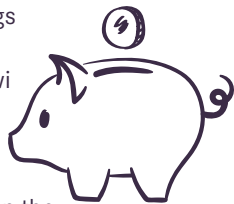
Valéria Konerat



30

women in Arroio do Tigre, Brazil were trained in baking

The Village Savings and Loans (VSL) program in Malawi provides seed capital for families to start new businesses on the condition that children do not work



415

guardians have been trained and are participating in community savings and loan schemes in Zambia

44 

people from 10 communities in Ntcheu and Lilongwe Malawi were trained in livestock management practices (5 men, 39 women)





“This training was an eye opener. My work has now been simplified”

James Liwewe

Training teachers in effective

Leadership



12,380

learners in 12 ARISE schools
in Malawi

1458

teacher guides procured in Malawi

40

schools
supported
in ARISE
communities



We want to help teachers improve their skills and to manage schools well

Teachers in rural areas often face very large classes, poor infrastructure, a lack of resources, and insufficient training. This leads to poor quality education, low attendance and weak results. In collaboration with the Teachers' Union of Malawi, ARISE trains teachers to address these issues with the intention of providing children with access to quality education.

James Liwewe has been the Head Teacher at Kanthonga Primary School in Lilongwe Rural District, Malawi for the past six years. According to James it has been challenging to provide academic and administrative leadership to the 11 teachers he supervises. Problems such as high student-teacher ratios, poor infrastructure, and insufficient teacher training resulted in low staff morale and one of the lowest levels of student achievement in their local education zone.

James was one of 39 head teachers, deputy head teachers and primary education advisors who received training in instructional leadership. The course helped them improve their knowledge of how to supervise and mentor teachers, and how to plan for their ongoing professional development. The training allowed him to build capacity to manage staff and resources, manage the curriculum, mentor and support teachers, implement education policies, train teachers in subjects needing reinforcement, and monitor and evaluate school activities. James believes that the training has made his job easier and that the community mobilization skills he acquired during the training have also helped him to more fully support the development of a school improvement plan for his school. Owing to the remarkable positive changes at Kanthonga School and improved results, district officials and the Teachers Union of Malawi now ask James to facilitate training sessions for other Head Teachers, creating a ripple effect throughout the area.



“We feel challenged to do more for our school and community”

Stephano Gwedeza

Knowledge learned during community training creates opportunities for change

10,884 
community members educated about child labor

204 
events against child labor initiated by communities

9 
boreholes established in ARISE communities

Encouraging **community led solutions**

Armed with knowledge and understanding of the issues, communities have the ability to identify local problems that cause child labor and to develop community-led solutions. We work with communities to help them understand the opportunities they have and the benefits they stand to gain.

Stephano Gwedeza is the Chairman of the Parent Teacher Association (PTA) at the Mchemani School, in Lilongwe District, Malawi. Until this year, Stephano was unaware of the full potential of the PTA and the role he could take to initiate change. Whenever activities were organized by governmental and non-governmental organizations, neither he nor the PTA offered to help.

All that changed however, after Stephano attended community meetings and training provided by ARISE. The PTA and other community members learned about basic school management, how to participate in and contribute to school planning, and how

to make the best use of local resources to support plans. Stephano realized that his role was to mediate between parents and teachers, and to meet with community leaders and members to plan activities for the school.

After the training, the PTA developed a school improvement plan together with other community members, the Village Development Committee, and the School Management Committee. One of the key issues identified was the lack of storage space for food at the school. Community members donated maize, which was then sold to raise funds. The money generated bought iron sheets and other building materials, which were used to build a storeroom behind classrooms. Stephano is now a strong believer in community-led actions for change.



Providing

Knowledge and support

New Project Office ensures longevity of ARISE activities

It is important that ARISE activities to reduce child labor are able to continue long after they have been set up. We help governments, employer and worker organizations and nongovernmental organizations to find their own ways of making this happen.

All ministries in Brazil have funds that should be invested directly into municipalities, but the capacity of the municipalities to attract and implement policies is low. During ARISE training, 30 public administrators from five municipalities and 54 public managers (mayors, secretaries and technicians) from nine municipalities learned how to effectively access and manage public policies, in particular those related to ending child labor. The 120-hour course related specifically to mapping sources of funding and project design, with participants learning how to attract and manage funds in four strategic fields – education, healthcare, assistance and agriculture. During the training, the participants also designed projects with the support of teachers and tutors – at the end of the course, 14 projects had been designed and more than BRL 1 million (almost USD 330,000) had been raised from the submitted projects.

Gilberto Rathke, Mayor of Arroio do Tigre, can already see the benefits for his municipality's more than 13,200 inhabitants. A Project Office has been created in the City Hall, bringing together technicians from different fields. The strategic municipal administration area monitors existing funding opportunities, and coordinates the design, submission and performance of proposals. It is also responsible for communication, and ensures that there is alignment with the municipality's strategies. The Project Office has become a definitive part of the structure of the municipality's administration, and will ensure the permanence of ARISE activities.



“The Project Office is a great initiative for our municipality”

Gilberto Rathke,
Mayor of Arroio do Tigre

18 

government representatives trained in child labor monitoring systems in Zambia

1st 

UN Resident Coordinator visit to a child labor project Zambia was to ARISE schools

700 

copies of List of Hazardous Occupation for children were printed and distributed to various government officials and senior traditional chiefs in Malawi



Continuing our efforts

Committed to our long-term goal

Our strategy over the next four years will continue to center on tackling the causes of child labor with context-specific initiatives that are aligned with development needs. We will provide ongoing strategic and technical advice, and will continue to reinforce our approach, collaborating closely with those who can bring about change. Our efforts will largely concentrate on capacity building in targeted communities in Malawi and Zambia, and we will also extend our efforts into Tanzania.



2011
ARISE program
partnership and
program framework
established



2012
Efforts in
**Brazil
and
Malawi**
begin



2013
Active in
Zambia

Reaching

44

communities



2014
Independent
evaluation of
ARISE informs
**strategy
for next
four years**

Expecting to reach

54

communities,
including
10 in Tanzania



2015

Assessment in Tanzania

determines
gaps, challenges
and appropriate
strategies



2016

Efforts in Tanzania

to begin

Review of potential
for ARISE activities for

migrant workers in the United States



Expecting to reach

62

communities



2018



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