



# Reaching new heights together

Annual Review 2017

## ARISE

ACHIEVING  
REDUCTION OF  
CHILD LABOR  
IN SUPPORT OF  
EDUCATION



We believe in  
a future without  
child labor



## **Education changes lives**

Through education children can flourish—their minds are opened up to an incredible world of learning and new possibilities.

Education can ignite sparks of opportunity and hope, and educated children can contribute to a sustainable future that supplements traditional ways of life with a new perspective.

We believe that when you open the mind of a child through education, you make a positive difference by creating new opportunities. By assisting children out of labor and into school, we're creating a ripple effect that will benefit children, families and communities for generations to come.

## Our impact in 2017

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## Next steps





## We create lasting social value

It's easy to see smiles on the faces of children who are happy to be out of work and in school, but it's not so easy to measure them. Instead, we monitor our initiatives and quantify what we can.

# 15,095

more children enrolled in schools

*Our impact  
in 2017*





# 3,185

children enrolled in education and/or After School Programs

# 72

households with improved livelihoods

# 31,991

community members and teachers educated about child labor

# 3

governmental policies and plans developed with our input

In Southern Brazil, child labor exists on family farms due to the cultural value of working, and the lack of awareness about the hazards of child labor or the alternative opportunities for youths. Children are vulnerable to working after school hours, so we provide after school activities and mentoring programs for children and women.



## Awareness raising

# 3,215

children participated in awareness activities

# 430

teachers trained in child labor

## After School Programs

# 14

workshops monitored catering for 369 children

# 14

youths graduated from a basic computer skills course

## Vocational training

# 32

rural mothers trained in basic computing skills

## School gardens and feeding programs

# 2

schools implemented the Sustainable Agriculture/Healthy Food Project

## Quality education

# 2,786

children benefited from improvements to 14 schools

## Income-generating activities

# 3

mothers gained access to activities and conditional capital investments

# 4

events held to promote and market the products of trained mothers

## Working with government

# 20

ARISE schools joined a Labor Prosecutors Office (MPT) school initiative

# 6

students at ARISE schools received first prize in the Labor Prosecutors Office competition

# 1<sup>st</sup>

place at state level and 6<sup>th</sup> place at national level awarded to Adolpho Sebastiany Municipal School





# Malawi



**7,063**

children off farms  
and into schools

**10,028**

community members  
and teachers educated  
about child labor

**1,569**

households with  
improved livelihoods

**833**

people educated on  
farming-related and  
income-generating activities

**13**

governmental  
policies and plans  
developed with our input

In Malawi, children often have to contribute to their family's income. Culturally, they're expected to develop a work ethic and appreciation for the family unit. The community and in-school child labor monitoring systems we use help establish, train and identify children at risk, and get them into school.

## Quality education

# 938

children graduated from their class to the next grade with a minimum pass of 50%

# 509

children with post-child labor rehabilitation support monitored

# 1

education donor fair to broaden opportunities to improve learning environments

# 12

schools received School Improvement Grants

## After School Program

# 8

communities received craft materials and sports equipment

## Community-Based Childcare Centers

# 238

children graduated and were admitted to primary school

# 1,550

children enrolled into Community-Based Childcare Centers (CBCCs)

## Awareness raising

# 44

community-based trainings for traditional leaders

# 94

teachers trained in child labor concepts and 60 in psychological support

## Creating community ambassadors

# 18

new ARISE anti-child labor clubs formed

# 524

pupils participated in anti-child labor clubs

# 87

Community Child Labor Committee members and government extension workers received two-day training

## Income-generating activities

# 175

Women Agribusiness Group members trained in production and agribusiness skills

# 302

people trained in Village Savings and Loans as well as basic business management

## Vocational training

# 21

apprentices placed in enterprises

## Working with government

# 3

coordination meetings of child labor focal points while reviewing the National Action Plan

# 24

Ministry of Education officials reviewed ARISE anti-child labor club guide

# 2

officials from the Ministry of Gender, Disability and Social Welfare helped facilitate ARISE community training



# Tanzania

680

children off farms  
and into schools

72

people educated on  
farming-related and  
income-generating activities

5,060

community members  
and teachers educated  
about child labor

4

governmental  
policies and plans  
developed with our input

303

households with  
improved livelihoods

ARISE works with rural villages in the Tabora Region, where health, education and economic growth is generally very poor, and literacy rates are the lowest nationwide. Most children in child labor are unpaid workers on family farms. Highly successful and popular ARISE initiatives are Model Farm Schools and Village Savings and Loans training.

## Program expansion

# 2

new villages added, making five in total

## Quality education

# 4

primary schools evaluated to identify gaps in the provision of quality education

# 204

children received scholarship kits

## After School Programs

# 4

schools received sports equipment and games

# 8

teachers recruited as After School Program mentors

## Awareness raising

# 5,895

people reached through activities in communities

# 3

events to celebrate World Day Against Child Labor

# 43

diverse anti-child labor messages developed

## Creating community ambassadors

# 6

anti-child labor clubs formed

## Model Farm Schools

# 243

youths aged 15 to 17 enrolled in Chali, Ikonongo and Itebulanda

# 15.8

acres in three villages cultivated as demonstration plots with crops of maize, groundnuts, beans, sunflowers, tomatoes and sweet potatoes

# 75

chickens distributed in three villages

## Village Savings and Loans

# 10

new groups formed

# 191

members trained in financial management, entrepreneurship and agribusiness skills

# 3

groups received conditional loans of TZS 230,000

# 82

members received loans

# 12

people trained on methodology to support group formation

## Working with government

# 3

district agriculture department representatives received five-day training on ARISE and our Model Farm School curriculum





# Zambia

**4,167**

children out of child labor and into schools

**8,166**

community members and teachers educated about child labor

**1,961**

households with improved livelihoods

**416**

people educated on farming-related and income-generating activities

**10**

governmental policies and plans developed with our input

Child labor, poverty and lack of access to education are very closely linked in Zambia. Children are often kept away from school because it's too hard to get to or it's too expensive. Some children work to generate income for themselves or their families, but for most, it's unpaid family work. School gardens and feeding programs stimulate regular attendance in class.

## After School Programs

# 1,050

children enrolled who also received scholarships and/or family support

## Games

such as chess, football, netball and volleyball provided opportunities for sports and recreation

## Creating community ambassadors

# 797

Community Child Labor Committee members trained in child labor monitoring, data collection and workplan formulation

# 30

communities enhanced with output monitoring on attendance and performance

## Quality education

# 29

teachers trained as Focal Point Persons in psychological support

# 35

children identified per school in 30 targeted schools as eligible for scholarship support

# 380

children supported with school kits including uniforms, shoes, books, pens and pencils

## Awareness raising

# 669

people participated in community-initiated child labor awareness events

# 4

communities celebrated International Women's Day and World Day Against Child Labor

# 397

people trained by Focal Point Persons in support for children withdrawn from labor

## Model Farm School

# 250

youths participated

# 20

communities had a needs assessment regarding Model Farm Schools (MFS)

## Village Savings and Loans groups

# 1,525

women and 122 men participated

## Vocational training

# 1,272

women trained in agribusiness and entrepreneurship skills

## Income generating activities

# 10

households underwent cookstove project site assessments

## Working with government

# 3

chiefs visited with the Ministry of Chiefs and Traditional Affairs to reach out to traditional authorities on child labor issues and the chiefs' roles in their respective chiefdoms

## **Our initiatives address the reasons child labor exists**

Long-term elimination of child labor is at the heart of everything we do. We focus on solutions that address the reasons child labor exists and aim to provide processes that can be replicated. Our initiatives are holistic, collaborative and effective, and many of them align with the UN Sustainable Development Goals.

We know the success of long-term and sustainable change requires the people most affected to be part of the solution. So we raise awareness about the need to eliminate child labor by engaging with farmers, families, communities, local officials, traditional leaders and national governments.





# Forging sustainable change



## Global problems need global solutions

Child labor is a global problem, one that isn't easy to resolve. It requires big-picture thinking, a long-term approach, and a lot of collaborative action.

We are a public-private partnership in which

all partners share the vision of ending child labor in tobacco-growing communities.

### JTI

JTI (Japan Tobacco International) provides expertise, means and willingness to help create sustainable farming communities and economies.

### Winrock

Winrock International brings technical experience and entrepreneurial innovation to deliver key initiatives.

### ILO

The International Labour Organization (ILO) works to strengthen legislative oversight and to ensure that our initiatives are aligned with National Action Plans.

We work together with other organizations on the ground to stimulate proactive and progressive identification of structural and emerging reasons that child labor exists. We develop innovative, replicable and culturally sensitive solutions.



We want to see as many children as possible going to school, and their access to quality education is at the core of everything we do.

## Creating futures together

### Business leaders

- Country-level conferences
- Multi-stakeholder collaboration

### Governments

- Partnerships with local, state and national governments departments

## Leaf Technicians

- Training on regulations and legislation
- Training on good agricultural practices

## Farmers

- Help understand legal obligation
- Agribusiness skills training
- Door-to-door visits
- Education and literacy training
- Training on labor practices

## Teachers

- Teacher trainings
- Access to resources
- School improvements
- Teacher housing

## Communities

- Local Community Child Labor Committees
- Child labor mentors
- Right to Development training
- Awareness raising through drama, music and sports events
- Exchange visits between villages

## Families

- Child support plans and financial scholarships
- Women's Agribusiness Groups
- Village Savings and Loans Associations
- Adult literacy classes
- Community-based childcare centers

## Children

- Access to quality education
- School feeding programs
- Anti-child labor clubs
- Afterschool activities
- Model Farm Schools and Youth Producer Clubs
- Vocational training

**We share a vision  
and collaborate  
with others**

## Making a difference

Promoting access to quality education for children and raising awareness of the need to eliminate child labor are our key objectives. By working collaboratively with local communities, we teach families about the detrimental effects of child labor, increase access to education and improve learning environments and local education infrastructure. Our efforts make a difference and create new tomorrows.

As our work is holistic, our case studies inherently touch upon many areas of people's lives. Broadly speaking, however, we divide our case studies into four pillars: providing a **quality education**, nourishing children through our **school feeding program**, supporting families through **economic empowerment** and **working with governments**.



A young student in a light blue school uniform is shown in profile, sitting at a desk. They have their right hand raised, pointing upwards with the index finger. They are looking towards the right of the frame with a focused expression. In their left hand, they hold a purple pencil. The background is a plain, light-colored wall, and another student is partially visible behind them.

# 2017 *highlights*

## Shaping careers

### After school internship

ARISE After School Programs prevent child labor for those children vulnerable to working after school hours.

Alisson Diels Machado, 16, lives in the poor neighborhood of Sobradinho, Arroio do Tigre, Brazil. As part of the ARISE After School Program, Alisson attended a 40-hour basic level computer course together with 13 other students. We partnered with the Social Assistance Secretariats

of the municipality of Sobradinho through the Social Assistance Reference Center (CRAS) to run the course for youths who participate in the National Program for the Eradication of Child Labor (PETI). The partnership is particularly valuable because it allows us to increase the quality of the courses offered and to increase the number of beneficiaries. Alisson applied for an internship, and his ARISE computer training stood him in good stead as he was selected for a two-year program at a bank, and will receive theoretical training and practical instruction.

**“We are blessed to have ARISE here. It has given our son a great opportunity. We are proud of him for achieving his internship.”**

**Celestino Vieg**a (father) and **Elenir Soares Diels** (mother)

*“Now, I can help my family financially in a decent job and I enjoy it a lot. I am now in the first year of high school and want to continue with my education.”*

Alisson Diels Machado,  
Student and intern





## Happy, healthy kids

In the small rural community of Kadzo in Nkeyema District, Zambia, school places are limited and child labor is prevalent. Through the ARISE program, parents established the Kadzo Community School to provide educational opportunities for their children. ARISE supports 35 children at the school with materials like books and pencils. An after school sports program was also established, and ARISE provided equipment such as soccer balls, netballs and chess boards.

Since the sporting program started, school attendance has increased and performance in class has improved. The children are happy. They can exert their energy, keep fit and stay out of child labor.





**“Children now spend most of their time at school: class in the morning and sports in the afternoon. It is so amazing to see how sports can be used to fight the negative effects of child labor in our communities.”**

Mercy Mubita, Focal Point Person



Science  
The shape and movement of the  
Earth.



**“Before the training, I didn’t know that waste paper could be used to make teaching, learning and assessment materials. We can now deliver our lessons well. Pupils are fully understanding the content and enjoying class, and teachers are more motivated to teach.”**

Benard Macheso, teacher, Njoka Primary School, Malawi

## Helping teachers teach

**Teacher Support Program boosts student results**

Our Teacher Support Program trains teachers to develop their skills and mobilizes resources to improve the quality of learning environments, boosting teacher motivation and classroom success.

Teaching in large and crowded classrooms is difficult at the best of times, but when there’s also a lack adequate resources, delivering lessons can be difficult, and many students and teachers lose motivation. Teacher Support Program initiatives aim to combat these challenges. In Malawi, the Teaching and Learning Using Locally Available Resources (TALULAR) training program promotes the production of teaching and learning resources from waste paper. Teachers learn to create colorful visual resources, such as maps, abacuses, skeletons and counters, which allow learners to better visualize and recall information. Following teacher training at Njoka Primary School, attendance rates in these schools increased from 71% to 96% and selection to secondary school increased from 9% to 47%.

# 398

teachers trained in Malawi to produce visual teaching aids

# 11

ARISE schools in Malawi received training on Enterprise for Education Development and Teacher Support

# 2,786

children benefited from improvements to 14 schools in Brazil

# 12

schools in Malawi received School Improvement Grants

# 430

teachers trained in child labor concepts in Brazil

# 94

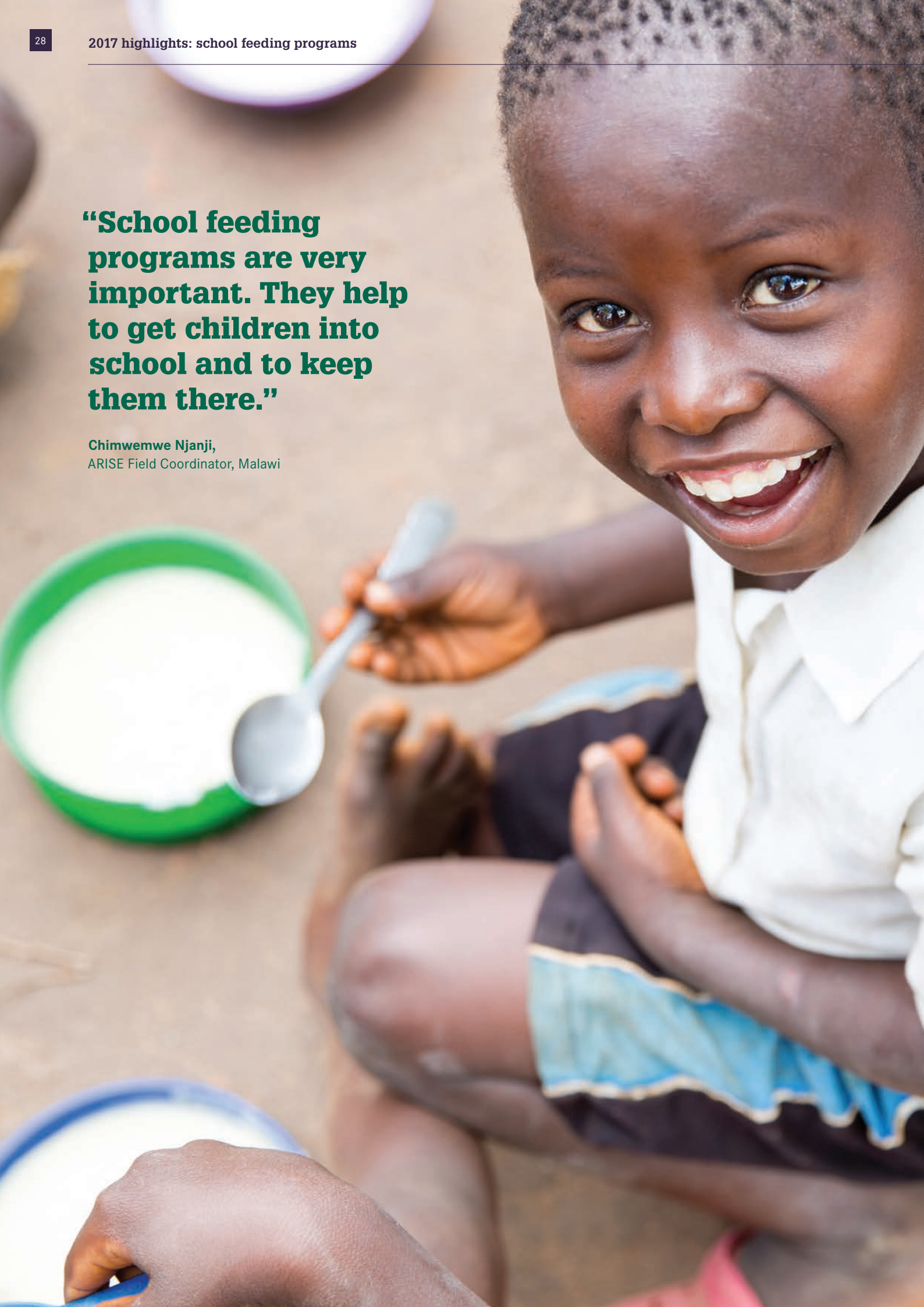
teachers trained in child labor concepts in Malawi

# 1

education donor fair to broaden opportunities to support improved teaching conditions in ARISE schools

**“School feeding programs are very important. They help to get children into school and to keep them there.”**

Chimwemwe Njanji,  
ARISE Field Coordinator, Malawi



2

schools implemented the Sustainable Agriculture/Healthy Food Project in Brazil

150

children benefited from a school feeding program at Kububa Community School, Zambia

23%

attendance level improvement attributed to the school feeding program at Kububa Community School, Zambia

## Providing nutrition

### School gardens and feeding programs incentivize attendance

When parents know there is a nutritious meal at school, their child's vulnerability to labor is reduced.

### School gardens keep children at school

School gardens contribute to food security and community self-sufficiency by providing food as well as an outside classroom for learning about nutrition, agriculture and the environment. Students are allocated a small piece of land and learn about land preparation, seed planting, watering, harvesting and other crop-related practices. Solar power and irrigation facilities also provide sources of energy and clean drinking water. The gardens are also used to teach crop management to local farmers.

At Kampanje School in Malawi, excess fruit and vegetables grown in the school gardens are sold at the local produce markets.

Any profits are used to buy maize and soya beans, which are dried and stored in 50kg bags at the school. They're then processed into a blend of corn and soya flour, used by volunteer women to prepare porridge for school meals.

**“With the crop management knowledge and skills that I gained through the program, I can now grow any crop I want to in my own garden. The livelihood of my family has improved because of this project.”**

**Auspad Chisale,**  
Chairperson for the school garden committee, Kampanje School, Malawi



## “Our children can have an organic meal that they learned to grow by themselves.”

**Marcia Andrade**, Teacher, Jovino Fiuza Elementary School  
Sitio Alto, Arroio do Tigre, Brazil

### Teaching sustainable agriculture

#### Greenhouses and healthy food

At Jovino Fiuza Elementary School in Sitio Alto, Arroio do Tigre, a project called Sustainable Agriculture/Healthy Foods is run as part of the After School Program (ASP). During the year, ARISE provided a greenhouse and seeds, and the children and parents help maintain the gardens, learning to grow vegetables without the use of agrochemicals. The produce becomes the ingredients for the children’s school meals. The school plans to create its own seedling bed to make the project more self-sustaining. A special body-clock garden project was also established in partnership with EMATER (state services for technical assistance) next to the vegetable

garden to teach when to eat or drink certain herbs to promote optimal health benefits. Thanks to the success of the gardens, the municipal government has committed to contracting a teacher for three years to further develop the ASP workshops.

**“We are immensely grateful to the ARISE program for supporting us with this greenhouse which we can use to feed our students... We know the difficulties of our local situation and therefore the extreme importance of having a partnership with a program that really cares about the education of our children.”**

**Nadiesca Rauber Pradella**,  
Director of Jovino Fiuza  
Elementary School







*"Now I know I want to be a teacher so I can teach other children like myself."*



1,050

scholarship recipients enrolled  
at 30 schools in Zambia

380

uniforms distributed

3,350

ballpoint pens distributed

4,520

pencils distributed

3,592

notebooks and writing  
pads distributed

1,200

erasers distributed

1,154

sharpeners distributed

54

chess games distributed

97

block games distributed

59

puzzles distributed

167

footballs distributed

67

netballs distributed

**“I am so happy to receive this support. I work very hard and attend my lessons every day. I also listen very hard. My father is also happy for me.”**

**Muzala Kapanda**, 14 years old,  
Kakanda Primary School, Zambia

## Support for families

### Encouraging school attendance

With no way to pay for necessities, many families are deterred from enrolling their children in school. We help open up access to education for children in vulnerable and marginalized families through scholarships and family support programs.

Fourteen-year-old Muzala Kapanda is an only child being raised by his father in Kakanda Community, Muhango Village, Nkeyema District, Zambia. Since he could walk, Muzala would go to the fields to work with his father. Muzala was one of 35 children chosen by the local Community Child Labor Committee to be given an ARISE family support scholarship—a school kit that included a school uniform, shoes, books, pens, and pencils. Now a keen grade-seven student at Kakanda Primary School, Muzala is optimistic about staying in school and completing his education. Together with other children who have received the scholarships, Muzala also participates in the After School Program, where he plays sports and takes life skills lessons.



4 QUALITY EDUCATION



10 REDUCED INEQUALITIES

## Sharing knowledge

### Model Farm Schools

ARISE Model Farm Schools (MFS) are a popular alternative for youths who are removed from child labor but because of their age, cannot be integrated into the formal school system. They receive theoretical and practical training in good agricultural techniques via customized programs based on community capacity and culture. In Malawi and Zambia programs are aimed primarily at out-of-school youths, specifically those of legal working age. In Brazil, MFS tend to be an after school program activity.

From the beginning of the MFS program in Tanzania, ARISE has involved the Department of Agriculture in the three district councils of Kaliua, Urambo and Uyui. The department also offered its village extension staff to continue to support the youths and the implementation of the MFS activities in the villages. The program is creating change in the communities, helping them understand and adopt modern agricultural practices, and entrepreneurship and life skills.

### Magreth's story

Magreth Hamisi is 17, and one of seven children who attends a Model Farm School in Chali Village, Tanzania, and is the group's Chairperson. The group learns poultry farming and how to cultivate different food crops, and it sells eggs and the food it grows to the local community. Magreth's parents are tobacco and maize farmers. When her father could not recall how to safely apply pesticides, she was able to help him by sharing her MFS learnings. They followed her instructions and harvested their best crop, which meant they could sell some of it. Magreth's mother, Tausi Seif, 40, also runs a small restaurant, selling food to people in her local community. She is a member of a Village Savings and Loans (VSL) group, Kombozi Group, which comprises 24 members and sells soap to generate income. Tausi was able to borrow from the group to buy ingredients to grow her restaurant business. ▶

**“My daughter has learned so many things at the Model Farm School and has shared her knowledge with us. She has taught us how to grow better crops, which has led to our restaurant business growing rapidly.”**

**Tausi Seif**, Magreth's mother, business owner and farmer, Chali

*“I would like to start my own business and have people working for me.”*

**Magreth Hamisi**,  
MFS student and Chairperson,  
Chali Village, Tanzania



**Abel's story**

Abel Javan, 17, comes from a family of nine including two younger brothers and four sisters. He lives in Ikonongo Village, Kaliua District, Tanzania, and joined the ARISE Model Farm School program in October 2017. His family farms various crops, including maize. Abel's family, like many others in his village, frequently harvests a maximum of three to five bags of maize per acre. This represents a low but common yield, as the family works to satisfy their food requirements over the course of a year. Because of such poor production levels, families experience substantial food insecurity. Since enrolling in the ARISE MFS program, Abel has been an active student, attending all classes and learning about improved agricultural practices and agribusiness. Abel realized that his family had been experiencing poor harvests each year due to the absence of techniques such as proper crop spacing, application of fertilizer and control of diseases, pests and weeds. Abel started teaching his family members the new agricultural techniques he was learning through the MFS. For the first time in 2017 the family harvested more than what it required for its own use, and was able to sell the remainder and increase household income. Abel's success is a clear demonstration that the Model Farm School, where youths of legal working age are trained in improved agriculture, can be a valuable means of transferring knowledge and skills to ARISE families.

**“ARISE helped our village with new knowledge, including teaching our children about improved agriculture, and now their mothers are becoming entrepreneurs.”**

**Maulid Nsokolo**, Village Chairman, Ikonongo Village, Kaliua District, Tanzania

# 243

youths, aged 15 to 17 years old, enrolled in MFS Tanzania

# 7

MFS facilitators received five-day training Tanzania

# 240

youths graduated from MFS in Dowa District, Malawi





**“Abel taught us how to improve our yield. ARISE has helped my son, and I believe that he will become a successful farmer in the future. I am so happy with that.”**

**Valestina Javan**, Abel’s mother and maize farmer, Ikonongo Village, Kaliua District, Tanzania

# 5-day

training on the VSLA concept for CCLC members, mothers and guardians.

## Community endorsement

by traditional leaders after being informed about VSLA concept.

## VSL groups formed

through self-selection.

# 100%

member-owned (no external funding).

## Increasing financial inclusion

### Village Savings and Loans

Poverty and the lack of access to finance is one of the reasons children are forced by their parents to engage in child labor. ARISE provides training in Village Savings and Loans Associations (VSLA) to improve educational outcomes through improved household income. The VSLA approach empowers families to lift themselves out of poverty. It is a replicable concept, and we promote exchange visits amongst villages to encourage peer-to-peer learning and knowledge sharing to broaden its uptake. VSLA groups are active in Malawi, Tanzania and Zambia.

Members of Community Child Labor Committees and mothers and guardians receive five days' training on the VSLA concept.

They then act as agents and share the information with the traditional leaders so the concept can be endorsed at community level. VSL groups are formed through self-selection and are 100% member-owned. Members buy shares into the group, usually on a weekly basis, and each group runs a small business, such as selling tomatoes or soap. The profits flow back to the group. If a member wants a loan, they have to give shares back to the group. The loans can be used to cover expenses or to purchase assets to support a personal business, for example tomato seeds. Groups establish their own interest rates and rules, like small fines (USD 0.20) for non-attendance. There is also often a social fund within each group to provide for unexpected circumstances, such as illness or a house fire.

### VSLA in Zambia

The VSLA training and mentoring is one way ARISE supports parents to plan for the educational needs of their children. In Kububa Community, Zambia, the VSLA women in the former refugee settlement banded

together to create a school feeding program for children aged 4 to 14. This saw average daily school attendance rates increase from 305 to 424. The VSLA can also be an avenue for supporting parents to plan for the educational needs of their children through family support scholarships. Participation in the groups increased during the year from 630 women last year to 1525 this year. We recognize the importance of continued mentorship and guidance for VSLA members, so to meet this need and scale up the initiative we trained 30 communities in improved financial management. Seven communities (Mikube, Mungulungwa, Matoya, Maloba, Kalundu, Nkeyema and Kadzo) elected to begin with VSLAs during the year, and there are now 72 VSLA groups in the country. The cost of shares varies from group to group but range from ZMK 5 (approx. USD 0.50) to ZMK 20 (approx. USD 2.00). While the VSLA is primarily targeted at women, there has also been significant interest from men and we encourage them to form their own groups. There are now 122 men participating.



## Member shares

are sold by each group.

## A small business

is run by each group to raise funds.

## Personal loans

are given in return for the group's shares plus an interest rate.

## Social funds

are often available for unexpected events.







## Educating communities

### Community Child Labor Committees

Community Child Labor Committees are comprised of senior chiefs and local leaders who are trained by ARISE to understand local child labor laws and to educate their communities.

#### Leonia's story

Leonia Etienne is a single mother and has two acres of land that she uses to cultivate tobacco to provide income to support her child's education at Ndono Secondary School. She was elected as Chairperson of the Community Child Labor Committee (CCLC) in Chali Village, Tanzania, and as such has a very

rare leadership role in a largely male-dominated community. She steers the CCLC's efforts to eradicate child labor in her community.

Leonia also initiated the creation of Upendo Group, Chali's first community Village Savings and Loans Association (VSLA) group, which now has 22 dedicated members. The success of Upendo has been a source of inspiration in Chali, and there are now three more VSLA groups in the village.

Leonia's leadership and capacity to mobilize and influence the community is demonstrated not only through the growth of the VSLA program, which now has three groups in Chali, but also through her continuous and tireless efforts to engage and promote the reduction and prevention of child labor. ▶

**“Since I joined the committee, and have interacted with ARISE, I have learned a lot. I feel more responsible to work on removing children from labor because I would love to see other children go to school and ultimately join secondary school, just like my child.”**

**Leonia Etienne**

Chali, Tabora Region, Tanzania



"I would like to live and work in town one day and help my family."

**Daniel Mphatso,**  
14 years old, Chiponde  
Primary School, Malawi

#### Daniel's story

When his parents found him a job as a cattle herder, 14-year-old Daniel Mphatso was forced to drop out of Standard 3 at Chiponde Primary School. After the news reached the local CCLC, it began to look into the circumstances. Together with the village head, the CCLC spoke with Daniel's parents who admitted their son had left school because they could no longer afford it, arguing he was the family's source of income.

Over several days the CCLC encouraged the parents to explore other options like the ARISE Village Savings and Loans (VSL) group. Eventually Daniel's parents agreed to allow him to return to school. The family now receives assistance from the CCLC and Women's Agribusiness Group members. Daniel is enjoying school again and his progress continues to be monitored by the community.

# 797

CCLC members trained in child labor monitoring, data collection and workplan formulation in Zambia

# 44

traditional leaders received community-based training in child labor concepts in Malawi

# 6

CCLCs implemented child labor awareness programs in schools and communities in Malawi

# 30

communities enhanced with output monitoring on school attendance and performance in Zambia

# 87

CCLC members and government extension workers received two-day refresher training in Malawi


# 669

community members participated in community-initiated child labor awareness-raising events in Zambia









We work closely with governmental organizations at all levels to develop and implement initiatives that reduce child labor. We believe this approach leads to a more comprehensive and coordinated strategy. The receptiveness and openness to collaboration is high.

## National Action Plan Review

Under the auspices and technical support of the International Labour Organization (ILO), ARISE was a key authority in the Tanzanian Government's multi-stakeholder review of its National Action Plan (NAP) on Child Labor. We were invited by the Tanzanian Government to participate in the review with various stakeholders and 12 ministries.

It was decided that a separate NAP on child labor elimination was not necessary because of the recently established National Action Plan to End Violence Against Women and Children, which had consolidated eight plans into one. Key partners of child labor elimination groups, including ARISE, designed a five-year national strategy to actualize, implement and feed child labor principles into the new cohesive plan. The new structural arrangement creates links across all levels of government and activates cross-ministerial implementation and a target to reduce child labor from 29% to 9% was set. The national strategy, which was endorsed by the National Inter-Sector Coordination Committee on child elimination on 14 December 2017, is highly valued and regarded and aligns to all global conventions that have been ratified locally.

**“As an official participant in negotiations, ARISE is an active stakeholder at a national level and our specialist input is highly regarded and valued.”**

Oscar Lwoga, Social Programs Manager, Tanzania



## Labor Prosecutors Office competition

Gabriel Da Cruz, 17, attends Santo Antonio Municipal Elementary School and participates in the ARISE After School Program (ASP). As part of our relationship expansion with the Labor Prosecutors Office (MPT), schools in ARISE communities were invited to take part in the MPT program, which helps raise awareness through school communities, breaks cultural barriers and myths, and strengthens the Child and Adolescent Rights Guarantee System.

This year's MPT competition, 'Rescue the Child', was based on a theme taught in schools across 17 municipalities throughout the year. The contest attracted more than 12,000 students from 27 schools state-wide. Gabriel won first prize and was presented with his award in Porto Alegre. He now hopes to go to university and become a veterinarian. An inspiration to everyone around him, Gabriel's story is encouraging other children to stay in school and attend the ASP instead of working.

*"ARISE has done so much to help my development. Look how far I have come! I think that says enough about ARISE."*

Gabriel Da Cruz, 17, Brazil



# Next steps





**Since ARISE was established in 2011, we have made significant contributions towards creating shared value in the communities where we operate.**

During 2017, we conducted a comprehensive Social Return on Investment (SROI) study, to reflect on how we can build on our previous successes and impacts and develop initiatives based on key learnings.

The results demonstrate that numerous ARISE activities have a high social return in directly reducing child labor, supporting business initiatives and improving the economic well-being of communities in general. According to the results, projects that have consistently demonstrated high impact are income-generating activities, vocational skills training, teacher support programs, and after school activities.

Building on the strong foundation we've already established, our future strategy will continue to work towards eliminating child labor in areas where JTI sources tobacco. Raising awareness and education will continue to be our fundamental activity, but we hope to build and expand upon our previous successes, and to build efficient and fit-for-purpose initiatives that respond to changing social, economic and regulatory environments.

Increased empowerment at country level so that initiatives are developed and contextualized using an approach that is aligned to the local business needs and structures will be crucial. We will continue to implement high-impact projects and provide additional scope for flexibility and innovation, and will establish a centralized child labor monitoring and remediation system.







## **Contact**

[contact@ariseprogram.org](mailto:contact@ariseprogram.org)  
[www.ariseprogram.org](http://www.ariseprogram.org)

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