



MAKING A BETTER LIFE FOR CHILDREN IN TOBACCO-GROWING COMMUNITIES

ECLT FOUNDATION
GOOD PRACTICES
IN ELIMINATING CHILD LABOUR IN TOBACCO GROWING
2010 – 2015

VOLUME ONE | 2016



A young child is shown in profile, blowing bubbles. The child is wearing a patterned shirt with yellow and black wavy lines. They are holding a pink container in their left hand and a blue and white bubble wand in their right hand. Several bubbles are floating in the air around the child. The background is a soft-focus green field.

ECLT FOUNDATION

GOOD PRACTICES

IN ELIMINATING CHILD LABOUR IN TOBACCO GROWING

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About ECLT Foundation

The Eliminating Child Labour in Tobacco Growing (ECLT) Foundation is a global leader in preventing child labour in tobacco agriculture, and protecting and improving the lives of children in tobacco-growing areas. We strengthen communities, improve policies, and advance research so that tobacco-growing communities can benefit from agriculture while ensuring that their children are healthy, educated, and safe.

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FOREWORD

Children have a right to be free from economic exploitation. And yet the most recent estimates by the International Labour Organization indicate that 168 million children are in child labour today, mostly in agriculture. The informality of smallholder agriculture production in the rural economy means that the nature of work that these children do and the time that they spend doing it may jeopardize their own and their families' chances of breaking the cycle of poverty that is both a cause and a result of child labour.

The purpose of this compendium of good practices is to aid the exchange of positive experiences among child labour practitioners including peers, ECLT Foundation members, project implementing partners, government, and private and other stakeholders. These good practices focus attention on the areas of identification, prevention, and elimination of child labour in agriculture. Its significance lies in facilitating the replication of successful models that are proven to be cost-efficient and effective.

Towards that end, ten good practices in the four thematic areas of identification of vulnerable children, influencing attitude change, education, and livelihoods were selected in consultation with ECLT Foundation project implementing partners. The good practices were identified from ECLT Foundation funded projects implemented between 2010 and 2015. Prior to the documentation of the good practices, the ECLT Foundation conducted project mid-term assessments and also commissioned independent evaluations of some of the projects featured in this compendium. The assessments and evaluations collected primary data from many sources, including nearly 2,000 children and more than 1,000 households in selected tobacco-growing communities in Malawi, Tanzania, Mozambique, Kyrgyzstan, and Uganda. The methodology of the studies focused on identifying what works, the actors and their interests, the conditions of success, and major processes across the thematic areas.

For the purposes of this compendium, the ECLT Foundation borrowed the definition of a good practice from the Food and Agriculture Organization of the United Nations:

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

The process of selection of good practices conducted by the ECLT Foundation followed several criteria for a good practice that are consistent with the definition above:

- I. EFFECTIVE** – proven to work in a certain context, in that it responds to the needs of both sponsors and beneficiaries and addresses both the root causes and symptoms of a specific problem. The practice also works best at least cost.
- II. STAKEHOLDER ENGAGEMENT** – multi-sectoral and builds the capacity of government and communities.
- III. SUSTAINABLE** – has potential to continue without external input. The elements are clearly identifiable and can be replicated in agricultural settings.

The overriding criterion for identifying a good practice is its potential usefulness to others in stimulating new ideas or providing guidance on how one can be more effective in eliminating child labour in tobacco growing. This compendium of good practices systematically synthesizes the experience from a number of cases into some general guidelines, illustrates the practices with examples and stories, and provides enough information to help users qualify the practice.

ECLT FOUNDATION



THEME 1: Identifying Vulnerable Children and Families in Tobacco-Growing Areas

PRACTICE 1.1

SOCIAL MAPPING: IDENTIFYING CHILDREN IN CHILD LABOUR AND THOSE AT RISK

GOOD PRACTICE

Social mapping is a participatory method of identifying vulnerable children and families. Community members rank and compare the wellbeing of families based on agreed-upon socio-economic indicators, such as property and income. This results in quality information about families' relative wellbeing, rather than absolute assessments.

Good practice for social mapping ensures that targeting is transparent, effective, and replicable, the project is implemented at low cost, and the community supports and owns the project. Social mapping builds the community capital needed for community-based child monitoring mechanisms that are imperative to sustainable child labour interventions.

CONTEXT AND CASE STUDY

The success of child labour programmes depends on directing resources where they will have the most impact for children and families. Consequently, ILO Convention 182 calls for programmes of action that identify, reach out to, and work with communities where children are at special risk of child labour. Identifying beneficiaries is essentially a matter of "knowing" which children and families are most vulnerable and most in need of project support.

Baseline studies and other traditional assessments of vulnerability focus on populations. As such, they cannot be used for identifying and targeting individual vulnerable families, children in child labour, and those at risk. The challenge is to apply a method of targeting that is both effective and efficient.

Targeting can be broadly defined as a set of purposefully designed actions and measures that ensure that specific groups of vulnerable people—children and families—will benefit from the development initiatives that the project supports, while at the same time diminishing the risk that people who are less vulnerable will benefit disproportionately. While the need for effective targeting of child labour interventions is undoubted, the means of achieving it can be controversial, divisive, and entrenched in social inequalities that drive child labour in the first place. Bad targeting results in wasted resources, and project staff possibly being accused of biased selection, thereby sowing seeds of resentment and stigma against the project and its beneficiaries. Ultimately, poor targeting undermines the ability to impact child labour.

In Malawi, ECLT Foundation projects have used social mapping to overcome the pitfalls of traditional ways of identifying beneficiaries. Social mapping allows the community and the project to set the criteria for targeting using jointly determined socio-economic indicators. The method is particularly suited to projects that rely on community involvement for sustainability.

ACTORS AND INTERESTS

Social mapping is normally undertaken by trained project staff, community leaders, community members, and government workers in a village. These stakeholders have varied roles, interests, and motivations in the process.

PROJECT STAFF who are trained and experienced in social mapping help facilitate and guide the mapping process and ensure that communities, especially women and youth, are mobilized to participate and contribute. Project staff also provide flipcharts, markers, pens, and other materials. The interest of project staff is to see to it that agreed-upon targeting criteria are observed and that the most vulnerable households and children are enrolled in the project. Project staff also work to build the necessary social capital for subsequent community contributions.

COMMUNITY LEADERS wield significant influence in their communities. Their presence and contributions help legitimize the project from the onset. Furthermore, community leaders are interested in the development of their area, and seek an open and fair process for choosing project beneficiaries.

COMMUNITY MEMBERS, including children and youth, have deep local knowledge of their area, such as information about out-of-school children, vulnerable children, and the relative wealth of individual families. Based on this, community members are interested in ensuring that the registration process is fair and transparent, and that the project benefits the people who need assistance the most.

GOVERNMENT WORKERS include teachers, community workers, and agriculture extension workers in the selected villages. Government workers are interested in ensuring that project activities are aligned with government priorities in the area, and that opportunities for collaboration are pursued.

IMPLEMENTATION OF SOCIAL MAPPING IN TOBACCO-GROWING AREAS

The following are steps involved in social mapping, based on the ECLT Foundation's Child Labour Elimination Actions for Real Change (CLEAR) project in Malawi:

1. Community members draw a map of their villages on the ground, showing the location of households and key infrastructure such as water points and schools.



Drawing on the ground reveals a community understanding of where households and landmarks exist. Photo courtesy of Save the Children International, Malawi Country Office, 2011

2. After community members agree on the map, project staff copy it to paper. The resultant base map has the locations of all households to be analysed in an area (e.g., village, neighbourhood, rural zone).



The finished map is an initial step in identifying vulnerable families. Photo courtesy of Save the Children International, Malawi Country Office, 2011

3. Using different colour codes and symbols, community members, by consensus, code each household according to its level of wellbeing in comparison to others.
4. The result shows a clustering of households according to families' wellbeing. A legend is included to explain the codes and symbols.

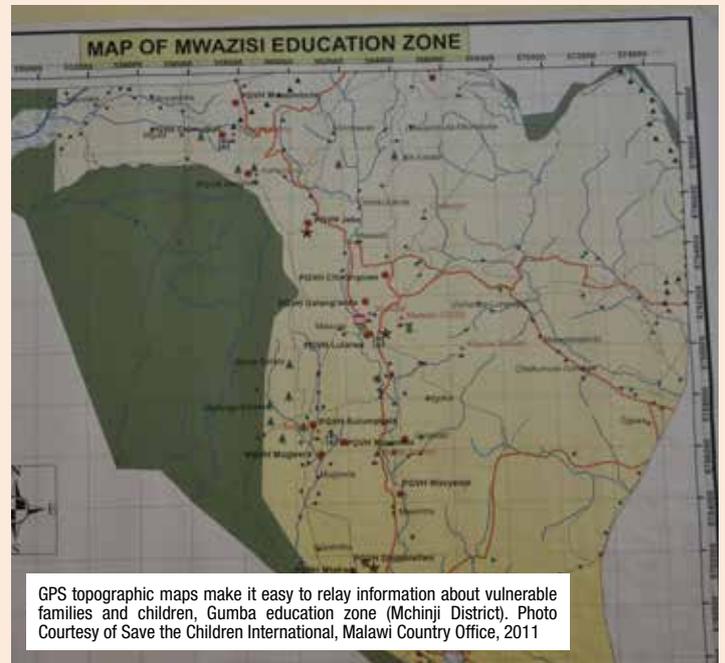
5. Community members then use codes and symbols to denote the status of families based on the interest of the project (e.g., school attendance of children, number of out-of-school children, interests of tobacco grower).
6. Vulnerable households and children are then listed in a registry.



Vulnerable families are registered based on agreed-upon criteria, developed with the insights of the whole community. Photo courtesy of Save the Children International, Malawi Country Office, 2011

7. The free-hand maps are converted into soft topographic maps that are compatible with the Global Positioning System (GPS). The maps are shared electronically

- with District Child Labour Committees and other local stakeholders.
8. Project team members use the GPS maps to monitor outcomes and follow-up year to year. This makes it possible to examine impacts of projects on children's wellbeing and school attendance, and how other socio-economic indicators affect different social groups.



GPS topographic maps make it easy to relay information about vulnerable families and children, Gumba education zone (Mchinji District). Photo Courtesy of Save the Children International, Malawi Country Office, 2011

ILLUSTRATION OF IMPACT

The CLEAR social mapping activity took place in selected communities in Ntchisi, Mchinji, and Rumphi Districts of Malawi over a period of two weeks and was informed by more than 600 community members who participated in the exercise. It resulted in the identification of:

- 2,174 vulnerable households
- 1,780 vulnerable children
- 55 youth clubs
- 55 Village Savings and Loans Groups

The main challenge was related to limited technical input during the social mapping exercise due to a shortage of government extension workers, especially in Mwazisi and Rumphi Districts. The challenge was overcome by organizing validation meetings with relevant district staff after the field work.

The CLEAR National Project Manager (2011 - 2013), Phathisiwe Ngwenya, reports:

“Overall, social mapping produced valuable data, which will need to be validated and will ultimately enhance project implementation. ... Some communities were not able to bring lists of children between ages 6-13 who are not at school, as required for the social mapping exercise. Therefore, there is need for CLEAR District Project Officers to make follow-ups in the field to fill in information gaps identified in some variables in all the impact areas.”

PROJECT IMPLEMENTING PARTNERS

- Save the Children International, Malawi Country Office
- Creative Centre for Community Mobilization (CRECCOM)
- Total Land Care (TLC)
- Youth Net and Counselling (YONECO)

OTHER ECLT FOUNDATION PROJECTS IN WHICH THIS GOOD PRACTICE IS OR HAS BEEN APPLIED

- REACT Project (Mozambique)
- IMPACT Project (Kyrgyzstan)
- PROSPER Project (Tanzania)
- REALISE Project (Uganda)



THEME 1: Identifying Vulnerable Children and Families in Tobacco-Growing Areas

PRACTICE 1.2

MOTHERS' GROUPS AND TEACHERS IN COMMUNITY-BASED CHILD LABOUR MONITORING

GOOD PRACTICE

Mothers' groups and teachers who are trained in student counseling enhance the effectiveness of traditional child labour committees by bridging the gap between schools and communities at the operational level.

Good practice ensures that mothers and teacher counsellors play complementary roles in guaranteeing that children who are withdrawn from child labour and re-enrolled in school have support in and outside school in ways that are transparent, effective, and replicable. For instance, teacher counsellors facilitate the former child labourers' re-enrollment in school, and they liaise with mothers' groups about the new students' attendance, performance, and behaviour. When the children do not attend school, teacher counsellors inform the mothers' groups, who follow up with children, parents, or guardians, thus restarting the referral process. As a result of this good practice, former child labourers have a smooth transition from work to school, and school enrolment, attendance, and retention among withdrawn child labourers increases.

CONTEXT AND CASE STUDY

Child labour is far too common on smallholder farms where children work as part of unpaid family labour. The dispersed nature and informality of smallholder agricultural production also place their labour practices beyond the reach of formal labour inspection systems. Hence, it is essential to have in place community-based child labour monitoring mechanisms as an alternative to labour inspection or formal auditing systems.

Community-based child labour monitoring mechanisms are premised on the reality that children and families live in communities. This implies that people—and groups of people—have developed ways and means to care for each other, nurture the talents and futures of their children, enhance the quality of community life, and tackle problems that threaten the community.

In all communities, forms of informal and formal institutions exist for managing the commons. These institutions take many forms, including local school management committees, village courts, religious groupings, burial societies, savings clubs, and farmers' clubs. The unifying characteristic of these institutions is that they have legitimacy to lead and influence behaviours in that community.

Like many child labour projects throughout the world, all ECLT Foundation area-based projects seek to build on this sense of community by establishing Community Child Labour Committees (CCLCs). The main roles of these committees include:

- Conducting regular, repeated, and direct observations of farms and households
- Identifying child labourers and children at risk
- Determining risks to which children are exposed
- Initiating dialogue and awareness-raising with parents or caregivers
- Collecting data on child labour at the community level
- Sharing that collected data with District Labour Offices

In the ECLT Foundation's experience, however, this traditional CCLC model often faces sustainability challenges after the area-based projects are completed, and only a few CCLCs are able to mobilize independent financial

resources to help vulnerable families and children on an ongoing basis. Furthermore, there is often a disconnect between CCLCs and school systems.

To meet these challenges, the ECLT Foundation's Child Labour Elimination Actions for Real Change (CLEAR) Project in Malawi has enhanced traditional CCLCs by linking them to mothers' groups. Mothers' groups are connected to schools and are part of a national programme under the Ministry of Education in Malawi to strengthen guidance and counselling to young people and children. Mothers' group members are mentors and role models, especially for young girls and boys. In addition, they contribute significantly to improving community involvement and interest in education.



Mothers' group meeting, Malawi, 2015

ACTORS AND INTERESTS

Members of CCLCs are drawn from each community in the project. They are selected by other community members based on their perceived interest in child rights, status in the community, and literacy. The functionality and effectiveness of CCLCs can vary remarkably, even within the same country. The most effective CCLCs are ones that include mothers' groups, teacher counsellors, and community development workers. Each of these members have varied roles, interests, and motivations in the process.

MOTHERS provide guidance, counselling, and support to children in the community, and have ongoing contact with teacher counsellors. Mothers' group members are also responsible for school feeding. When provided with training, female members tend to be more active and consistent in the CCLCs than their male counterparts. This is helped by the reality that, in most communities, it is the role of women to take care of children.

TEACHER COUNSELLORS are trained to act as the liaison among CCLCs, mothers' groups, and schools. They help facilitate the reenrollment of former child labourers, sensitize other teachers and children to avoid stigmatization, monitor children's attendance and performance, and provide feedback to other CCLC members to enable follow-up in the case of absenteeism. Teacher counsellors also help to smoothen former child labourers' work-to-school transition by ensuring that the school environment is conducive for re-integration. Teacher counsellors are essential because the educational system is central to any child labour action programme.

COMMUNITY DEVELOPMENT WORKERS help to align the action programme with government priorities of the area, fostering collaboration among actors and mobilizing traditional, religious, and political leaders to action.

IMPLEMENTATION OF MOTHERS' GROUPS IN TOBACCO-GROWING AREAS

In the ECLT Foundation CLEAR Project in Malawi, mothers' groups, teacher counsellors, and the CCLC work together to provide a seamless transition for children from child labour to school, and to monitor school attendance of targeted children on a weekly basis. Trained in psycho-social support, mothers' groups and teacher counsellors also play a key role in children's after-school programmes.

Members of the mothers' group and the CCLC also belong to the Village Savings and Loan Associations, which gives them access to funding in their work to help withdrawn and other needy children. In some cases, the CCLC is allocated land to cultivate crops for sale and to supply the school supplementary feeding programme.

The main challenge in implementation of this Good Practice relates to the development of school infrastructure, which often lags behind increases in enrollment. As

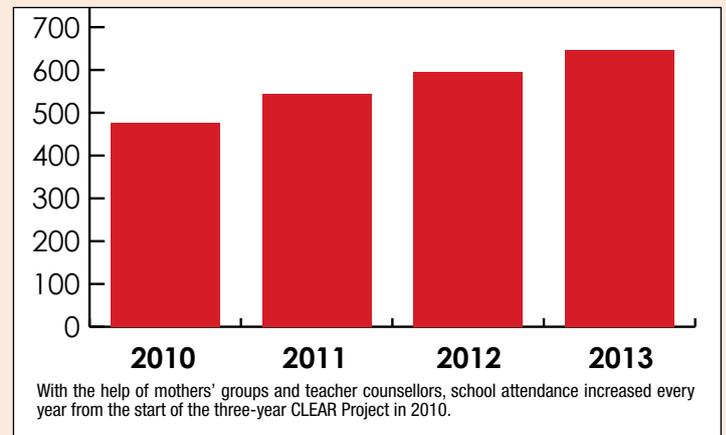
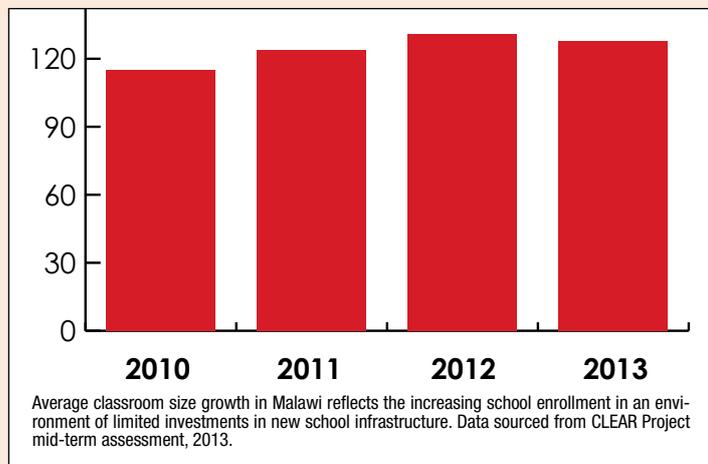


a result, key learner ratios, such as pupil to teacher, pupil to toilet, and pupil to book, may worsen in the short to medium term. For instance, the average number of pupils per classroom deteriorated from 1:115 in 2010 to 1:128 in 2013 in 10 schools surveyed in the targeted tobacco-growing areas of Malawi.

ILLUSTRATION OF IMPACT

Average attendance rates in schools in the targeted CLEAR project areas in 2013 showed an increase from 66% to 92%. Interviews with school authorities affirm that

better coordination between CCLCs, mothers' groups, and teacher counsellors has contributed to the increased school attendance.



PROJECT IMPLEMENTING PARTNERS

- Save the Children International, Malawi Country Office
- Creative Centre for Community Mobilization (CRECCOM)
- Total Land Care (TLC)
- Youth Net and Counselling (YONECO)



THEME 2: Influencing Attitude Change

PRACTICE 2.1

CHILDREN'S CLUBS TO RAISE AWARENESS

GOOD PRACTICE

Children's clubs that reach out to working children in their communities, share information, mobilize communities, and report situations of children at risk play a critical role in the fight against child labour.

Children's clubs use music, dance, art, and drama to:

- Increase children's awareness of their rights and responsibilities;
- Generate constructive dialogue among children and adults regarding child labour, abuse, neglect, and positive societal norms;
- Equip children with information and support to report cases of child labour; and
- Provide a platform for children to express opinions, thoughts, concerns, and solutions

CONTEXT AND CASE STUDY

Awareness-raising campaigns against child labour are often only directed toward changing the attitudes of adults in order to realize children's rights. However, implicit in this approach is a paternalistic view of children's agency and childhood. It conveys the message that all children are passive recipients of adult benevolence. Children's clubs promote the idea that children are active citizens and may play their role by becoming actors of change. Through children's clubs, children use play, leisure, and recreation to actively participate in raising awareness among children and adults.

Play, leisure, and recreation are all basic notions of fun, and yet they have important implications for the development of children's identity, autonomy, competence, initiative, civic duty, and socialization. They contribute to all aspects of learning and are a form of participation in everyday life. As children mix and mingle, they receive and impart information that can transform their lives. They reach out to each other in ways adults cannot.

Article 31 of the Convention on the Rights of the Child (CRC) explicitly states that a child has a right "to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts." Accordingly, children's clubs promote play and recreation as vital elements of children's health and wellbeing, but also as avenues for raising awareness among parents on child labour.

In the context of Uganda, the National Action Plan on Elimination of the Worst Forms of Child Labour (NAP) emphasizes increasing awareness of the serious consequences of hazardous work at all levels. The NAP calls for a bottom-up approach within communities to ensure understanding of the problem of child labour and increase ownership and consensus on efforts to address child labour. Community dialogue is seen as a means to mobilize communities to generate their own local understanding of child labour and action to combat it.

An independent baseline survey conducted by the Uganda Bureau of Statistics on behalf of the ECLT Foundation in Hoima District in 2012 showed low levels of awareness about what constitutes child labour. For instance, only 14% of tobacco growers who responded to the survey were aware that children should not work long hours even if it is light work. In addition, only 22% reported that they were aware of the law against work that, by its nature and the way it is carried out, harms or deprives the child of education.

Against this background, the ECLT Foundation project in Uganda, Realizing Livelihoods Improvement through Savings and Education (REALISE), prioritizes raising awareness of child labour among children and adults. At the centre of this project is a strategy that activates children, adults, and communities to reduce the risk of child labour through children's clubs.

The ECLT Foundation project in Uganda, Realizing Livelihoods Improvement through Savings and Education (REALISE), prioritizes raising awareness of child labour among children and adults.

ACTORS AND INTERESTS

The key actors in children's clubs are children, project staff, and teachers.

CHILDREN form clubs in school, identify key messages, and devise the best ways to convey them whether it is through song, drama, dance, art, or a combination of those. Children also rehearse and learn to play musical instruments, sing, draw, and dance. Most importantly, they learn to speak in public, express themselves, and influence others, and to better understand the topic of child labour.

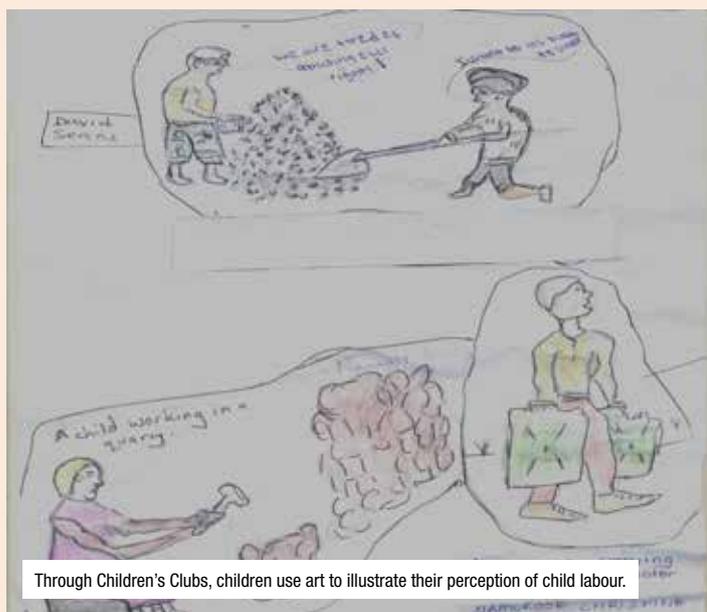
PROJECT STAFF engage school authorities to help organize children into clubs of up to 15 children. They procure sports equipment, props, and musical instruments, such as drums and rattles for performances. They also train members of the children's club and teachers about issues surrounding child labour.

TEACHERS facilitate the organization of children's clubs and provide time for the clubs to plan their activities. Teachers also encourage children to express themselves artistically, so that the art, songs, poems, and dance are informed by children's reality: the issues, questions, and lives they face and live with on a daily basis.

IMPLEMENTATION OF CHILDREN'S CLUBS TO RAISE AWARENESS OF CHILD LABOUR IN TOBACCO-GROWING AREAS

In the ECLT Foundation project in Uganda, the following steps were taken to form and strengthen the voice of children in addressing child labour in selected tobacco-growing areas of Hoima District.

1. Approach school authorities and obtain permission to form Children's Clubs in the 14 participating schools.
2. Sensitize school authorities about child labour, its impact on schools, and the importance of participation of children in the elimination of child labour.



3. Procure and distribute basic props and musical instruments.



4. Provide support from teachers for children to compose poems, songs, and plays regarding child labour.
5. Facilitate activities for Children's Clubs to ignite discussions on child rights. In Uganda, children presented at soccer games, visits to families and schools, school assemblies, and community events, including World Day Against Child Labour.



Photos this page courtesy of UWESO, Uganda, 2015.

ILLUSTRATION OF IMPACT

As a result of the ECLT Foundation project in Uganda:

- 8,000 children received messages on child labour in 2014.
- 210 children now actively participate in Children's Clubs.
- Thousands of community members attend Children's Club performances during World Day Against Child Labour celebrations every year.

Children's Clubs face different challenges in raising

awareness. First, the high pupil to teacher ratio in some schools means teachers' time is stretched to provide adequate ongoing support to Children's Clubs. In addition, it takes time for changes in adult attitudes toward child labour, let alone Children Clubs, to translate into positive impact on adult behaviour.

These challenges were addressed in Uganda by intensifying project staff support of Children's Clubs and complementing the children's message with the project's advocacy, community, and livelihood interventions.

PROJECT IMPLEMENTING PARTNERS

- Uganda Women's Effort to Save Orphans (UWESO)

OTHER ECLT FOUNDATION PROJECTS IN WHICH THIS GOOD PRACTICE IS OR HAS BEEN APPLIED

- REACT Project, Mozambique
- IMPACT Project, Kyrgyzstan
- PROSPER Project, Tanzania
- CLEAR Project, Malawi



THEME 2: Influencing Attitude Change

PRACTICE 2.2

RAISING AWARENESS AT THE COMMUNITY LEVEL THROUGH **THEATRE FOR DEVELOPMENT**

GOOD PRACTICE

In traditional drama performances there are actors who perform and spectators who watch. Communication is one way—from the actors to the audience. The performance is based on an event in history or an imaginary story in faraway places. The audience has no avenue to make comments, participate, learn, build consensus, or take corrective action based on the theatrical performance.

Theatre for Development can help shift attitudes about child labour by overcoming the shortfalls of traditional performances. It is an interactive form of theatre that is effective in conveying information and getting feedback in a two-way communication. It ensures that communities and children are active participants, and not passive recipients of information and action programmes. This encourages community ownership and participation. Hence, the practice demystifies the external-expert syndrome that takes away support from those at the ground level for whom programmes and projects are intended.

Theatre for Development can help shift attitudes about child labour by overcoming the shortfalls of traditional performances.

Hence, the practice demystifies the external-expert syndrome that takes away support from those at the ground level for whom programmes and projects are intended.

Theatre for Development uses drama, music, dance, comedy, and improvisation to raise awareness about harmful community attitudes, customs, and practices that perpetuate child labour. It empowers individuals with a critical consciousness to see and understand child labour and its consequences and to act against it.

In the face of resistance to outside values about children being imposed on communities, theatre that uses local actors and tackles pertinent local issues allows the audience to reflect on community life and its impact on children, reach consensus on child labour, and arrive at their own definitions that are in harmony with the law and the rights of children.

CONTEXT AND CASE STUDY

Awareness raising is a fundamental component of primary child labour prevention strategies aimed at changing attitudes; challenging behaviours and beliefs that normalize and tolerate child labour in the community; empowering children and adults to identify and report child labour; and informing the wider public about the resources available to tackle the problem. Accordingly, ILO Recommendation 190 calls for measures to inform, sensitize, and mobilize the general public and parents to address the problem of child labour.

In Malawi, for example, local customs, traditions, and beliefs, including gender roles, have been blamed for perpetuating child labour. Children work as part of their socialization and upbringing to learn life skills and responsibility that will enable them to become productive, responsible adults. However, traditional beliefs and gender roles—such as “Poor children must work,” “A boy as a bread winner must know how to farm to feed his family,” or “Girls must train to become good wives and mothers as first priority”—can blur the line between socialization and hazardous work.

Using a participatory social mobilization campaign model, the ECLT Foundation project in Malawi creates plays that are based on informal interviews and observations in a local community. The play is enacted in the village’s objective social situation, and the actors assume the characters of local leaders, parents, and children in the village. The participatory nature of the theatre creates opportunities for audience members to take roles in the performance. Thus the audience, arranged in a circle, becomes part of the play and observes as well.

Throughout the interactive performance, community members give comments on the issues that emerge from the play and participate in developing a Community Action Plan to address child labour. Because a play is tailor made to specific village findings, there are diverse solutions to what might look like similar child labour issues across communities.

ACTORS AND INTERESTS

Community awareness raising through Theatre for Development involves three main participants: project staff, actors, and community members.

PROJECT STAFF are the organizers of the performance. They articulate the knowledge, attitudes, and behaviours that drive child labour in the community. It is helpful for project staff to know information from rapid assessments and baseline surveys. Project staff also recruit, orient actors on child labour, and facilitate the design of the Theatre for Development process, including providing costumes and other props. Furthermore, project staff identify the best dates and times for performances, advertise, and mobilize local communities, especially opinion leaders (e.g., traditional leaders, business leaders, religious leaders, government officials, local politicians), to attend. The main interest of project staff is to ensure that the child labour message is delivered in an interesting, culturally appropriate, and participatory manner, and that a Community Action Plan to address child labour is produced as a result.



ACTORS may be recruited from the local community or the university. If they do not come from the community, university interns are given time to live in the community to learn the local culture, observe the way children are treated, and learn about opinion leaders, local lingo, and idioms of expression and other interesting things about the community. This helps the actors develop a rough script of the performance and tailor the message to the audience.

COMMUNITY MEMBERS comprise opinion leaders, children, farmers, and parents. Opinion leaders whom community members listen to and trust are particularly important as they have deep local knowledge and convening power. In instances in which opinion leaders involve children in child labour, Theatre for Development can be a non-confrontational way to encourage exemplary behaviour.

IMPLEMENTATION OF THEATRE FOR DEVELOPMENT IN TOBACCO-GROWING AREAS

The following are typical steps involved in implementing Theatre for Development, based on the ECLT Foundation Integrated Child Labour Elimination II Project in Malawi:

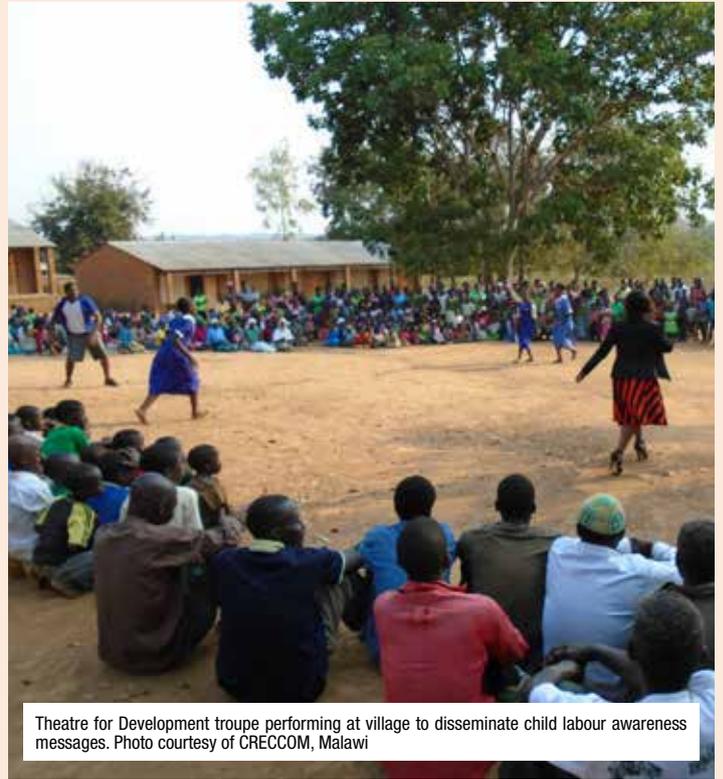
1. Conceptualize the problem of child labour in a deeper way, including reviewing data from rapid assessments and baseline surveys on the prevalence of child labour and drivers of child labour in the community.
2. Recruit actors from the community or university and brief them on the concept of Theatre for Development.

3. Embed actors in the community for one to two weeks so they understand the local culture and people, and can observe the activities of children.
4. Develop plays and performances, focusing on art, music, song and dance, improvisation, and audience participation.



Theatre for Development troupe performing at village to disseminate child labour awareness messages. Photo courtesy of CRECCOM, Malawi

5. Perform participatory analysis of problems and find their root causes: this involves negotiations with those in authority and children engaging with adults and other children for bringing about positive changes.
6. Develop a Community Action Plan against child labour.



Theatre for Development troupe performing at village to disseminate child labour awareness messages. Photo courtesy of CRECCOM, Malawi

ILLUSTRATION OF IMPACT

The following are results of Theatre for Development activities that took place at Suza and Katalima zones in Kasungu and Dowa Districts of Malawi, respectively.

- Madzo School: The community formed the Nkusawana Child Labour Committee to monitor child labour in villages surrounding the school and a Siblings Committee to look after young children so that older children could go to school. Enrollment for Madzo Primary School increased from 234 in May 2006 to 300 in May 2007 as a result of the activities of Nkusawana.
- Chiwira School: The community formed a new School Management Committee following the sensitization meetings. As of June 2007, the new school committee had mobilized community members to mold 35,000 bricks for the construction of pit latrines and other school structures.
- Chinguwi School: Parents engaged in an activity called "Thetsaumbuli" (eliminate ignorance) to monitor child labour and encourage children to go to school. Enrollment for Chinguwi School increased from 219 learners in May 2006 to 300 learners in May 2007.
- Khuza School: Community members formed a child labour committee to address child labour issues. Enrollment at Khuza School increased from 567 learners in May 2006 to 733 learners in May 2007.
- Chipanga School: After sensitization meetings and Theatre for Development activities, community members took the initiative to re-roof a damaged school block to create a quality teaching and learning environment.

PROJECT IMPLEMENTING PARTNERS

- Save the Children International, Malawi Country Office
- Creative Centre for Community Mobilization (CRECCOM)
- Total Land Care (TLC)
- Youth Net and Counselling (YONECO)

OTHER ECLT FOUNDATION PROJECTS IN WHICH THIS GOOD PRACTICE IS OR HAS BEEN APPLIED

- Integrated Child Labour Elimination Project (ICLEP) I



THEME 3: Improving Access To Quality Education

PRACTICE 3.1

LITERACY AND NUMERACY BOOST FOR IN-SCHOOL AND OUT-OF-SCHOOL CHILDREN IN TOBACCO-GROWING AREAS

GOOD PRACTICE

The ECLT Foundation Literacy and Numeracy Boost programme in Malawi improves the reading, comprehension, and mathematical skills of children, who are in school or out of school, while preventing them from entering child labour.

Essentially, the Literacy and Numeracy Boost programme strengthens teaching methodologies, creates appropriate learning materials from local resources, and increases parental and community support for reading and numeracy. Trained community volunteers support teachers by facilitating after-school lessons and reading camps, and parents support their children's learning by creating reading corners or using locally available materials for children to practice writing and mathematics. Children are active participants in the development of their literacy.

The Literacy and Numeracy Boost programme is best implemented outside; therefore, it is suited for communities such as many found in Malawi, where school infrastructure is inadequate. The programme also creates physical space for out-of-school children who might not have access to books at home to continue learning.

CONTEXT AND CASE STUDY

Malawi's educational performance has continually ranked at the bottom within the Southern African Region. Against this background, it is common that a large number of children simply drop out of school, or do not attend school regularly, and end up working instead. Yet, when children are in school, they are not working. Hence, universal access to education is a key tool to eliminate child labour.

In recent decades, increased attention has been focused on improving children's access to education. However, the gains in children's school enrolment have stretched the capacity of education systems to ensure quality learning. Globally, there are still 58 million children out of school and approximately 100 million children who do not complete primary education, according to UNESCO Global Monitoring Report, 2015. For those in school, poor quality of learning means that millions of children leave school without basic reading and numeracy skills.

In Malawi, the situation is no different, if not worse. Over half million children are estimated to be out of school. In rural areas, most public schools are not conducive for learning as they lack basic things like books. Close to half of vacancies are not filled, and the teacher-pupil ratio can be as high as 1:125, instead of 1:70.

Although the Malawi Ministry of Education, Science, and Technology receives a significant portion of the national budget, most schools have inadequate infrastructure, forcing some pupils to learn under trees or in grass structures without desks. Consequently, rural pupils' reading and numeracy skills are poor. For instance, in a 2015 factsheet, USAID reports:

“83% of Standard 1 students cannot read a single syllable and 92% cannot read a single word. On average, Standard 3 students can only read 11 words-per-minute and 67% cannot identify the first sound, or phoneme, in a word.”

Accordingly, Malawi's Second Education Sector Implementation Plan (ESIP II) targets for 50% of Standard 4 students to reach grade-appropriate literacy/numeracy rates by 2017, and for a high-performing teaching corps and improved management and delivery of teaching and learning materials.

The Literacy and Numeracy Boost is implemented by the ECLT Foundation CLEAR Project in Malawi. It is an innovative programme to support the development of reading and numeracy skills in young children in tobacco-growing areas. It addresses the ways children learn to read, how teachers deliver lessons, and how parents should help, and it creates an environment for that to happen anywhere: in school, in the community, and at home.

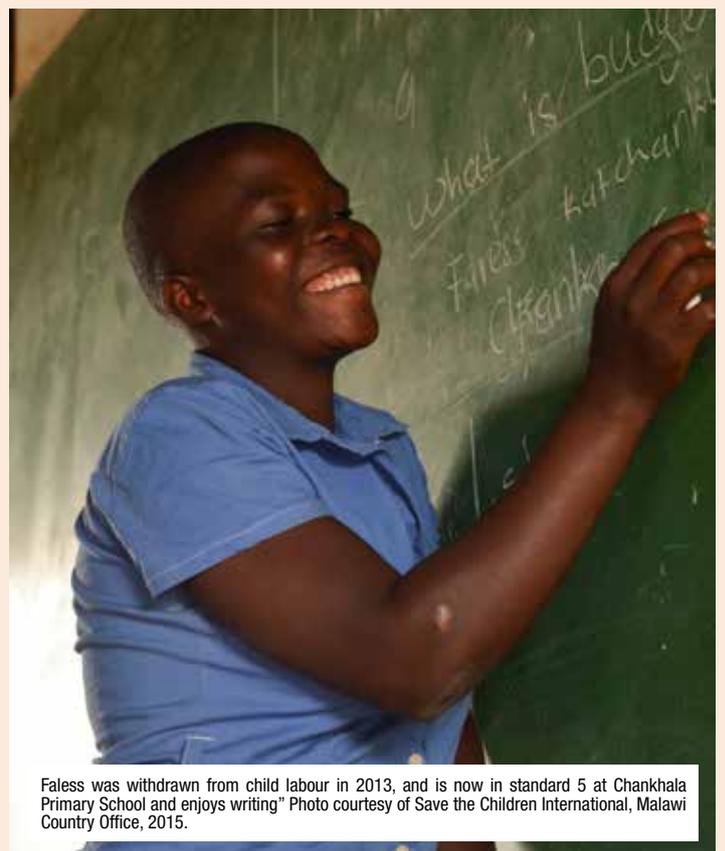
Unlike traditional reading programmes, Literacy and Numeracy Boost gives entire communities the tools they need to get their children excited about reading and numeracy. It strengthens national education curricula so that ministries of education and teachers can better use the tools they already have, complemented by additional training, to help children learn to read.

ACTORS AND INTERESTS

The key actors in implementing a Literacy and Numeracy Boost include volunteer facilitators, project staff, and education officials.

VOLUNTEER FACILITATORS are local community members who have attained at least seven years of formal education, and are trained to run community-based learning centres or reading camps. The trained volunteers are supported by other learned members of the community, such as retired civil servants. Their role is to complement formal school efforts by aligning the after-school lessons with what children are currently learning in school.

PROJECT STAFF are responsible for procuring basic session aids for the learners and volunteer facilitators. These include reading and play materials for numeracy and literacy such as portable chalkboards as well as newspapers and journals. In addition, project staff identify locally available resources for after-school sessions. They also motivate the volunteer facilitators through incentives such as small farm inputs.



Fales was withdrawn from child labour in 2013, and is now in standard 5 at Chankhala Primary School and enjoys writing" Photo courtesy of Save the Children International, Malawi Country Office, 2015.

EDUCATION OFFICIALS act as advisors to headmasters and teachers on how to implement the Literacy and Numeracy Boost programme. They serve as “trainers of trainers” who teach and mentor volunteer facilitators.

The Literacy and Numeracy Boost programme is most effective when there is a qualified teacher to supervise the community learning centres or reading camps. To facilitate this, education officials also train teacher supervisors of the programme.

The primary interest of education officials and teacher supervisors is to ensure that activities in the community learning centres are aligned with the Early Grade Reading and Assessment (EGRA) framework of Malawi. The EGRA framework is administered individually and measures the most basic foundation skills for literacy acquisition in the early grades. The framework is based on the assumption that teaching young children to read not only is the foundation for improving educational outcomes, but also has important implications for future learning.



Children learning under a tree in Primary School in Mchinji District, Malawi 2013.

IMPLEMENTATION OF LITERACY AND NUMERACY BOOST IN TOBACCO-GROWING AREAS

In the ECLT Foundation project in Malawi, the Literacy and Numeracy Boost was implemented over 18 months. The main steps involved reading assessments, teacher training, and community mobilization.

1. Perform Reading Assessments to obtain baseline data on children's reading and numeracy levels and to evaluate children's literacy and numeracy learning needs.
2. Train relevant Primary Education Advisors and Assistant Centre Coordinators in child-centred teaching approaches and to incorporate the core reading and numeracy skills into their curricula.

3. Mobilize parents and communities to support children as they learn in community learning centres, and support children to read through fun out-of-school literacy and numeracy activities and through reading materials from locally available resources.

The main challenge of implementation relates to incentives for volunteer facilitators. In the ECLT Foundation project in Malawi, this challenge was addressed by linking volunteers to livelihood interventions also implemented through the project.

ILLUSTRATION OF IMPACT

Educational outcomes of the ECLT Foundation Literacy and Numeracy Boost programme in Malawi have not been formally evaluated at this time. However, outcomes related to child labour prevention are evident: The number of children attending community sessions has exceeded projected pupil/facilitator ratios (1:25 versus 1:75), and there is increased interest from older children and from students in senior classes in surrounding schools.

PROJECT IMPLEMENTING PARTNERS

- Save the Children International, Malawi Country Office
- Creative Centre for Community Mobilization (CRECCOM)
- Total Land Care (TLC)
- Youth Net and Counselling (YONECO)



THEME 3: Improving Access To Quality Education

PRACTICE 3.2

MODEL FARM SCHOOLS: PROMOTING AGRICULTURE WHILE AVOIDING CHILD LABOUR FOR CHILDREN 15-17 YEARS OLD IN TOBACCO-GROWING AREAS

GOOD PRACTICE

Creating Model Farm Schools (MFS) is a simple methodology for teaching out-of-school children who are above the minimum working age (15-17 years) about farming and how to protect themselves while farming. Model Farms Schools target young people who are withdrawn from hazardous work in agriculture and impart agricultural knowledge, while promoting safe work practices for field preparation, sowing and transplanting, weeding, irrigation, pest control, use and conservation of natural resources, use and processing of food crops, harvesting, storage, and marketing.

Model Farm Schools provide a six-month course that combines theory and practical training. Classes take place during non-school hours. The course is unique because unlike other programmes targeting children of this age group, it does not take children out of agriculture. Rather, the course empowers children who are interested in agriculture to make them profitable, successful, and safe farmers.

CONTEXT AND CASE STUDY

The International Labour Organization (ILO) estimates that the age group most affected by hazardous work is 15- to 17-years-old, representing the largest share—55%—of the overall 85 million children who are involved in hazardous work. This trend is apparent in Tanzania, where 54% of young boys and girls in this age group are engaged in hazardous work.

Article 7 of ILO Convention 182 calls for all children who are removed from the worst forms of child labour, wherever possible and appropriate, to be afforded access to vocational training. However, most vocational training in developing countries is not geared toward agriculture, nor available to children who may have dropped out of school. Another limiting factor is that agriculture seldom tops young people's "most wanted" or "dream" careers. Thus, while the agricultural sector has huge potential to create decent jobs, it has an image problem that needs to be changed to attract more young people.

One way to do this is to provide more relevant education and training to young people interested in agriculture, and to ensure that farming is safe, rewarding, and “cool.”

The ECLT Foundation project in Tanzania runs Model Farm Schools that offer young people, 15 to 17 years old, in the tobacco-growing region of Tabora opportunities to engage in agriculture while fighting child labour and promoting Occupational Safety and Health (OSH) in their chosen vocation. The programme is coordinated with government agencies and agribusiness firms in the area.

ACTORS AND INTERESTS

The key actors in implementing a MFS programme in the ECLT Foundation’s Promoting Sustainable Practices to Eradicate Child Labour in Tobacco (PROSPER) Project in Tanzania include project staff; MFS students; the Ministry of Agriculture, Food Security and Cooperatives; and agribusiness firms.

PROJECT STAFF play a key role in selecting and training facilitators, identifying and furnishing the premises for MFS centres, providing learning and teaching materials, and monitoring MFS graduates who have started their own agricultural enterprises.

MFS STUDENTS are out-of-school children ages 15 to 17 years who are removed from hazardous work in tobacco-growing areas. Only children who are interested in a career in agriculture are enrolled. The MFS students attend the six-month course at designated MFS centres in the community.

THE MINISTRY OF AGRICULTURE, FOOD SECURITY AND COOPERATIVES (MOAFSC) provides extension workers, developing the training curriculum focusing on practical skills. These agricultural extension officers at ward and village levels are the facilitators in MFS centres. They are responsible for teaching agricultural practices to MFS students by combining theory and practice on demonstration plots.

Agricultural extension officers also play a key role after graduation. Once graduates have settled in their plots, extension workers continue to provide support and guidance and track and monitor their progress.

The Ministry also supports trainees who decide to form cooperatives or youth groups through agricultural inputs.

AGRIBUSINESS FIRMS and extension staff of agribusiness firms that have a presence in the area act as adjunct facilitators. They provide crop-specific expertise and information about market opportunities, crop production, processing requirements, and occupational safety and health issues. When their specific crop is cultivated in demonstration plots, they provide agricultural inputs and additional extension support, as well as purchase the harvest.

IMPLEMENTATION OF MODEL FARM SCHOOLS IN TOBACCO-GROWING AREAS

The following are the implementation steps of the PROSPER Project in Tanzania:

1. Assist Community Child Labour Committees to remove children 15-17 years from hazardous work in agriculture.
2. Identify removed youths who want to enroll in MFS programmes, and select where to establish MFS centres and demonstration plots.
3. Equip MFS centres with furniture, such as desks and chairs, and with training and learning materials.
4. Collaborate with the MOAFSC and agribusiness firms in the area to develop an MFS curriculum.
5. Identify and engage MFS facilitators.
6. Train facilitators on issues surrounding child labour and occupational safety and health.



MFS students learning on demonstration plots, Tanzania 2014

7. Provide each MFS centre with toolkits of seeds, working tools, protective gears, and agricultural inputs.
8. Concretize theoretical teaching so it can be applied on demonstration plots that are established by youth under the guidance of their facilitator and adjunct facilitators. On these plots, students practice growing a variety of crops, from horticultural products to traditional food, such as maize and sunflowers.
9. Provide graduates of the six-month training with graduation kits of equipment such as water pumps and hand hoes, along with agricultural inputs, such as seeds and animals, including goats and chickens. These kits serve as startup capital for graduates for their own income-generating activities.

The main implementation challenge relates to bad weather that can severely affect demonstration plots and the economic activities of MFS graduates. For example, drought had an impact on access to water, which affected watering. The project staff mitigates these risks by installing drip irrigation kits.



Model farm schools student practising on demonstration plot, Tanzania 2014

Photos on pages 21-22 courtesy of Winrock, Tanzania, 2014.

ILLUSTRATION OF IMPACT

As a result of the MFS centres organized through the PROSPER Project in Tanzania:

- 400 children ages 15-17 years old graduated from the MFS programme in two years.
- A positive spillover effect has occurred, as adult farmers surrounding the MFS demonstration plots have been inspired by the good agricultural practices taught at MFS centres and have applied those skills in their personal plots.
- Improved incomes as well as food security have been documented at the household level.
- Some MFS graduates have formed a group, to which the community donated two acres of land so young farmers could grow tomatoes. The group is applying recommended agricultural practices, such as spacing, proper utilization of manure composite, and irrigation of the plot twice a day. They earn a profit of \$1,500 US per acre.

PROJECT IMPLEMENTING PARTNERS

- Winrock International
- Tabora Development Fund Trust (TDFT)
- Tanzania Association of African Women Leaders in Agriculture and the Environment (TAWLAE)

MEET MODEL FARM SCHOOL GRADUATE, AMANI

Upon completion of the six-month Model Farm School learning cycle, Amani Ramadhani Salumu joined a group of young farmers who specialize in the production of a variety of horticultural products.

From the venture, Amani received a dividend of approximately \$16.50 US. He reinvested the dividend by buying agricultural inputs so he could start his own tomato farm. His income grew to approximately \$650 US per year, and he was able to buy iron sheets for his house. Not satisfied, he expanded into beekeeping and bought 100 beehives. Now he expects to harvest 400 litres of honey per year, creating an income of over \$2,000 US.

His future looks bright.



THEME 3: Improving Access To Quality Education

PRACTICE 3.3

SCHOOL GARDENS TO INCREASE SCHOOL RETENTION AND PROVIDE LIFE SKILLS FOR CHILDREN IN TOBACCO-GROWING AREAS

GOOD PRACTICE

School gardens play an important role in promoting school retention, good nutrition, and livelihood skills for children in tobacco-growing areas.

School gardens are cultivated areas around or near schools that are tended by learners. The school allocates land for demonstration plots, where fruits, vegetables, and other crops can be grown using organic farming methods. Children, under teachers' guidance, learn safe agricultural practices that they can reproduce at home. Demonstration plots are perfect platforms to raise awareness on child labour and explain, in practice, the hazardous tasks that children should not perform.

While children spend time every week learning on the plots, the majority of the agricultural labour is done by adult volunteers from the community. The harvested produce provides school feeding for all pupils, thus ensuring better nutrition and livelihood skills for children, and ultimately increasing school attendance and retention.

CONTEXT AND CASE STUDY

A good diet is essential for school-age children to develop physically and mentally. It fuels children so they can study, be protected from disease, have the energy to play, help their parents, and get through the day. As much as children need to eat well, they also need to learn how to grow crops in a safe way, especially in agriculture-dependent communities.

Schools are well placed to show children how to both eat well and grow common local crops because school is where children absorb new ideas and pick up good habits and new skills. Children also come to school if they are looking forward to a meal.

With the right conditions and support, school gardens can do all of these things.

The ECLT Foundation project in Uganda supports school gardens in selected schools in tobacco-growing areas in Hoima, as one of the means to instill a culture of occupational health and safety in agriculture, enhance nutrition among school-age children, and improve school enrolment, attendance, and retention.

In the context of Uganda, the National Action Plan on the Elimination of the Worst Forms of Child Labour in Uganda (2012/13 to 2016/17) attributes child labour to, among other things, the impact of HIV/AIDS, growing levels of orphanhood, and food insecurity. According to the National Action Plan, estimates show that approximately 2.43 million children under the age of 18 have been orphaned. School gardens are particularly relevant for orphaned children because they may not have enough food at home to start with, and they may not have adults in their lives to mentor them on safe agricultural practices.

To be successful, schools need to have access to available land and teachers with agriculture training. A good year-round source of water is ideal, although not essential. Access to relevant tools is also important, as is knowledge about child labour.

A good diet is essential for school-age children to develop physically and mentally.

ACTORS AND INTERESTS

This practice is implemented by Uganda Women's Efforts to Save Orphans in Uganda, within the scope of ECLT Foundation's REALISE Project. Despite being initiated by UWESO, this practice is very participatory and could not exist without the daily efforts of the community. Teachers, local council leaders and caregivers, children, and project staff all play a role in establishing and operating school gardens.

TEACHERS establish garden plots and mentor children in the cultivation of common local crops. They also include gardening in the school curriculum and work plan, and schedule 30- to 40-minutes lessons once per week on gardening.

LOCAL COUNCIL LEADERS AND CAREGIVERS encourage children to participate, protect gardens from intruders or animals, and perform all agricultural tasks that may not be suitable for children such as land preparation. Caregivers are community volunteers who take turns to prepare food for school children.

CHILDREN over 12 years of age, who are allowed to do light work, attend practical classes on demonstration plots once per week, under the guidance of teachers. During these classes, they are equipped with skills in agriculture that will help them master decent work that they will be able to reproduce in their homes. Children not only acquire safe agricultural practices but also learn to value agriculture.

While only children above 12 years are involved in the practical learning, all children are fed from the food produced from the school gardens.

PROJECT STAFF are involved mainly in the procurement of agricultural tools and farm inputs. They also monitor the School Garden project, train teachers on child labour, and ensure that school gardens do not promote child labour.



IMPLEMENTATION OF SCHOOL GARDENS IN TOBACCO-GROWING AREAS

The following are the implementation steps in the establishment and operation of school gardens in the ECLT Foundation project in Uganda:

1. Organize sensitization meetings for school administrators, parents, local leaders, and sub-county and district committees to present the concept of school gardens and its benefits.
2. Assess school sites to evaluate whether there is enough space and the soil is suitable for gardens.
3. Sensitize school children about their roles and responsibilities in school gardens.



Adult volunteers meet in a School Garden in Uganda. (Photo courtesy of UWESO)

4. Procure tools to be used in the gardens, including hoes, wheel barrows, and pangas, and distribute agricultural inputs such as seeds.
5. Organize adult volunteers to prepare the land, and demonstrate to children how to plant local crops such as maize, beans, cassava, and vegetables.
6. Facilitate learning by having children participate in 30- to 40-minute practical agriculture lessons.
7. Once a large quantity of vegetables and other crops has been harvested, have caregivers prepare and serve the food to children and programme participants.



Children line up for meals provided through the School Gardens. Photo courtesy of UWESO.

The main implementation challenges of School Gardens relate to access to perennial sources of water and protecting the gardens from intruders and animals.

Photos this page courtesy of UWESO. Uganda, 2015.

ILLUSTRATION OF IMPACT

As a result of the School Gardens organized through the REALISE Project in Uganda:

- 320 kilograms of beans and 1,000 kilograms of maize have been harvested in two schools feeding 800 pupils.
- The Head Teacher of one of the two beneficiary primary schools reported that enrollment increased by 36% between July and November 2015.
- Absenteeism has decreased and students' concentration in class has improved, which has a direct impact on children's performance.
- School feeding is helping parents who now do not need to provide meal packs to children.
- The School Gardens model is being replicated by other primary schools in the project area.



Children feast on cooked beans harvested through the School Gardens. Photo courtesy of UWESO.

PROJECT IMPLEMENTING PARTNERS

- Uganda Women's Efforts to Save Orphans (UWESO)

OTHER ECLT FOUNDATION PROJECTS IN WHICH THIS GOOD PRACTICE IS OR HAS BEEN APPLIED

- CLEAR Project, Malawi



THEME 3: Improving Access To Quality Education

PRACTICE 3.4

APPRENTICESHIPS FOR CHILDREN ABOVE THE MINIMUM AGE AND INVOLVED IN HAZARDOUS WORK IN TOBACCO-GROWING AREAS

GOOD PRACTICE

Apprenticeships targeting children above the minimum working age (15 to 17 years), who are involved in hazardous work in tobacco growing, help protect them, create rural employment opportunities, and provide viable alternatives for withdrawn children. Apprenticeship courses are tailored to the needs of the local economy, and local artisans provide children with working experience.

Apprenticeship courses are tailored to the needs of the local economy, and local artisans provide children with working experience.

CONTEXT AND CASE STUDY

Providing viable alternatives for children withdrawn from child labour is a difficult task. If done in a haphazard manner, withdrawn children may end up exposed or involved in even more hazardous work. Hence, withdrawn children who are above the minimum working age, who do not wish or are too old to go back to school, must be provided with opportunities to learn marketable skills. This is especially so in countries with high school dropout rates, such as Uganda.

Since the introduction of Universal Primary Education (UPE) and Universal Secondary Education (USE) policies in Uganda, school enrolment has increased exponentially. Despite this, according to UNESCO, Uganda has the highest school dropout rate in East Africa. The National Action Plan for the Elimination of the Worst Forms of Child Labour (2012/13-2016/17) attributes this state of affairs to poor or inadequate school facilities, high teacher absenteeism, lack of access to scholastic materials, the high cost of non-tuition items, and a centralized curriculum that is not responsive to the unique economic activities of some communities. To make matters worse, children who drop out of school before completing primary seven have limited opportunities to join tertiary institutions for formal skills development training. Lacking skills for gainful employment and livelihoods, children who drop out end up in child labour, including in tobacco growing.

The ECLT Foundation REALISE Project in Uganda withdraws children ages 15 to 17 years from hazardous work in tobacco growing. Some of the children are then enrolled in a vocational training college, while others are paired with local artisans to learn a trade through traditional apprenticeships. Courses include brickwork, hairdressing, motor mechanics, motor cycle mechanics, and cookery. Training usually takes six months, including a period of industrial attachment. On completion, graduates are provided with a start-up kit for their chosen trade.

Graduates who perform well can join the formal national apprenticeship programme designed for students who have completed high school.

ACTORS AND INTERESTS

The main actors in the apprenticeship scheme in Uganda include project staff, artisans, and children above the minimum working age who are withdrawn from child labour.

PROJECT STAFF liaise with Child Labour Committees that identify and withdraw older children involved in hazardous work in tobacco-growing areas, and help select and refer beneficiaries to vocational institutes or local artisans. They monitor the progress of learners throughout the training, and they establish links with potential employers to provide enterprise-based training and secure long-term employment for graduates. They also link employed and self-employed children to banks so they can have access to savings.

ARTISANS are local, skilled entrepreneurs who accept trainees for the duration of the apprenticeship, and may also hire trainees after they graduate. Artisans can be practicing mechanics, hairdressers, or builders, or other product or service providers. Artisans may provide students with a certificate stating that the apprentice has completed the training in their trade, which adds value to the trainee's curriculum vitae.

Some courses are held in vocational training centres, instead of through traditional apprenticeships or artisans.

CHILDREN are helped by the project to undergo courses of their choice. Some children find employment in local enterprises and others open their own businesses. This guarantees them a daily income in comparison to seasonal hazardous work in agriculture, including in tobacco growing.

IMPLEMENTATION OF APPRENTICESHIPS IN TOBACCO-GROWING AREAS

The following are key steps involved implementing apprenticeships in the ECLT Foundation project in Hoima, western Uganda.

1. Work with Child Labour Committees to identify working children in tobacco-growing areas. Children below 14 years are referred to school, while children above the minimum working age (15-17 years) are given a choice to go back to school or join the apprenticeship scheme.

Those choosing an apprenticeship select a course, and project staff inform them of the skills requirements and expectations. Courses available include hair-dressing, tailoring, carpentry, catering and cooking, motor mechanics, motor cycle mechanics, construction, and welding.

2. Engage community-based artisans for the attachment of apprentices in their selected trades. Enroll other children at Nile Vocational Training Center where they combine theory and practical classes to learn skills of their chosen trade.



Trainees in motorbike repair at Nile Vocational Training Centre work on spare parts. Photo courtesy of UWESO. Uganda, 2014.



Young apprentices practicing hair dressing in hair salon. Uganda, 2014.

3. Encourage apprentices as they attend classes or work closely with artisans for six months. By the end of the training, successful apprentices have skills to become independent tradesmen or semi-skilled technicians.
4. Visit beneficiaries on a quarterly basis to monitor progress.



Young graduates receiving tool kits during World Day Against Child Labour in June 2015 Photo Courtesy of UWESO

5. Upon graduation, give children toolkits containing materials to perform their jobs. For example, young girls graduating in tailoring receive sewing machines, while those graduating in hair-dressing receive hair-dressing kits. Young boys graduating in carpentry are given toolboxes.
6. Conduct follow-up visits to track progress of the newly trained artisans and make sure they do not fall back into child labour.



Frank painting a door in the workshop where he is contracted Photo Courtesy UWESO Uganda 2014

A key challenge in implementing apprenticeships relates to girls dropping out due to pregnancy. To combat this, the project now provides reproductive health training for all trainees. Another challenge is that there is more demand for apprenticeships than the project can finance. In response, the project encourages more attachments with community artisans, which are less expensive than residential courses at the Nile Vocational Institute.

ILLUSTRATION OF IMPACT

As a result of the apprenticeships organized through the REALISE Project in Uganda:

- 300 former child labourers, between 15 and 17 years of age, completed artisanship or vocational training in two years
- Almost half of trainees were employed within a year following graduation

PROJECT IMPLEMENTING PARTNERS

- Uganda Women's Efforts to Save Orphans (UWESO)

OTHER ECLT FOUNDATION PROJECTS IN WHICH THIS GOOD PRACTICE IS OR HAS BEEN APPLIED

- COMEECA Project, Uganda



THEME 4: Improving Household Livelihoods

PRACTICE 4.1

VSLAs TO ADDRESS CHILD LABOUR IN TOBACCO GROWING IN RURAL SETTINGS

GOOD PRACTICE

Village Savings and Loan Associations (VSLA) are member-managed and member-capitalized informal microfinance institutions. Members of a VSLA pool savings and then offer credit and insurance services to each other. These community savings and loan schemes target the marginalized poor, and take place in remote rural areas that are normally outside the reach of conventional banks. VSLA members distribute capital and interest earned from lending activities at the end of each year, providing all group members an opportunity to renew their commitment annually.

VSLAs provide families in rural communities a way to save and borrow throughout the year while insuring themselves against emergencies such as illness and death. VSLAs smoothen otherwise irregular rural household cash-flow and ensure that members diversify income, preserve and grow assets, maintain adequate food intake, and better cope with emergencies.

VSLAs provide families in rural communities a way to save and borrow throughout the year while insuring themselves against emergencies.

To sustain VSLAs, volunteer Community Agents are engaged and trained to become certified Private Service Providers who offer their services to the groups on a long-term, fee-for-service basis.

CONTEXT AND CASE STUDY

Poverty is one of the main drivers of child labour. At the root of poverty are financial exclusion and lack of options to exploit livelihood opportunities. This is especially so in rural economies. Hence, to address poverty, it is essential to improve rural households' access to financial services.

Financial services that target the rural poor are hampered by small savings and a limited demand for credit. Beyond that, conventional service providers have to incur staff salaries, energy and transport costs, and other operational expenses to keep the service running. There is also a gap between the financial products the rural poor need and what the financial institutions offer. For instance, while financial institutions would like to offer credit, the rural poor are risk averse: They prefer to minimize risk by saving their money. Consequently, conventional microfinance institutions and banks find it hard and unprofitable to service the rural poor.

Yet rural income derives largely from agriculture, where "shocks" such as poor rainfall, bush fires, and pests, can affect

crop output and thus income. Unemployment, illness, or death also cause economic shocks to households, and there is no insurance for the rural poor to cushion themselves against these kinds of shocks. Because rural households cannot save or borrow in credit markets, they must finance all consumption and children's education out of their current income. If current income falls, so too does consumption and their investment in children, and it then can become necessary to send children to work to meet basic needs. This notion of vulnerability is critical to understanding and addressing the root causes of child labour in rural agricultural communities.

Rural households in Malawi, as in other developing countries, face incomes that are not only low, but extremely volatile and unpredictable. The low living standards in rural areas, particularly among tenant tobacco farmers, the elderly, and female-headed households, increase the risk of child labour.

The ECLT Foundation Child Labour Elimination Actions for Real Change (CLEAR) Project in Malawi implements VSLAs as a livelihood programme to address the issues of financial inclusion, vulnerability, and income volatility that drive child labour in tobacco-growing areas. The VSLAs are locally established and managed, using small-scale savings as the basis for loans, on an agreed-upon, revolving basis, and using social control to ensure repayment.

ACTORS AND INTERESTS

VSLAs rely on three main actors: project staff, Community Agents, and VSLA members.

PROJECT STAFF sensitize communities on the concept of VSLAs and mobilize community members to participate in the schemes. Project staff answer questions about VSLAs as they arise (e.g., criteria for membership, member obligations, why form the group). They also help communities develop a vision for their scheme and share best practices of other VSLAs. This may entail facilitating familiarization visits to communities and families that have successfully implemented schemes. Project staff also raise awareness among local leaders so that they support and legitimize the formation of the schemes in their community.

Once the idea is accepted, project staff train the community in the functioning of the VSLA, identify and train Community Agents, and raise awareness on micro-enterprise development. They also purchase money boxes and provide record books.

COMMUNITY AGENTS are volunteers recruited from the local community. Ideally, Community Agents are VSLA members who are literate, self-motivated, and committed to mentor and support other VSLA groups. Community Agents are identified as soon as an initial number of groups are trained in VSLA methodology. During the formative stages, Community Agents may be incentivized by the project. Over time, however, VSLAs are expected to cover the Community Agents' fees from the profits of their fund.

VSLA MEMBERS are self-selecting and ideally permanent residents of a village, of comparable socio-economic status and age, and not from the same household. This criterion ensures that internal conflicts and mistrust are kept to a minimum. Each VSLA group has up to 30 members who meet on a regular basis to save money and borrow, as needed. Although experience shows female groups tend to be more successful, the main criteria of VSLA membership is self-selection as groups rely on social capital.

IMPLEMENTATION OF VSLAS IN TOBACCO-GROWING AREAS

The following are the key steps in the successful implementation of VSLAs in the ECLT Foundation project in Malawi:

1. Discuss the existing savings and credit mechanisms in the community, including gaps in accessing money at critical times (e.g., lean months, illness, death) and the risk of borrowing from other people.
2. Discuss how access to money to bridge these gaps and promote growth can be easier to obtain.
3. Sensitize communities and leadership about how VSLAs work, member obligations, and reasons for forming VSLA groups.



4. Exchange visits to successful VSLA groups in the country or region and relay feedback.
5. Have potential members set their own criteria and self-select to form a VSLA group of 20 to 30 members, and establish group rules or constitution.
6. Register the group with the project, including the number of children in the group ages 5 to 17 years, for project monitoring and evaluation.
7. Train potential VSLA members on micro-enterprise development and raise awareness about child labour.
8. Identify and train Community Agents, and establish an apprenticeship process for Community Agents by developing a capacity-building programme.
9. Procure deposit boxes and record groups.
10. Empower groups to mobilize savings, take out loans, and repay regularly, with Community Agents providing further training, advice, trouble-shooting and ongoing support as needed.
11. Provide business management training, and help members identify business opportunities so that they borrow for capital formation (not consumption) and transition from membership in high-quality VSLAs to viable micro-enterprise groups.
12. Test and certify Community Agents as certified Private Service Providers. This is done through an independent process of client surveys, oral examinations, and portfolio management and performance. Each VSLA group

meets the certified Private Service Provider's expenses.

13. Have Community Activists and project staff monitor and report on the projects for quality assurance, mentoring, and management.
14. Document and share good practices through exchange tours, and communicate and disseminate lessons.



VSLA member with her goat. Malawi.

ILLUSTRATION OF IMPACT

As a result of the VSLAs organized through the CLEAR Project in Malawi:

- 835 groups were formed and operational at the end of four and one-half years.
- Groups comprised 14,375 members, of which 82% were women.
- 76% of members had access to credit for the first time and reported that they had achieved financial independence.
- 96% of members reported satisfaction with the VSLA programme.
- The value of funds under management rose to \$255,000 by the end of June 2015.
- 15,960 children were protected from child labour through VSLA income.
- 32 community agents were certified as Private Service Providers.

PROJECT IMPLEMENTING PARTNERS

- Save the Children International, Malawi Country Office
- Creative Centre for Community Mobilization (CRECCOM)
- Total Land Care (TLC)
- Youth Net and Counselling (YONECO)

OTHER ECLT FOUNDATION PROJECTS IN WHICH THIS GOOD PRACTICE IS OR HAS BEEN APPLIED

- PROSPER Project, Tanzania
- REALISE Project, Uganda
- REACT Project, Mozambique



THEME 4: Improving Household Livelihoods

PRACTICE 4.2

MICROCREDIT LOANS FOR FARMERS TO ADDRESS CHILD LABOUR IN TOBACCO-GROWING AREAS

GOOD PRACTICE

Microcredit schemes that extend loans to small-scale farmers organized into mutual aid groups (MAGs) significantly reduce child labour in tobacco-growing areas. Microcredit loans enable farmers to obtain inputs on time and to invest in self-employment projects that generate income, while using social control to ensure that farmers do not employ children in hazardous work.

Farmers establish MAGs made up of 6 to 12 families. Microcredit loans are advanced to farmers in the group on condition that they continue to belong to the MAG and do not use child labour. If a farmer in the MAG fails to repay a loan, the entire MAG is liable. If a farmer uses child labour or does not repay the loan, the whole MAG cannot receive microcredit loans in the future. This way, MAG members monitor each other for compliance with the loan and with the child labour provisions. To comply with the agreement, MAG families use the “ashar” method of unpaid community labour. With this method, adults take turns collectively helping each other in their fields. While one household takes care of children and cooks meals, other households work together on another member’s farm. The following day, they switch roles. This method has been known to locals for many generations.

CONTEXT AND CASE STUDY

Child labour in tobacco growing has to be addressed within the context of broad rural development, especially linked to small-scale farming. Statistics from the International Labour Organization show that child labour is most common in rural agriculture, where incomes are low, poverty is rife, and children work as part of unpaid, family labour. Hence, addressing child labour in small-scale rural farming on a sustainable basis requires programmes that improve access to finance for agricultural activities in a manner that builds human capital to break the cycle of poverty.

Kyrgyzstan has one of the lowest Gross Domestic Product (GDP) per capita in all the countries of the Commonwealth of Independent States. In the countryside, access to finance is limited, and poverty is widespread. However, this situation has not destroyed the fabric of Kyrgyz rural society. The institutions, relationships, attitudes, and cultural values that govern people's interactions remain primarily based on trust. These two elements—access to finance and mutual trust—are at the centre of the ECLT Foundation microcredit scheme in the tobacco-growing areas of Kyrgyzstan.



ACTORS AND INTERESTS

The microcredit model of the Implementing Practices to Address Child Labour in Tobacco (IMPACT) Project in Kyrgyzstan targets microcredit loans to poor farmers who have at least two school-age children (7-17 years old). The project involves government social workers, small-scale farmers, a microcredit agency, and project staff.

GOVERNMENT SOCIAL WORKERS are responsible for each rural community and maintain a record of the socio-economic status of each household based on criteria established by the government. At the end of each year, social workers re-assess each household's welfare and classify them according to the criteria. They determine whether a family has moved out of poverty, thus providing an invaluable measure of project impact on an ongoing basis.

FARMERS self-select into MAGs comprising six to 12 farmers who live in the same rural community. Each MAG signs a contract for a microcredit loan. The contract includes conditions on repayments and on not using child labour.

THE MICROCREDIT AGENCY administers the microcredit fund. The agency receives funds from the project, and is responsible for disbursing and recovering loans annually. The agency is paid from the interest that is charged on the loans.

PROJECT STAFF collaborate with government social workers to identify vulnerable families and help them form MAGs. Project staff also disburse loan capital to the microcredit agency at the beginning of every year, as well as train MAGs on child labour and basics in business and finance. Project staff ensure that vulnerability criteria is observed, child labour provisions are complied with, and that loan funds grow on an annual basis.



IMPLEMENTATION OF MICROCREDIT LOANS IN TOBACCO-GROWING AREAS

The following are the main steps involved in the ECLT Foundation project's microcredit scheme in tobacco-growing areas in Kyrgyzstan. Steps are generally repeated in each year-long lending cycle.

1. Engage microcredit agency and disburse loan capital.
2. Identify vulnerable farmers with the assistance of government social workers and tobacco leaf technicians.
3. Establish MAGs comprising vulnerable farmers in each rural community.
4. Train MAGs on child labour and micro-enterprise development.
5. Empower microcredit agency to disburse loans to MAGs before the agricultural season.
6. Encourage farmers to purchase agricultural inputs, invest some of the loan amount into micro-enterprises, and support each other.
7. Have microcredit agency collect interest on a quarterly basis. The microcredit agency also recovers capital amount at the end of the year, and refunds capital amount and interest (less administration costs) to the project.
8. Have government social workers assess socio-economic status of microcredit recipients to determine whether they are still in poverty.

A key challenge in implementing microcredit schemes is the cost of money—the interest rate. In inflationary environments, the capital can lose value quickly. In Kyrgyzstan, this challenge is addressed by regularly reviewing interest rates, and recovering the interest amount on a quarterly basis.

ILLUSTRATION OF IMPACT

In the microcredit scheme organized through the IMPACT Project in Kyrgyzstan, 96% to 100% of loans were recovered every year. In addition, through the programme:

- Principal capital amount grew from \$75,000 US in 2005 to \$365,000 US in 2014.
- At least 1,000 farmers received microcredit loans every year.
- At least 50% of microloan recipients moved out of poverty every year.
- The average school attendance of children of microloan recipients increased from 96% in 2012/2013 to 98% in 2013/2014.
- Some MAGs have pooled their resources to establish their own revolving savings and loan funds ("orto fonds"). The funds are meant for emergencies as well as for individual purposes, such as children's education, clothes, and additional loans to MAG members and other farmers.
- Other MAGs have formed cooperatives, pooled their land, and mechanized agricultural production by acquiring equipment such as tractors and combine-harvesters, thereby replacing child labour.

The project approach is now being replicated by the Kyrgyz government. In 2012, the Kyrgyz government announced the allocation of \$22 Million US in low-interest credits for farmers to be disbursed via Aiyl Bank.

PROJECT IMPLEMENTING PARTNERS

Alliance for the Protection of Child Rights (APCR)



Microcredit beneficiary working at tobacco greenhouse Kyrgyzstan 2014



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