

Assessment on Free Basic Compulsory Education on Schooling and Reduction of Child Labor in Tanzania

ABSTRACT

Tanzania embraced free basic compulsory education in early 2016 to ensure all children attend the school. However, Tanzania ratified Convention on the Rights of the Child 1991, but still 32 per cent of the Tanzanian children estimate to be involved in child labor. Why children work, the work they most commonly do, and under the conditions which they work differ regionally. This study reported on the Assessment on Free Basic Compulsory Education on Schooling and Reduction of Child Labor in Tanzania. This study employed secondary data to collect the data and the information were gathered from different sources like International, national report, research papers and journals were referred to obtain further information relating to the nature of the study. The findings revealed that, across areas in the country, the largest proportion of children who attend school only is found in Dar es Salaam, with 86.7 per cent (88.8 per cent of boys and 84.8 per cent of girls), followed by other urban areas with 68.2 per cent and 39 per cent for children in Rural areas. However, ignorance and lack of awareness from the parents and guardians in the society led to the increase of child labor in Tanzanian especially in rural areas whereby the majority of people are not educated enough. The people in rural areas do not regard education as themost important for the future development of the children, as a result they do not send their children to schools especially girls who always face early marriages due to some cultural believes, for stance in Tanzania, some of the tribes encourage only boys to go school while girls are supposed to remain home to take care of their siblings and washing dishes. On the other side, this situation led to the increase of child labor in the country because parents and guardians do not understand the important of education to their children therefore the government must educate the people especially in the rural areas so to make them aware in order to eradicate the problem but they should also teach them about the laws which fight against child labor in the country. Thus researcher suggested that, the government should rethink the funding mechanism from students who came from poor and rich families. This means that children from poor families must be considered by be given, exercise, books, uniforms, pens in order to reduce the burden from their parents and guardians.

Keywords: Assessment, Free education, Schooling, Reduction, Child Labor, Tanzania

1. INTRODUCTION

Child labor is a type of work that harms children's well-being and hinders their education, development and future livelihoods. Child labor is work which by its nature and or the way it is carried out, harms, and abuses and exploits the child or deprives the child of an education. It is important to distinguish between child labor and child work. Child work is considered to have essential socialization functions while child labor tends to take place outside the family and sometimes could be exploitative (ILO, 2006). Child labor is considered to be as work performed by children under 18 years of age which is exploitative, hazardous inappropriate for their age, as well as detrimental to their schooling, social, mental,

spiritual and moral development. According to Johansson (2009) this shrinks their opportunities for schooling and also enslaves them and separates them from their families. In most cases, this practice is often a violation of international laws and national legislation on children's rights. Child labor is one of the impediments to achieving Millennium Development Goals (MDGs) by 2015 for all developing countries including Tanzania. However, tackling child labor is not an easy task as its occurrence is entwined in poverty and social injustice and cannot be addressed in isolation. Thus, child labor is work or activity performed by young children in the sense that by performing it they unduly reduce their present economic welfare or their future income earning capabilities either by shrinking their future external choice set or reducing their own individual productive capabilities.

1.1 National and International Concern about Human Rights and Child Rights

The history indicates that the national concern on the child labor in Tanzania can be traced back to the colonial era. In 1955 while under the British rule, the Government passed Employment Ordinance Cap.366, which among other provisions, prohibits employment of children. The Ordinance was amended by Act No. 5 of 1969 to prohibit employment in any capacity whatsoever of a child below the age of 15 years. Section 9 of the Ordinance empowers the Labor Commissioner, Labor Officers and Labor Inspectors to enter and inspect any work place or private dwelling believed to host or employ a child. Since independence, Tanzania has put in place both national and sectoral policies to promote the welfare, enhance education opportunities, and protect the rights of children (ILO, 2001).

1.2 Who is a Child in Tanzania?

In Tanzania, there are statutes that give a general definition of the child in line with Article 1 of the Convention on the Rights of the Child whereby a child is defined as any human being below the age of 18 years. These include the Interpretation and General Clauses Act, 1972, in which a "minor" is defined (section 3 (1)) as a person who has not attained the apparent age of 18 years and the terms "infant" and "infant child" are according to the statute to be construed in the same manner.

International instruments that started to recognize the rights of the child in the first time were born during the Geneva Declaration of the Rights of the Child in 1924, which was embraced in 1959 by the UN General Assembly of the Rights of the Child through Resolution 1386 (xiv). The crucial significant was to ensure that each individual child enjoys the benefits of a good life for the good of society. Later on in the 1989 UN Convention stresses that the best interests of the child must form the basis of judgement when considering a child's rights to the full development of his or her academic potentials. One among children's rights agreed by member States are the right to both primary and secondary education and the right to be protected from work that threatens the child's health, education or development. Farther more, it emphasizes that children should not be permitted to leave primary school until when they have completed schooling. Likewise it prohibits children's employment or any kind of work that is likely to interfere with their education (Nyamubi, 2015).

In 21st century quality and relevant education prepares young people to participate meaningfully in national and international development in the world at large. In this way, education is a fundamental human right and it plays a great role in any society's development. Indeed, education is like a house's key in our daily life. The values of education include increased education that improves learners' social benefits gained from schooling, improved agricultural productivity, improved health, and reductions in both fertility and child mortality rates. In recent years the entire globe has witnessed a large number of developing countries have implemented policies designed to reduce child labor and increase schooling by lowering the cost of schooling through educational subsidies. One of the most popular programs in reducing child labor and increase schooling called, Bolsa Escola in Brazil, the Mid-day Meals program in India, and the Progres program in Mexico. These school subsidy programs, which both lower the relative costs of schooling while raising family incomes, are found to lower children's participation in economic activities and improve their school enrollment (Zhong Zhao et al, 2019). Academically, children who participate in economic activities have great disadvantages on their academic achievement and this may suppress their human capital accumulation and future wages. Thus, these school subsidy programs tend to alleviate long run poverty by fostering the accumulation of human capital of the poor.

The ILO has recently estimated that some 246 million children aged 5–17 years are engaged in child labor around the world. Of these, some 179 million are caught in the worst forms of child labor. Roughly 2.5 million children are economically active in the developed economies, 2.4 million in the transition countries, 127.3 million in Asia and the Pacific, 17.4 million in Latin America and the Caribbean, 48 million in Sub-Saharan Africa and 13.4 million in the Middle

East and North Africa. Workers under 18 face particular hazards. For example, in the US, the rate of injury per hour worked appears to be nearly twice as high for children and adolescents as adults. Similarly, a survey of 13 to 17 year olds in Denmark, Finland, Norway and Sweden in 1998–99 revealed injury rates ranging from 3 to 19% of children working before or after school. In the developing countries, an ILO study found average rates of injury and illness per 100 children ranging from a low of 12% in agriculture (for boys) to a high of 35% (for girls) in the construction sector (Open, 2018). Africa has the greatest incidence of economically active children: 41% of children in the continent are at work. On average, more than 30% of African children between 10 and 14 are agricultural workers. In Rwanda, there are an estimated 400,000 child workers. Of these, 120,000 are thought to be involved in the worst forms of child labor and 60,000 are child domestic workers. A recent survey by the Ministry of Public Service and Labor in Rwanda of children involved in prostitution in several large Rwandan cities found that 40% of child prostitutes had lost both of their parents, 94% lived in extreme poverty and 41% had never been to school. In Tanzania, some 4,600 children are estimated to be working in small-scale mining. In Tanzania, children as young as eight years old dig 30 meters underground in mines for eight hours a day, without proper lighting and ventilation – constantly in danger of injury or death from cave-ins. The Government of Kenya has recently reported that 1.9 million children between the ages of 5–17, are working children. Only 3.2% of these children have attained a secondary school education and 12.7% have no formal schooling at all.

During the peak coffee picking season in Kenya, it has been estimated that up to 30% of the pickers are younger than 15. According to the Government of Zambia, there are some 595,000 child workers in Zambia. Of these, 58% are 14 or younger and, thus, ineligible for any form of employment under the Employment of Young Persons Act. It has been estimated that as many as 5 million children in Zimbabwe between the ages of 5 and 17 years are being forced to work in Zimbabwe. An International Program on the Elimination of Child Labor (IPEC) survey of children working in small scale mines in Madagascar showed that more than half (58%) were aged 12 or under, only a third had opportunities to learn skills and half came from families that were in a precarious economic situation with difficult living conditions. Some 120,000 children under the age of 18 are thought to have been coerced into taking up arms as child soldiers, or becoming military porters, messengers, cooks or sex slaves in Africa. Between 10,000 and 15,000 children from Mali are working on plantations in Côte d'Ivoire. Many of them are victims of child trafficking. It is estimated that 50,000 children are working as domestics in Morocco. In West Africa, an estimated 35,000 children are in commercial sexual exploitation.

One of the most widely heralded educational policy reforms of the past few years in the world has been the elimination of basic education school fees in countries where pupils and parents have been responsible for such costs. Consistent with the goals of Education for All (EFA), international organizations and national governments in many African countries including Tanzania have joined this race to increase access to schooling by abolishing fees and other mandatory contributions. The logic for such a change in policy is clear that if the cost of schooling is too high, parents and their children will join to find labor work to get money for school fees payment (Vavrus & Moshi, 2009).

In Tanzania the Free Basic Compulsory Education policy, which aims to reduce the educational fees for students and promote compulsory education in Tanzania, was embraced early in 2016. Under that policy, all students are exempted from paying school fees, and other related contributions.

1.3 Problem statement

A report from Children dropping out of school is a nationwide problem in Tanzania and major impediment to the government's aspiration to become a middle high-income nation by 2025. More than three million children are doing hazardous jobs, including at illegal mines like the one near Nyaligongo Village in northern Tanzania where they are exposed to mercury, heavy dust, and work long shifts without safety gear. In addition, an interview conducted by (Reuters, 2020) in Nyaligongo village to one of the education officer had this to say *"I feel very frustrated when children leave and go to the mines instead of going on to secondary school, the education officer for the ward. "They don't even have enough knowledge to mine safely." A poster on the school office wall is a testament to the number of children who leave to work when they are old enough. This year, in Class 1, there are 236 students aged six and seven while in Class 7 there are only 40 students aged 13 and 14* (Reuters, 2020). Child labor is the popular phenomena in Tanzania which hampers children's rights to education. Tanzania is a signatory to the 1973 Minimum Age Convention, which was ratified in December 1998, and the ILO 182 Worst Forms of Child Labor Convention ratified September 12, 2001. The situation of domestic child labor in the homes of other families has been noted by various by both public and private institutions. For instance in recent years in Tanzania, NGOs as possibly the leading human rights challenge in Tanzania today. Children,

especially girls in Tanzania, end up as child domestic workers for about 15 hours a day, and therefore, they are denied their rights to education. The problem of child labor still exists in Tanzania despite of all these policies to protect them. ILO and IPEC have been operating their programs since 1995. Their evidence indicates that child labor is becoming out of control within the society. In Tanzania, it is estimated that 47.8 percent of children are under the age of 18 and are engaging in domestic work (URT, 2005). This study, therefore, seeks to assess the

Objectives

1. To examine the situation of child labor and school participation in Tanzania.
2. To identify the approaches should be used by the government on school participation and reduction of child labor in Tanzania.

Research Questions

1. What is the current situation of child labor and school participation in Tanzania?
2. What methods or approaches should be used by the government on school participation and reduction of child labor?

1.4 Conceptual frame work

The introduction of free basic compulsory education policy reduces the price of schooling and thus may increase school attendance. If there is substitution between child labor and schooling, then such program will reduce child labor. On top of that, the money saved from educational fee reductions leads to increased voluntary educational expenditure on the child's learning materials. Thus, the policy reform exposure is associated with high investments in education, which may improve the educational performance of Tanzanian children (Zhong zhao et al, 2019). However, Children with better educational performance are less likely to participate in labor market. As a results, the exposure to the Free Basic Compulsory Education to the large extent reduces the incidence of child labor. On other side of the coin, Microeconomic environments of some households lead to demand for child labor. In regard to this situation children engage in work because the social economic status of those households dictates. For stance in Chunya district in Tanzania, The pastoralist's society involve their children in looking after their animals instead of enrolling them in schools. Unfortunately, those children who do happen to get enrolled most have to drop out of schooling so as to accompany their parents in search of pastures for their animals (Dachi & Garrett, 2003).

1.5. Literature Review

Education is pivotal to eliminating and preventing child labor, to establishing a skilled workforce and to promoting individual, national as well as international development based on the principles of social justice and human rights. The international community's efforts to achieve Education for All (EFA) and the progressive elimination of child labor are therefore inextricably linked. On the other side, education has a crucial significance in preventing child labor. Children with little or no access to quality education have little alternative but to enter the labor market where they are often forced to work in dangerous and exploitative conditions. Despite that, child labor is a major obstacle to the achievement of EFA, since children who are working full time cannot go to school. For those who combine work and school, their educational achievement will suffer and there is a strong tendency for them to drop out of school to go into full-time employment. Considering that most, if not all, the statistics indicates that more than 100 million children around the world missing out on primary and secondary education are child laborers, efforts to achieve universal primary education must go hand in hand with efforts to eliminate child labor (ILO, 2006).

The issue of child labor is higher in sub-Saharan African countries than in any other region in the universe. It is estimated that 41% of children aged 5-14 years in sub-Saharan Africa work, which is about 80 million children. Participation rates are highest in East Africa, followed by West Africa and, then, middle Africa. The incidence of child labor in the same age-range and for the same definition of work is estimated to be 21% in Asia and 17% in Latin America. 120 million out of 250 million children are in full-time work. In most of developing countries including Tanzania, more than half the population is under 20. High child work participation rates therefore involve a substantial fraction of individuals. While the incidence of child labor in Asia and Latin America has witnessed a secular decline in the post-war era. Unfortunately, the number of child laborers in Africa could surge to over 100 million as a result of a demographic explosion of impoverished people, deterioration in living standards, and incapacity of education systems to cater to all children and poor levels of economic

growth across the continent (Bhalotra, 2003). On the other hand, a report from European Commission (2021) reported that, Africa is still a home to nearly two-thirds of all the child laborers in the world. More specifically, almost one-fifth of African children are engaged in child labor, with 85% of them working in the agriculture sector. Indeed, between 2012 and 2016 child labor in agriculture in Africa actually rose instead of declining.

On the same vein, a study conducted by (Nkurunziza, Broekhuis, & Hooimeijer, 2012) postulated that poverty and a lack of financial resources are seen as barriers to school enrolment and ongoing attendance. The number of hours that children work determines their school attendance: children who work long days on tea plantations or in brick factories cannot attend school (estimate for Rwanda: 400,000 child workers, of whom 120,000 were involved in the worst forms of child labor and 60,000 were domestic workers, while children who do domestic or productive work for only a short time each day, or who work seasonally or only when needed, can).

Moreover, in developing countries poverty is still a great enemy in people's daily life. Poverty in childhood is much more likely to have long-term impacts on the future poverty of that child. In many instances, working children represent a plentiful source of cheap labor. For instance young learners who lost their parents engage more on child labor rather than those who have. As a result it pushes many children to work for hours to raise money for their schooling and supplement household income. The incidence of poverty has caused children to work for their survival and many parents depend on their children's work even if they know it is wrong (Edet & Etim, 2013).

A study conducted by Munubi (2013) reported that 82.2% of Tanzanian children especially those who live in Dar es Salaam engaged in domestic working. Most of them who engaged in domestic working activities are between the ages of 10-14 years, which is equal to 42.9% and children 5-9 years old is equal to 42.8%. Apart from that statistics, female children are the ones who have impacted mostly with the domestic work compared to male children. In the same call Mtani (2020) noted in few last year's Tanzania Government has strongly and expressly taken a stance in making sure that a pregnant girl child will be discontinued from studies indefinitely, hence opening pigeon holes for them more susceptible to domestic child labor. Not only expulsion of the pregnant girl child from school poses a great danger to her involvement in domestic child labor. These children are expected to be hard working, obedient to their employers and strong. In Tanzania majority of children migrate to the big cities such Arusha, Mbeya, Dodoma, Dar es Salaam, and Mbeya in order to work as house girls or house maids. Some of them come after completing primary school and some of them before. Some children face the problems like physical, emotional and verbal abuse.

On top of that, in Tanzania education and occupation of the parents is another important crucial factor behind child labor. The more education parents, particularly mothers, have – the less likely they are to let their children work. In recent years a common debate is about whether poor families have children as a strategy to provide more workforces. Families with labor intensive occupations, for example fruit vendors, fisherman, and farmers, are more likely to have many children. Those families are commonly among the poorest one and especially in remote areas the woman may have to work outside the household with the result that the children are left alone or stay with elders (Johansson, 2009).

Moreover, cultural practices led to the growth of child labor in Tanzania, some of uneducated parents do not believe if education is important to their children especially to girls, in most of rural areas women are considered weak and they have to engaged in domestic works all the time as family servers like cleaning the houses, cooking and others. Most of the people consider women like an enjoyment asset when they need some comforts moments that is why the issue of polygamy is high in rural areas of Tanzania, also in some tribes; there is Female genital Mutilation (FGM) which affects young girls and women. Also, women lack the rights of owning properties like lands and others and this is because of parents' ignorance and lack of education. Some children engaged in child labor with a mindset of becoming rich (ILO, 2006).

In a country like Tanzania where over 99% of the population is living in conditions of extreme poverty, child labor is a complex issue. The Following are some of the causes of child labor. Firstly, extreme poverty is the chief cause of child labor. The children either supplement their parent's income or are the only wage earners in the family. Secondly, child labor is deliberately created by vested interest to get cheap labor. Thirdly, low level of parental education is also an important factor in determining the prevalence of child Labor. Fourthly, a majority of parents prefer to send their children to work rather than to school at the school-going age, primarily on account of their need for a supplementary income.

Besides, parents and other relatives in rural communities often think that it is more important to involve children in economic activities and equip them with the basic life skills for future survival than sending them to school for formal education. Despite the efforts to provide universal free education in Tanzania, children living in harsh conditions are hampered by economic factors and either collusion of parents on lack of parental control and supervision culminates in first truancy and finally in their dropping out (URT, 1996). Thus, efforts to educate all children at least at the basic educational level are impeded, especially among vulnerable groups in society. This study aimed to do assessment on free basic compulsory education on schooling and reduction of child labor in Tanzanian schools.

2. METHODOLOGY

This study employed secondary data to collect the data and the information were gathered from different sources like International, national report, research papers and journals were referred to obtain further information relating to the nature of the study. After data collection from different sources, a researcher used Microsoft word to code the themes and finally data analyzed through analytical content (thematic content).

3. RESULTS AND DISCUSSION

3.1. Situation of child labor and school participation

The degree to which work interferes with children's schooling is one of the most important determinants of the long-term impact of early work experience. Reduced educational opportunities constitute the main link between child labor, on the one hand, and youth employment outcomes, on the other. Clearly, if the exigencies of work mean that children are denied schooling altogether or are less able to perform in the classroom, then these children will not acquire the human capital necessary for decent work upon entering adulthood. In this study, one way of viewing the interaction between children's employment and schooling is by disaggregating the child population into four non-overlapping activity groups – children in employment only, children attending school only, children combining school and employment, and children doing neither.

Table 1: Distribution of Number and percentage of children by working or attending school, sex and area (5-17 yrs.)

Activity status	Male		Female		Total	
	N	%	N	%	N	%
	Total					
Working only	1,178,819	15.6	954,432	13.4	2,133,251	14.5
Attending school only	3,721,977	49.3	3,577,749	50.3	7,299,726	49.8
Working and attending school	1,483,279	19.6	1,450,359	20.4	2,933,638	20.0
Neither working nor attending school	1,169,371	15.5	1,130,477	15.9	2,299,847	15.7
Sub total	7,553,446	100.0	7,113,017	100.0	14,666,463	100.0
	Dar-es-Salaam					
Working only	10,854	1.9	29,394	4.8	40,248	3.4
Attending school only	503,270	88.8	517,701	84.8	1,020,971	86.7
Working and attending school	1,830	0.3	3,530	0.6	5,361	0.5
Neither working nor attending school	50,970	9.0	59,807	9.8	110,777	9.4
Sub total	566,924	100.0	610,432	100.0	1,177,357	100.0
	Other urban					
Working only	153,762	8.8	156,617	8.9	310,379	8.9
Attending school only	1,210,126	69.3	1,175,401	67.1	2,385,527	68.9

Working and attending school	235,224	13.5	237,627	13.6	472,851	13.5
Neither working nor attending school	146,974	8.4	182,974	10.4	329,948	9.4
Sub total	1,746,086	100.0	1,752,619	100.0	3,498,705	100.0
Rural						
Working only	1,041,203	19.4	768,421	16.2	1,782,624	17.8
Attending school only	2,008,581	38.3	1,884,647	39.7	3,893,228	39.0
Working and attending school	1,246,224	23.8	1,209,203	25.5	2,445,427	24.6
Neither working nor attending school	971,427	18.5	887,695	18.7	1,859,122	18.6
Sub total	5,240,435	100.0	4,749,967	100.0	9,990,401	100.0

Source: (URT, 2014)

Table 1 reveals that the largest proportion of children aged 5–17 (49.8 per cent) are attending school only. When considering the 34.5 per cent of economically active children, we observe that 14.5 per cent are working on exclusive basis, while 20 per cent are combining school and work. In this sense, it is fundamental to consider that employment not only represents a severe obstacle to school attendance, it also interferes with the educational performance of children who combine school and work. It has been shown by previous research that children combining school and work tend to underperform in terms of repetition grades rates, school dropouts, literacy rates and total number of years spent in school vis-a-vis children attending school exclusively. In addition a group highly vulnerable is that of children neither working nor attending school. The reasons behind status could be associated to chronic illnesses, unemployment, high costs of both school and work and under reporting of employment. It is also observed that, across areas, the largest proportion of children who attend school only is found in Dar es Salaam, with 86.7 per cent (88.8 per cent of boys vs. 84.8 per cent of girls), followed by Other urban areas with 68.2 per cent and 39 per cent for children in Rural areas (both with similar sex distribution). In addition, Dar es Salaam has the smallest proportion of children who combine work and school (0.5 per cent). The proportion of children who are neither working nor attending school is largest in rural areas with 18.6 per cent and 9.4 per cent in both Dar es Salaam and Other urban areas. Around 300 million Tanzanian children simply don't go to school at all during the crucial primary school years. They work full-time, doing grueling jobs as miners or domestic workers (theconvesion, n.d.). However, in the same call in Ghana children over a quarter of all 5–17-year-olds both attend school and are engaged in paid employment, and around one in five are deemed to be involved in child labor. The majority of children engaged in economic activity in Ghana are involved in agriculture, with higher percentages in rural areas. This is unsurprising given that agriculture such as fishery and forestry provides paid employment for nearly two-thirds of the working adult population in rural areas, with slightly higher figures across the board for men rather than women (Dunne, Humphreys, & Szyp, 2021)

Apart from that another study conducted in Ethiopia about child labor, revealed that some of the program me such In Ethiopia's flagship Productive Safety Net Program me (PSNP), has managed to reduce girls' and boys' workloads outside of the home and reduce the time spent on agricultural work, school attendance rates for younger girls dropped and they spent more time on substitute domestic work (UNICEF, 2020).

Table 2: Distribution of working children of by occupation, sex, age group and area (5-17 yrs)

Occupation	Male	Female	5-11	12-13	14-17	Dar es Salaam	Other Urban	Rural	Total
Service workers and shop sales workers	-	2.4	1.3	1.4	2.9	12.9	10.0	0.4	2.0
Agricultural and fishery workers	90.3	88.3	91.1	93.0	85.8	5.5	68.6	94.1	89.3

Elementary occupations e.g domestic workers and cleaners	7.2	8.2	6.7	5.0	9.9	72.1	16.2	5.4	7.7
Other occupations	0.9	1.2	0.9	0.6	1.4	9.4	5.2	0.2	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: (URT, 2014)

The table above shows agricultural occupations weigh about 90% of the work of people aged 5 to 17 years. Other types of occupations are elementary occupations such as domestic cleaning and service and sales occupations, especially for people aged 14-17. By area of residence are very different the types of occupation of people with 5 to 17 who work in economic activity. In the rural area 94.1% of the people between 5 and 17 years of age who work have agricultural occupation. This proportion is only 5.5% in Dar es Salaam but reaches 68.6% in other urban areas. In case of Dar es Salaam 72.1% of people aged 5 to 17 who work has elementary occupation as domestic service and cleaning. Already 12.9% have occupations of service and of sales, number much more than it has agricultural occupation. This is not the case in other urban areas, where 16.2% of people between 5 and 17 years of age work with elementary occupation and 10% have occupations of service and sales, and as commented 68.6% of people with working age from 5 to 17 have occupation in other urban areas. Besides that a child labor survey conducted by (URT, 2014) found that, Agriculture, forestry and fishing is the most dominant industry with 92.1 per cent of total working children with boys having a larger proportion (94.3 per cent) than girls (89.6 per cent). Almost nine out of ten (89.3 per cent) of children are working as agricultural and fishery workers. The majority of children aged 5–17 years are working as unpaid family helpers in agriculture which accounts for 88.7 per cent, with proportionately more boys (90.0 per cent) compared to girls (87.1 per cent). Apart from that a survey conducted by FAO (2021) concurred that most child labor for boys and girls alike in east Africa including Tanzania occurs in agriculture. Agriculture is often an entry point into work and economic activities among younger rural children. Child labor takes place in all types of agricultural undertakings, ranging from family subsistence and smallholder farming, capture fisheries, aquaculture and forestry, to commercial plantations and other forms of commercial farming, as well as post-harvest processing and various kinds of agro industrial complexes.

3.2. Methods or approaches should be used by the government on school participation and reduction of child labor

3.2.1. The use of Special social program me

Tanzania is also partnering with other UN agencies to address child labor. The UNICEF supported Common Country Program (2015) recognizes child labor as a threat to education access and targets efforts towards achieving free primary and secondary education in Tanzania. There are also common efforts by the Government and UNICEF to address the issue of violence against children, which may lead to an increase of child labor. Another anti – child labor program me known as Poor Urban Children at Risk (PUCR) program me was intended to alleviate the fundamental problems of social exclusion and marginalization amongst the most vulnerable groups of urban children, by increasing their access to health services, education, water and sanitation, care, protection and income. The target of program me was for children and young people under the age of 18 years who are at risk of abuse and exploitation. Within this group, the project focused on those children who were living or working in the streets big cities such as Dar es Salaam, and those who were out-of-school top bring them back to school (URT, 2014). In addition, the Ministry of Labor and Employment in Tanzania has been collaboration with ILO, UNICEF, FAO, TUCTA, ATE, and Plan International, Win rock International, International Committees and other stakeholders has been taking various pro-active measures to prevent children from engaging in child labor and back to school. Among the measure taken to eliminate child labor are training to parents, teachers and youth were trained on children rights and effects of child labor in academic achievement.

3.2.2. Policies

Tanzania has been using its Child Development Policy in collaboration with the International Labor Organization (ILO) operates a campaign on educating the community in the war against child labor. Through the Time Bound Program me of

the Worst Forms of Child Labor, around 13,246 children, including 9,510 girls and 3,736 boys have been removed from hazardous occupations and have been trained for different vocational skills such as masonry, carpentry, needlework and technical subjects in order to empower them to be self – reliant. Other children have been registered in primary and secondary schools, whereas those aged above 13 years join the Adult Education and Non Formal Education Strategy (URT, 1996). Despite of having that policy still the problem persists due to poor implementation of the plans and programs. The need of the hour is to expand the machinery for enforcing the various laws on child labor. There is a plethora of laws but nothing can eradicate child labor unless there is awareness among parents and children. This would go a long way in saving the future of millions of working children especially in Tanzania.

- The Education and Training Policy (URT, 1995), emphasizes education for all children through compulsory enrolment and attendance of seven years of primary education. The Primary School (Compulsory) Enrolment and Attendance Rules holds parents and guardians criminally liable if they fail to ensure their children are enrolled and attend primary school until completion of their primary education.

- National Employment Policy (URT, 1997) aimed at alleviating poverty through increase in per capita income. The policy encourages child work as a socialization process but discourages engagement of a child below 15 years in activities that are exploitative, hazardous to health, or deprive him / her of the right to education and leisure.

3.3.3. *Mutual cooperation between Government Organizations and Non-Government Organizations*

Indeed, several non-governmental organizations, including Terre des Hommes Netherlands, have been trying to get child workers back in school and help families develop alternate income sources to wean them off their wages. Since 2014, Terre des Hommes Netherlands, working with Rafiki SDO, has managed to help more than 725 children leave the mines. Moreover, in Geita, another nearby gold mining area, UK-based Plan International has helped 12,000 children withdraw from small-scale mining work and is trying to reach another 11,600. In addition, as a response to prevent child labor in small-scale mines. Most of the non-governmental and nonprofit organizations raises public awareness of the Law of the Child Act (R.E 2019) on the rights and duties of the child, appeals to the responsible authorities to put in place by-laws that protect children in hazardous small-scale mines and pushes for the reintroduction of children's councils in primary and secondary schools and sensitizes communities on children's health risks in hazardous small-scale mines (allafrica, 2021) In addition, the Ministry of Labor and Employment in Tanzania has been collaboration with ILO, UNICEF, FAO, TUCTA, ATE, Plan International, Win rock International, International Committees and other stakeholders has been taking various pro-active measures to prevent children from engaging in child labor and back to school. Among the measure taken to eliminate child labor are training to parents, teachers and youth were trained on children rights and effects of child labor in academic achievement (URT, 2014)

3.3.4. *Inspection and provision of education to the mass*

The government has begun to provide instructions for all leaders to take strong action, in ensuring that every child receives education and that education must be free. For stance the prime minister of Tanzania said that: *"I instruct all police officers to go in all cities to inspect and see those young people who sell and do small business around the bus stations, catch them, know their parents and then arrest their parents to explain why they let their children go to the bus station to do business instead of going to school"*,(Kassim Majaliwa Kasimu. 2019).However, all schools in Tanzania through county education coordinators and school principals have started to educate parents about the importance of education to mass. Also through parent's school body meeting use to arrest all those who enslave their children in the mines instead of going to school, Council's secondary education officer, and 2019.Furthermore some of school principals initiated a parental form to fill out then photograph them with their children in order to identify them. That parental form and photograph acted as the good evidence once parents enslave their children. The move has helped crack down on parents who were previously monitored at home to check their children's progress, denying that they have no children to educate them (Ippmedia, 2019) . Last but not least, on implementing the order of ending child labor, in 2017 a Bunda District Commissioner ordered the police force to arrest and bring to justice parents and guardians whose children are involved in mining operations. The district commissioner said there is a tendency of mine owners who have been in the habit of employing children and employing them for business or doing various domestic chores instead of sending them to school." *OCD I order you from now to start inspecting any child who found in the mine working, arrest him and his or her parents also must be arrested, Bunda District Commissioner,2017 (Mtzania, 2017).*

4. RECOMMENDATIONS

4.1. Education access and quality

The most significant consensus is that the single most effective way to stem the flow of school-aged children into work is to extend and improve schooling, so that families have the opportunity to invest in their children's education and it is worthwhile for them to do so. School attendance needs to be made an attractive prospect for children and parents both by addressing the costs of school attendance and by ensuring that schooling is inclusive and relevant. Providing schooling as an alternative to child labor is important not only for the individual children concerned, but also for society as a whole, as children who grow up compromised educationally by child labor are in a poor position to contribute to the country's growth as adults. Despite ensuring the availability of education access and quality the Government of Tanzania should provide subsidies to pupils with poor economic families to cater for indirect or hidden costs such as uniforms, sanitary towels for girls and transport. This could help to mitigate against absenteeism and drop-outs, especially for children from poor families. Money could also be redirected to build hostels within school compounds so that children don't have to travel long distances each day. There is also a need for the government, through schools, to sensitize Tanzanian families to the importance of education. So that people start to understand how one child's education can improve their own lives, their families' prospects and even, in the long run, the country's economy.

4.2. Enhancing Public Awareness

Strategic communication efforts are needed at both national and local levels. A mix of conventional (e.g. radio, television and print media) as well as of non-conventional communication channels (e.g. religious leaders, schoolteachers, health care workers) is important in order to achieve maximum outreach. Social media represents another increasingly important communication tool in the context of both national awareness raising and global campaigns against child labor abuses. Tanzanian media such as radio, television and print media as well as of non-conventional communication channels should expose defaulting firms or business houses that clandestinely employ children and violate laws relating to child labor. This implies that media is a key component of the whole process of human development. Effective state intervention to eliminate inequities, including class and caste barriers to employment and other opportunities in areas such as health and education, will put an end to child labor. Those media should be in front line against child labor by creating different documentaries.

5. CONCLUSION

In Tanzania Poverty is the main reason which influences the increase of child labor in the country. The study shows that the people who are living in the rural areas are depending on agriculture in order to get food for daily survival, therefore the issue of poverty is driving the parents and guardians to send their children in child labor but in other cases children themselves engage in the process in order to get money. It is also observed that, across areas in the country, the largest proportion of children who attend school only is found in Dar es Salaam, with 86.7 per cent (88.8 per cent of boys and 84.8 per cent of girls), followed by Other urban areas with 68.2 per cent and 39 per cent for children in Rural areas. However, ignorance and lack of awareness from the parents and guardians in the society led to the increase of child labor in Tanzania especially in rural areas whereby the majority of people are not educated enough. The people in rural areas do not regard education as the most important for the future development of the children, as a result they do not send their children to schools especially girls who always face early marriages due to some cultural beliefs, for instance in Tanzania, some of the tribes encourage only boys to go school while girls are supposed to remain home to take care of their siblings and washing dishes. On the other side, this situation led to the increase of child labor in the country because parents and guardians do not understand the importance of education to their children therefore the government must educate the people especially in the rural areas so to make them aware in order to eradicate the problem but they should also teach them about the laws which fight against child labor in the country. Moreover the government should rethink the funding mechanism from students who came from poor and rich families. This means that children from poor families must be considered by being given, exercise books, uniforms, pens in order to help their parents and guardians.

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