

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

---

## ABSTRACT

This study aimed to assess free basic compulsory education on schooling and the reduction of child labor in Tanzania. In late 2015 the government of Tanzania, under the leadership of late president John Pombe Joseph Magufuli, announced the cancellation of school fees from pre-primary to lower secondary schools. The main goal was to ensure all children of school age attended the school. In January 2016, the implementation of free basic compulsory education commenced. Despite those efforts initiated by the government to tackle the problem of child labor hampering them from attending school. Unfortunately, child labor is still becoming out of control within society. This study employed qualitative methodology whereby secondary data (documentary review) from the Tanzania national bureau of statistics and the international labor organization were used to collect data. Data were analyzed through thematic content. The findings revealed that, across areas in the country, the most significant proportion of children who attend school only is found in Dar es Salaam, with 86.7 percent (88.8 percent of boys and 84.8 percent of girls), followed by other urban areas with 68.2 percent and 39 percent 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 among Tanzanians, especially in rural areas, where most people are not educated enough. The people in rural areas do not regard education as the most important for the future development of children. As a result, they do not send their children to schools, especially girls who always face early marriages due to cultural beliefs. In Tanzania, some tribes encourage only boys to go to school, while girls are supposed to remain home to take care of their siblings and wash dishes. Another reason that led to the increase of child labor in the country is that parents and guardians do not understand the importance of education to their children. Therefore, the government must educate the mass especially in rural areas so, to make them aware of eradicating the problem. Thus, a researcher suggested that the government rethink the funding mechanism for students from poor and wealthy families. This means that children from low-income families must be considered by exercise, books, uniforms, and pens to reduce the burden on their parents and guardians. To sum up, the government should increase the education budget to reduce parents' burdens.

*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 that, by its nature and or the way it is carried out, harms, abuses, and exploits the child or deprives the child of education. It is essential to distinguish between child labor and child work. In Tanzania, some statutes 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. 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 work performed by children under 18 years of age exploitative, hazardous inappropriate for their age, and detrimental to their schooling, social, mental, spiritual and moral development. According to Johansson (2009), this shrinks their education opportunities, enslaves them, and separates them from their families.

In most cases, this practice often violates international laws and national legislation on children's rights. Child labor is one of the impediments to 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 with poverty and social injustice and cannot be addressed in isolation way. Thus, Child labor is work or activity performed by young children in the sense that by completing it, they unduly reduce their present economic welfare or future income earning capabilities by shrinking their future external choice set or reducing their productive capacities.

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

Globally, economists and policymakers in developing countries where a massive number of child laborers live are concerned with the impacts of the employment of children on educational attainment and poverty. Since empirical findings reveal a positive relationship between education quantity and income, it's possible that working as a child, if it displaces school, maybe a crucial negative determinant of a person's future earnings. And suppose the poor send their children to work out of economic necessity. In that case, the most vulnerable get stuck in an inter-generational poverty trap: poor parents send their children to work today, who obtain less schooling and find low productivity, low-wage jobs in the future. Policymakers should develop robust policies that will protect children from the right to education, and those policies should emphasize the responsibilities of parents and guardians to their children (Kruger, 2007).

International instruments started to recognize the child's rights for the first time. It was born during the Geneva Declaration of the Rights of the Child in 1924, which was embraced in 1959 by the U.N. General Assembly of the Rights of the Child through Resolution 1386 (xiv). The crucial significance was ensuring that each child enjoys the benefits of a good life for the good of society. Later on, the 1989 U.N. Convention stresses that the child's best interests must form the basis of judgment when considering a child's rights to the full development of their academic potential. One among children's rights agreed upon by the Member States is 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 they have completed schooling. Likewise, it prohibits children's employment or any work that is likely to interfere with their education (Nyamubi, 2015).

In the 21<sup>st</sup> century, quality and relevant education prepare 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 plays a significant 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, enhanced agricultural productivity, improved health, and reductions in both fertility and child mortality rates. In recent years, the globe has witnessed many developing countries implementing policies designed to reduce child labor and increase schooling by lowering the cost of education through educational subsidies. One of the most popular programs for reducing child labor and increasing instruction is Bolsa Escola in Brazil, the Mid-day Meals program in India, and the Progres program in Mexico. These subsidy programs lower the relative costs of schooling while raising family incomes, 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 significant disadvantages in their Academic achievement, which may suppress their human capital accumulation and future wages. Thus, these school subsidy programs tend to alleviate prolonged run poverty by fostering the expansion of the human capital of the poor.

### 1.3 Problem statement

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. The main reason for children to be out of school is poverty from their families. Due to poverty, many children engage in child labor work. For stance in recent years in Tanzania, NGOs as possibly the most significant human rights challenge in Tanzania today. Children, especially girls in Tanzania, end up as child domestic workers for about 15 hours a day; therefore, they are denied their rights to education. To cut off this root of children being out of school, in late 2015, the government of Tanzania, under the leadership of late John Pombe Joseph Magufuli, announced the cancellation of school fees from pre-primary to lower secondary schools. In January 2016, the implementation of free education commenced. Despite those efforts initiated by the government to tackle the problem of child labor hampering them from attending school. Unfortunately, child labor is becoming out of control within society. In Tanzania, it is estimated that 47.8 percent of children under 18 are out of school and engaging in domestic work (URT, 2005). Bad enough, more than three million children are doing hazardous jobs, including at illegal mines near Nyaligongo Village in northern Tanzania, where they are exposed to mercury and heavy dust and work long shifts without safety gear. An excellent example is an interview conducted by (Reuters.com, 2020) in Nyaligongo village; one of the education officers 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. The occurrence of this situation has raised many questions to people about whether free basic education has reduced child labor or not. Most parents misunderstand this policy and think everything would be free, including student uniforms, exercise books, pens and other related materials. This study is on that line to assessment on free basic compulsory education on schooling and reduction of child labor in Tanzania.

#### Objectives

1. To examine the situation of child labor and school participation in Tanzania.
2. To identify the government's approaches to 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 the government use on school participation and reduction of child labor?

### 1.4. Literature Review

One of the world's most widely heralded educational policy reforms of the past few years has been eliminating basic education school fees in countries where pupils and parents have been responsible for such costs. Consistent with the Education for All (EFA) goals, 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 policy change is clear if the cost of education is too high, parents and their children will join to find labor work to get money for school fees (Vavrus & Moshi, 2009). The introduction of free basic education in Tanzania is grassroots from the plan of education for all initiated in the early 1990s. The aim was to reduce illiteracy and increase literacy. Apart from that was to encourage citizens to be independent by engaging them in different activities after receiving skills and knowledge earned from school. The cancellation of school fees has reduced the burden on students who come from low-income families. Despite introducing free education, the situation remains grim because most children are still out of school. Reflecting that the government should rethink or restructure the implementation of this policy means that most parents still cannot afford to buy some of the school materials for their children; instead, those children decide to engage in various versions of labor work. 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.

Education is pivotal to eliminating and preventing child labor, establishing a skilled workforce and promoting individual, national, and international development based on the principles of social justice and human rights. Therefore, the international community's efforts to achieve Education for All (EFA) and the progressive elimination of child labor are inextricably linked. On the other side, education is crucial 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 significant 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 attainment 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 indicate that more than 100 million children worldwide missing out on primary and secondary education are child laborers, efforts to achieve universal primary education must go hand in hand with eliminating child labor (ILO, 2006).

Moreover, the distance between schools and houses in African countries seems to be an obstacle to schooling. In a country like Tanzania, students work long distances to reach school. This means that distance to school leads children to specialize in full-time or full-time school, lowering the probability that they will combine work with school. However, making only schools more accessible in developing countries will most likely lead to higher school enrollment, but this will not necessarily lead to a fall in child labor. In recent years, most African countries have joined the race of providing free compulsory basic education to push up enrollment. The goals will be succeeded if those states increase their GDP in education investment. That money will improve access to schools and teaching and learning materials in rural and urban areas.

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 middle Africa. The incidence of child labor in the same age range and for the exact definition of work is estimated to be 21% in Asia and 17% in Latin America. One hundred twenty million out of 250 million children are in full-time work. In most developing countries, including Tanzania, more than half the population is under 20. High child work participation rates involve a substantial fraction of individuals.

In comparison, 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 due to a demographic explosion of impoverished people, deterioration in living standards, 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 home to nearly two-thirds of all child laborers in the world. More specifically, almost one-fifth of African children are engaged in child labor, with 85% working in agriculture. Indeed, between 2012 and 2016, child labor in agriculture in Africa actually rose instead of declining.

Similarly, 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). In the case of Kenya, it has been estimated that up to 30% of the pickers are younger than 15. According to the Government of Zambia, some 595,000 child workers are in Zambia. The statistics indicated that 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 18 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. **The above literature indicates that the situation of child labor is awful in those countries. To solve this problem, the ministry of education from those countries should cooperate hand to hand with the ministry of work to solve the issue.**

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 in child labor than those who have. As a result, it pushes many children to work 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 work. Most of them who engaged in domestic working activities are between the ages of 10-14 years, which is 42.9%, and children 5-9 years old are 42.8%. Apart from that statistics, female children are the ones who have been impacted mainly by domestic work compared to male children. In the same vein, Mtani (2020) noted that last year's Tanzanian government has firmly 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 significant danger to her involvement in domestic child labor. These children are expected to be hard-working, obedient to their employers and strong. In Tanzania, most children migrate to big cities such as Arusha, Mbeya, Dodoma, Dar es Salaam, and Mbeya to work as house girls or housemaids. Some of them come after completing primary school, and some of them do before. Some children face the problems like physical, emotional and verbal abuse.

On top of that, in Tanzania, the education and occupation of the parents is another essential 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 has been about whether low-income families have children as a strategy to provide more workforce. Families with labor-intensive occupations, for example, fruit vendors, fishermen, and farmers, are more likely to have many children. Those families are ordinary among the poorest ones, and especially in remote areas, women may have to work outside the household because the children are left alone or stay with their elders (Johansson, 2009).

Moreover, cultural practices led to the growth of child labor in Tanzania; some uneducated parents do not believe education is vital to their children, especially girls. In most rural areas, women are considered weak and have to engage in domestic work all the time as family servers like cleaning the houses, cooking and others. The majority of people view women as an enjoyable asset when they need some comfort moments, which 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 right to own properties like lands and others because of their parents' ignorance and lack of education—some children engage in child labor with a mindset of becoming wealthy (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, vested interest deliberately creates child labor to get cheap labor. Thirdly, a low level of parental education is also an essential factor in determining the prevalence of child labor. Fourthly, most parents prefer to send their children to work rather than school at the school-going age, primarily because 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 essential 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. The cooperation of parents on lack of parental control and supervision culminates in first truancy and finally in their dropping out. 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 assess free basic compulsory education schooling and the reduction of child labor in Tanzanian schools.

## **2. METHODOLOGY**

This study employed secondary data (documentary review) from the Tanzania national bureau of statistics and the international labor organization to collect the data. After data collection from different sources, a researcher used

Microsoft word to code the themes and finally, data was analyzed through analytical content (thematic content). The researcher used this methodology to collect data due to the nature of the study.

### 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 critical 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. Suppose the exigencies of work mean that children are denied schooling or are less able to perform in the classroom. In that case, these children will not acquire the human capital necessary for decent work in 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 work only, children attending school only, children combining school and jobs, and children doing neither.

Table 1: Distribution of Number and percentage of children 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
Subtotal	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
Subtotal	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
Subtotal	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

Subtotal	5,240,435	100.0	4,749,967	100.0	9,990,401	100.0
----------	-----------	-------	-----------	-------	-----------	-------

Source: (URT, 2014)

Table 1 reveals that the most significant proportion of children aged 5–17 (49.8 percent) attend school only. Considering the 34.5 percent of economically active children, we observe that 14.5 percent are working exclusively, while 20 percent combine school and work. In this sense, it is fundamental to consider that employment not only represents a severe obstacle to school attendance but also interferes with the educational performance of children who combine school and work. Previous research has shown that children combining school and work tend to underperform in terms of repetition grade rates, school dropouts, literacy rates and the 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 chronic illnesses, unemployment, high costs of both school and work and under-reporting of employment. It is also observed that, across areas, the most significant proportion of children who attend school only is found in Dar es Salaam, with 86.7 percent (88.8 percent of boys vs 84.8 percent of girls), followed by Other urban areas with 68.2 percent and 39 percent for children in Rural areas (both with similar sex distribution). In addition, Dar es Salaam has a minor proportion of children who combine work and school (0.5 percent). The ratio of children who are neither working nor attending school is largest in rural areas with 18.6 percent and 9.4 percent in both Dar es Salaam and Other urban regions. Around 300 million Tanzanian children don't attend school during the crucial primary school years. They work full-time, doing grueling jobs as miners or domestic workers. However, in the same call in Ghana, children over a quarter of all 5–17-year-olds attend school and are engaged in paid employment, and around one in five are deemed to be involved in child labor. Most children in Ghana's economic activity are engaged 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 than women (Dunne, Humphreys, & Szyp, 2021).

Another study conducted in Ethiopia about child labor revealed that some of the programs, such as Ethiopia's flagship Productive Safety Net Programme (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. They spent more time on substitute domestic work (UNICEF, 2020).

**Table 2: Distribution of working children 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. Other professions are elementary occupations such as domestic cleaning, service, and sales, especially for people aged 14-17. By area of residence are very different the types of employment 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 an agricultural occupation. This proportion is only 5.5% in Dar es Salaam but reaches 68.6% in other urban areas. In the 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 careers in service and sales, a number much more than it has agricultural employment. However, 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 trades of service and sales. As commented, 68.6% of people of working age from 5 to 17 have a career 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 percent of total working children, with boys having a more significant proportion (94.3 percent) than girls (89.6 percent). Almost nine out of ten (89.3 percent) of children are working as agricultural and fishery workers. Most children aged 5–17 years are working as unpaid family helpers in agriculture, accounting for 88.7 percent, with proportionately more boys (90.0 percent) than girls (87.1 percent). 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 agriculture, as well as post-harvest processing and various kinds of agricultural and industrial complexes.

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

#### *3.2.1. The use of the Special social program me*

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

#### *3.2.2. Policies*

Tanzania has been using its Child Development Policy in collaboration with the International Labor Organization (ILO) to operate a campaign on educating the community in the war against child labor. Time Bound Program 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 trained for different vocational skills such as masonry, carpentry, needlework and technical subjects 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 having that policy, 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 are many rules, but nothing can eradicate child labor unless there is awareness among parents and children. Means 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 hold parents and guardians criminally liable if they fail to ensure their children are enrolled and attend primary school until the completion of their primary education.

- National Employment Policy (URT, 1997) aimed to alleviate poverty through increased per capita income. The policy encourages child work as a socialization process. Still, it discourages the engagement of a child below 15 years in activities that are exploitative, hazardous to health, or deprive them of the right to education and leisure.

### 3.3.3. 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 raise public awareness of the Law of the Child Act (R.E 2019) on the rights and duties of the child, appeal to the responsible authorities to put in place by-laws that protect children in hazardous small-scale mines and push for the reintroduction of children's councils in primary and secondary schools and sensitizes communities on children's health risks in dangerous 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 effort taken to eliminate child labor are training parents, teachers and youth were trained on children's rights and the effects of child labor on academic achievement (URT, 2014)

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

The government has begun to instruct all leaders to take intense action to ensure that every child receives instruction and that education must be accessible. The prime minister of Tanzania said that: *"I instructed 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 for explaining 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 meetings used 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 school principals initiated a parental form to fill out and photograph their children to identify them. That parental form and photograph were extraordinary evidence once parents enslaved 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, in implementing the order to end 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." The district commissioner instructed the *OCD to start inspecting any children found in the mine working, arresting, and their parents also must be detained, Bunda District Commissioner, 2017* (Mtanzania, 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 can 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 by addressing the costs of school attendance and ensuring that schooling is inclusive and relevant. Providing education as an alternative to child labor is essential 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 education access and quality, the Government of Tanzania should subsidize pupils from poor economic families to cater for indirect or hidden costs such as uniforms, sanitary towels for girls and transport. Means could help to mitigate absenteeism and dropouts, especially for children from low-income 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 lives, their families' prospects and the country's economy in the long run.

#### 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) and non-conventional communication channels (e.g. religious leaders, schoolteachers, health care workers) is essential to achieve maximum outreach. Social media is another increasingly important communication tool in raising national awareness and global campaigns against child labor abuses. Tanzanian media such as radio, television and print media, as well as non-conventional communication channels, should expose defaulting firms or business houses that clandestinely employ children and violate laws relating to child labor. Means implies that media is a crucial 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 end child labor. Those media should be on the front line against child labor by creating different documentaries.

### 5. CONCLUSION

In Tanzania, Poverty is the main reason that influences children to be out of school and increases child labor in the country. The study shows that the people living in rural areas depend on agriculture to get food daily to survive; therefore, the issue of poverty is driving the parents and guardians to send their children into child labor. Still, in other cases, children themselves engage in the process of getting money. However, across areas in the country, the most significant proportion of children who attend school only is found in Dar es Salaam, with 86.7 percent (88.8 percent of boys and 84.8 percent of girls), followed by Other urban areas with 68.2 percent and 39 percent 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 Tanzanians, especially in rural areas, where most people are not educated enough. The majority 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 stances, in Tanzania, some of the tribes encourage only boys to go to school.

In contrast, girls are supposed to remain home to take care of their siblings and washing dishes. On the other side, this situation increased 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 rural areas, to make them aware of eradicating the problem. Still, they should also teach them about the laws against child labor in the country. Moreover, the government should rethink the funding mechanism for students who come from poor and wealthy families. The emphasis is that children from low-income families must be considered to be given exercisebooks, uniforms, and pens to help their parents and guardians. Also, the ministry of education should continue to educate the mass about the importance of education for the future development of children.

### REFERENCES

- Retrieved from (<https://theconversation.com/tanzania-cant-stop-child-labour-without-fixing-its-school-system-56686>)
- Retrieved from theconversion.com: (<https://theconversation.com/tanzania-cant-stop-child-labour-without-fixing-its-school-system-56686>)
- AllAfrica. (2021). Retrieved from [allafrica.com](https://allafrica.com/stories/202108090459.html): (<https://allafrica.com/stories/202108090459.html>)
- Mtanzania. (2017). Retrieved from [mtanzania.co.tz/dc](https://mtanzania.co.tz/dc-wanaojiri-watoto-migodini-wakamatwe2017): (<https://mtanzania.co.tz/dc-wanaojiri-watoto-migodini-wakamatwe2017>)
- Open. (2018). Retrieved from [www.open.edu](http://www.open.edu):  
<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=162577&section=1.>)

- Reuters. (2020). Retrieved from Reuters.com: (<https://www.reuters.com/article/us-tanzania-mining-children-feature-idUSKBN176007>).
- Retrieved from theconversation.com: (<https://theconversation.com/tanzania-cant-stop-child-labour-without-fixing-its-school-system-56686>)
- Bhalotra. (2003). *Child Labour in Africa*. <https://doi.org/10.1787/582055427126>
- Dachi, H. a., & Garrett, R. M. (2003). *Child labor and its impact on children's access to and participation in primary education: A case study from Tanzania*. <https://doi.org/10.22004/ag.econ.12848>
- Dunne, M., Humphreys, S., & Szyp, C. (2021). *Education and work : children s live in rural sub ☐ Saharan Africa*. <https://doi.org/10.19088/ACHA.2021.004>
- Edet, G. E., & Etim, N.-A. A. (2013). Child labor in Agriculture Among Poor Rural Households: Some Issues and Facts. *European Journal of Physical and Agricultural Sciences*, 1(1), 1–7. Retrieved from [www.idpublications.org](http://www.idpublications.org)
- European Commission. (2021). Ending child labor and Promoting Sustainable Cocoa Production in Cote Divoire and Ghana. In *European Commission*. Retrieved from [https://knowledge4policy.ec.europa.eu/publication/ending-child-labour-promoting-sustainable-cocoa-production-côte-divoire-ghana\\_en](https://knowledge4policy.ec.europa.eu/publication/ending-child-labour-promoting-sustainable-cocoa-production-côte-divoire-ghana_en)
- FAO. (2021). *Gender dimensions of child labor in agriculture*. Retrieved from <https://www.fao.org/policy-support/tools-and-publications/resources-details/en/c/1473691/>
- ILO. (2001). *Child labor in Tanzania*. Retrieved from <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A358647&dsid=-7885>
- ILO. (2006). *EDUCATION AS AN INTERVENTION STRATEGY TO ELIMINATE AND PREVENT CHILD LABOUR: Consolidated Good Practices of the International Programme on the Elimination of Child Labour ( IPEC )*. Retrieved from [https://resourcecentre.savethechildren.net/pdf/2006\\_02\\_edu\\_goodpractices.pdf/](https://resourcecentre.savethechildren.net/pdf/2006_02_edu_goodpractices.pdf/)
- Jennie Johansson. (2009). *Causes of Child Labour*. Retrieved from <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A358647&dsid=-7885>
- Kruger, D. I. (2007). Coffee production affects child labor and schooling in rural Brazil. *Journal of Development Economics*, 82(2), 448–463. <https://doi.org/10.1016/j.jdeveco.2006.04.003>
- Mtani, B. T. (2020). Understanding and Addressing Domestic Child Labour in Tanzania. *Journal of Co-Operative and Business Studies (JCBS)*, 5(1), 137–148.
- Munubi, H. (2013). Assessment of The Causes and Effects of Domestic Child labor and Its Impacts on Society: A Case Study of Dar es Salaam - Tanzania. *The Journal of Global Gender Studies*, 1(1), 1–23. Retrieved from [jghcs.info/index.php/gg/article/download/164/222](http://jghcs.info/index.php/gg/article/download/164/222)
- Nkurunziza, J., Broekhuis, A., & Hooimeijer, P. (2012). Free Education in Rwanda: Just One Step towards Reducing Gender and Sibling Inequalities. *Education Research International*, 2012, 1–11. <https://doi.org/10.1155/2012/396019>
- Nyamubi. (2015). The Impact of Child Labour on Primary School Children's Access to and Participation in Basic Education in Tanzania. *International Journal of Learning, Teaching and Educational Research*, 13(2), 26–36. Retrieved from [https://www.researchgate.net/publication/282791520\\_The\\_Impact\\_of\\_Child\\_Labour\\_on\\_Primary\\_School\\_Children's\\_Access\\_to\\_and\\_Participation\\_in\\_Basic\\_Education\\_in\\_Tanzania](https://www.researchgate.net/publication/282791520_The_Impact_of_Child_Labour_on_Primary_School_Children's_Access_to_and_Participation_in_Basic_Education_in_Tanzania)
- UNICEF. (2020). *CHILD LABOUR ANALYSIS IN ETHIOPIA*. Retrieved from [http://sro.sussex.ac.uk/id/eprint/99554/1/ACHA\\_Working\\_Paper\\_9.pdf](http://sro.sussex.ac.uk/id/eprint/99554/1/ACHA_Working_Paper_9.pdf)
- URT. (1995). *Education and Training Policy*. Retrieved from [http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting\\_doc/AFR/Tanzania/EPS/Education\\_and\\_Training\\_Policy-Tanzania\\_1995.pdf](http://wbfiles.worldbank.org/documents/hdn/ed/saber/supporting_doc/AFR/Tanzania/EPS/Education_and_Training_Policy-Tanzania_1995.pdf)
- URT. (1996). *CHILD DEVELOPMENT POLICY IN TANZANIA*. Retrieved from <http://www.tzonline.org/pdf/childdevelopmentpolicy.pdf>
- URT. (1997). *National Employment Policy*. Retrieved from <http://www.tzonline.org/pdf/thenationalemploymentpolicy.pdf>
- URT. (2005). *NATIONAL STRATEGY FOR GROWTH AND REDUCTION OF POVERTY ( NSGRP ) Association of Local Authorities of Tanzania Complementary Basic Education*. Retrieved from

<http://extwprlegs1.fao.org/docs/pdf/tan208184.pdf>

URT, 2014. (2014). *NATIONAL CHILD LABOUR SURVEY 2014*. Retrieved from <https://www.nbs.go.tz/index.php/en/census-surveys/labour-statistics/143-tanzania-national-child-labour-survey-2014-published-on-feb-2016>

Vavrus, F., & Moshi, G. (2009). The cost of a 'free' primary education in Tanzania. *International Critical Childhood Policy Studies*, 2(1), 31–42. Retrieved from [https://www.researchgate.net/publication/277848359\\_The\\_Cost\\_of\\_a\\_Free\\_Primary\\_Education\\_in\\_Tanzania](https://www.researchgate.net/publication/277848359_The_Cost_of_a_Free_Primary_Education_in_Tanzania)

Zhong zhao et al. (2019). *Free Education Helps Combat Child Labor? The Effect of a Free Compulsory Education Reform in Rural China*. Retrieved from <https://docs.iza.org/dp12374.pdf>

UNDER PEER REVIEW