RAPID ASSESSMENT ON CHILD LABOUR

IN TOBACCO GROWING COMMUNITIES IN TABORA REGION, TANZANIA
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Acknowledgements

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In 2012, the ILO estimated that there were as many as 168 million children in child labour all over the world. In sub-Saharan Africa, 59 million children are in child labour. Africa continues to be the region with the highest incidence with more than 1 in 5 children in child labour. Agriculture is by far the sector where the highest number of child labourers can be found. In 2015, with ILO’s support, the National Bureau of Statistics and the Government of Tanzania developed a child labour module within the Integrated Labour Force Survey. In Tanzania, according to the survey, there are more than 4 million children in child labour. About 29 per cent of children aged 5-17 years, are engaged in child labour in various economic sectors, including agriculture, domestic work, fishing, and mining industries.

Since 2001, the Government of Tanzania has been committed to eradicating child labour. Tanzania has ratified the Convention on the Rights of the Child (CRC), ILO Convention No. 182 on the Elimination of the Worst Forms of Child Labour and Convention No. 138 on the Minimum Age for Employment. With ILO’s support, the country has developed and implemented child labour elimination programmes; updated and revised the existing legislative and policy framework; and developed a National Action Plan (NAP) for the elimination of child labour. Child labour has also been prioritized in Tanzania’s Decent Work Country Programme (DWCP). Nevertheless, much more remains to be done to reduce the number of child labourers in Tanzania.

The Achieving Reduction of Child Labour in support of Education Programme (ARISE), is a unique public-private sector partnership between ILO, Japan Tobacco International (JTI), and Winrock International. In 2015, Tanzania has been identified as one of the ARISE beneficiary countries in addition to Brazil, Malawi and Zambia. ARISE is a very timely initiative which will give a new impetus to the fight against child labour.

This report has been undertaken to start off the ARISE programme in Tanzania on the right foot and with the required information on the target communities and beneficiaries. The rapid assessment aims at providing a comprehensive situational analysis of child labour in the ARISE target districts in Tabora region; as well as to map the capacity of partners and stakeholders; and to provide recommendations for appropriate strategies and roles for implementing agencies and key partners.

We hope that this report will help development practitioners and policy makers alike by providing insights into the child labour situation on the ground so that possible solutions can be tailored to the context. We also hope that this provides one more step towards the elimination of child labour and full school enrollment of children in Tanzania.

Mary Kawar
Director
ILO Country Office for the United Republic of Tanzania, Kenya, Rwanda, Uganda, and Burundi
Table of contents

Foreword iii
Abbreviations and Acronyms ix
Executive summary xi

CHAPTER ONE: INTRODUCTION 1

1.1 Background and scope of the study 1
1.2 Research methods and tools 1
1.3 Sampling procedure 2
1.4 Profile of respondents 3
1.5 Limitations of the study 4
1.6 Profile of Tabora Region 4
1.7 Report structure 6

CHAPTER TWO: BACKGROUND TO CHILD LABOUR 7

2.1 International legal and policy framework 7
2.2 National legal and policy framework 9
2.3 National Programmes on Child Labour 12

CHAPTER THREE: NATURE AND EXTENT OF WORST FORMS OF CHILD LABOUR IN TARGETED VILLAGES 15

3.1 Introduction 15
3.2 Demographic variables of working children 15
3.3 Education status of working children 19
3.4 Socio-economic characteristics of parents or guardians of working children 22
3.5 Nature of work and working conditions 23
3.6 Causes and knowledge of, and attitudes to, child labour 32
CHAPTER FOUR: CAPACITY MAPPING ON PARTNERS AND STAKEHOLDERS ......................... 37

4.1 Introduction ............................................................................................................. 37

4.2 Gaps and challenges on advocacy and awareness on child labour........................... 37

4.3 The Institutional capacity of cooperatives, business associations and micro-finance institutions ........................................................................................................... 37

4.4 Ongoing and past Initiatives on child labour elimination and promotion of children’s education and development ................................................................. 40

4.5 Gaps for service providers related to primary school, vocational training centres, and apprentices programmes ................................................................. 41

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS ........................................ 43

5.1 INTRODUCTION ................................................................................................. 43

5.2 CONCLUSIONS .................................................................................................... 43

5.3 RECOMMENDATIONS .......................................................................................... 44

References ....................................................................................................................... 46

ANNEXES ....................................................................................................................... 47

ANNEX 1
Rapid assessment for ilo arise project on child labour in tobacco growing communities in taboras region .............................................................................................. 47

ANNEX 2
Guidelines for the key informants’ interview ................................................................ 57

ANNEX 3
Guidelines for key informant interviews and focus group discussions.......................... 61

ANNEX 4
Guidelines for the key informants’ interview ................................................................. 65

ANNEX 5
Guidelines for the focus group discussions ................................................................ 67

ANNEX 6
Guidelines for the key informants’ interview ................................................................. 70

ANNEX 7
Guidelines for the key informants’ interview ................................................................. 73

List of Key Informants ................................................................................................... 75
List of tables

Table 1.1: Profile of respondents ................................................................. 3
Table 1.2: Population of Targeted District .................................................. 5
Table 2.1: Child Labour by Age, Time and Working Conditions .................. 8
Table 3.1: Percentage distribution of working children by district of birth ................................................................. 16
Table 3.2: Percentage distribution of working children by whether they were schooling or not and age (N = 105). ............................................................................................................ 19
Table 3.3: Percentage distribution of working children by their standards/classes and age (N = 62) ........................................................................................................................................... 20
Table 3.4: Percentage distribution of working children by reason for never having enrolled for primary school education (N = 17). ........................................................................................................................................... 20
Table 3.5: Percentage distribution of working children by reason for dropping from primary school education (N = 12). ........................................................................................................................................... 21
Table 3.6: Percentage distribution of working children by type of houses of their parents or guardians (N = 105). ........................................................................................................................................... 23
Table 3.7: Percentage distribution of working children by type of work they were engaged in (N = 105) ........................................................................................................................................... 23
Table 3.8: Activities performed in tobacco production. ................................... 26
Table 3.9: Percentage distribution of working children by their annual income (N = ) ................................................................. 29
Table 3.10: Percentage distribution of working children by how they benefit from working in their households (N = ) ........................................................................................................................................... 29
Table 3.11: Estimated number of working children by type of work in each targeted village ........ 30
Table 3.12: Percentage distribution of working children by their knowledge on child work, child labour and its worst forms (N = 105) ........................................................................................................................................... 34
List of Figures

Figure 3.1: Sex Distribution of Working Children ................................................................. 15
Figure 3.2: Age Distribution of Working Children ................................................................. 15
Figure 3.3: Distribution of Working Children by Districts Where They Were Born By Sex ............ 17
Figure 3.4: Household Size Working Children ...................................................................... 18
Figure 3.5: Orphan Status of Working Children .................................................................... 18
Figure 3.6: Percentage Distribution of Working Children by reason for Never being Enrolled in School and by Sex .................................................................................................................. 21
Figure 3.7: Education of Parents/Guardians of Working Children ............................................ 22
Figure 3.8: Percentage Distribution of Working Children by Nature of Work Which They Were Engaged by Sex .................................................................................................................. 24
Figure 3.9: Working Children by Nature of Work Which They Were Engaged by Age ............... 24
Figure 3.10: Working Hours of Working Children ................................................................. 28
Figure 3.11: Why Children Work ......................................................................................... 33
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immuno-deficiency Syndrome</td>
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<td>ALP</td>
<td>Agricultural Labour Practices</td>
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<tr>
<td>ARISE</td>
<td>Achieving Reduction of Child Labour in Supporting Education</td>
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<td>ATE</td>
<td>Association of Tanzania Employers</td>
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<td>CLMS</td>
<td>Child Labour Monitoring System</td>
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<td>CRC</td>
<td>Child Rights Convention</td>
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<td>ELCT</td>
<td>Elimination Child Labour in Tobacco</td>
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<td>ELRAS</td>
<td>Employment and Labour Relations Act</td>
</tr>
<tr>
<td>FGDs</td>
<td>Focused Group Discussions</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno-deficiency Virus</td>
</tr>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>IPEC</td>
<td>International Programme on Eliminating Child Labour</td>
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<tr>
<td>JTI</td>
<td>Japan Tobacco International</td>
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<tr>
<td>KII(s)</td>
<td>Key Informant Interview(ees)</td>
</tr>
<tr>
<td>MKUKUTA</td>
<td>Mpango wa Kurekebisha Uchumi na Kupunguza Umaskini (Swahili version of NSGRP)</td>
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<tr>
<td>NAP</td>
<td>National Action Plan</td>
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<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>NSGRP</td>
<td>National Strategies for Growth and Reduction of Poverty</td>
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<tr>
<td>PRIDE</td>
<td>Promotion of Rural Initiatives and Development Enterprises</td>
</tr>
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<td>PROSPER</td>
<td>Promoting Sustainable Practices to Eradicate Child Labour</td>
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<tr>
<td>RAS</td>
<td>Rapid Assessment</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>RASM</td>
<td>Rapid Assessment Methodology</td>
</tr>
<tr>
<td>TAWLAE</td>
<td>Tanzania Association of Women Leaders in Agriculture and Environment</td>
</tr>
<tr>
<td>TBP</td>
<td>Time Bound Programme</td>
</tr>
<tr>
<td>TDFT</td>
<td>Tabora Development Foundation Fund</td>
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<tr>
<td>TEACH</td>
<td>Tanzania Education Alternatives for Children</td>
</tr>
<tr>
<td>ToR</td>
<td>Terms of Reference</td>
</tr>
<tr>
<td>TUCTA</td>
<td>Trade Union Congress of Tanzania</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children's Education Fund</td>
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<tr>
<td>UTSP</td>
<td>Urambo Tobacco Sector Project</td>
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<tr>
<td>VETA</td>
<td>Vocational and Educational Training Authority</td>
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<tr>
<td>WFCL</td>
<td>Worst Forms of Child Labour</td>
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Background

This Rapid Assessment (RAS) was commissioned by the International Labour Organization (ILO) through the International Programme on the Elimination of Child Labour (IPEC). The overall objective of the assignment was to conduct RAS on children working in tobacco growing communities in Tabora Region in Tanzania in order to understand the problem and suggest solutions.

The specific tasks as stipulated in the Terms of Reference (ToR) were to:

1. Conduct a RAS and provide a comprehensive situational analysis of child labour in the target districts in Tabora Region namely Uyui, Urambo and Kariua to know the nature of child labour and qualify the situation. This included:
   
   i. Characteristics of children involved in Worst Forms of Child Labour (WFCL) in the district, their families and immediate communities (paying attention to HIV and AIDS and gender specific issues of children in the work process);
   
   ii. Working conditions of children involved in the mentioned districts, including occupational health and safety (paying attention to female children in particular).

2. Undertake a capacity mapping of partners and stakeholders to:
   
   i. Identify gaps and challenges that can be addressed with regard to advocacy and awareness, social mobilization, and direct interventions such as education, employment, skills training, social protection and capacity-building;
   
   ii. Identify the (institutional, financial, membership) capacity of cooperatives, business associations and microfinance institutions;
   
   iii. Review on-going and where relevant, past initiatives on child labour elimination and promotion of children’s education and development; and
   
   iv. Identify the gaps at primary schools, vocational training centres and apprenticeship programmes in the selected districts in relation to extra-curricular activities, e.g. child rights, child labour, gender socialization, HIV and AIDS and psycho-social issues. That is, are primary schools, vocational training centres and apprenticeship programmes accessible and suitable for ex-child labourers?

3. Develop recommendations for appropriate strategies and roles for implementing agencies, key partners (particularly District Authorities, ILO constituents, NGOs) in the target district.
Research methods and tools

The study followed the ILO-IPEC guidelines on Rapid assessment on child labour as provided in the Manual on Child Labour Assessment Methodology (2005). It blended the qualitative and quantitative methods using the following Rapid assessment tools: observation list, key informant interview guides; semi-structured interview guide for working children; focus group discussion guides; interview guides for employers/parents; and checklists for NGOs, microfinance institutions and skills training centres. Training of the research teams preceded the fieldwork and it included an appreciation of the topic being studied, research methodology, and ethical issues in conducting research with children.

The selection of RAS districts in Tabora Region, the primary cooperative unions and the majority of the targeted villages was made by Japan Tobacco International (JTI). The RAS team dealt with the sampling of working children key informant interviewees (KII) and focus group discussions (FGDs) participants. In doing so it employed a judgmental sampling method. This technique, also known as purposive sampling allows the research team to choose whom they think are the appropriate (due to qualities the informant possesses) respondents for the study. For the working children the RAS team made sure that the sampled children were as follows:

- Children who were aged 5-11 years who were engaged in any light work, regular work, or unconditional worst forms of child labour;
- Children who were aged 12-14 years if they were engaged in any work, that includes regular work taking 2 or more hours per day, hazardous work, or unconditional worst forms of child labour; and
- Children who were aged 15-17 years if they were engaged in any work for 6 or more hours per day, hazardous work, or unconditional worst forms of child labour

During the RAS exercise deliberate efforts were made to include both male and female working children.

Study findings:

1. Demographic variables of working children

   i. Both male and female children were involved in child labour; however male children participated more (57 per cent) than female children (43 per cent).

   ii. Children who were involved in child labour were as young as five (5) years old.

   iii. The participation of children in child labour increased with age.

   iv. There were more children who were working and attending school (59.0 per cent) than those who were working and not attending schooling (41.0 per cent).

   v. Households in the targeted villages generally were big and nearly one quarter of working children came from households having ten (10) or more members

   vi. Only a quarter of all interviewed working children were orphans of both parents (mother and father).

2. Education status of working children

   i. The majority (30.6 per cent) of schooling children were in standard/class seven.

   ii. Their participation in child labour increased as their standards/classes increased.

3. Socio-Economic Status of Parents or guardians of working children

   i. All were engaged in agriculture as small holders owning between one to four hectares.

   ii. The majority (52.4 per cent) had only primary school education
iii. The majority (72.2 per cent) of their houses had mud walls thatched by glass.

4. Nature of Work and working conditions
i. Interviewed children were involved in the following activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>a) Agriculture – tobacco production</td>
<td>(29.5%)</td>
</tr>
<tr>
<td>b) Agriculture – other crops production</td>
<td>(25.7%)</td>
</tr>
<tr>
<td>c) Pushing carts and directing animal driven carts</td>
<td>(12.4%)</td>
</tr>
<tr>
<td>d) Livestock herding</td>
<td>(9.5%)</td>
</tr>
<tr>
<td>e) Restaurant work</td>
<td>(8.6%)</td>
</tr>
<tr>
<td>f) Domestic work</td>
<td>(5.7%)</td>
</tr>
<tr>
<td>g) Ploughing using oxen</td>
<td>(3.8%)</td>
</tr>
</tbody>
</table>

ii. Some of activities were being carried out by one gender only; for example, restaurant and domestic work were performed by girls only and boys were pushing and directing animal driven carts and livestock herding.

iii. Children who were working in restaurants, domestic work and tobacco growing were performing more multiple activities than those who were engaged in other activities.

iv. There were more girls than boys who were involved in agriculture – tobacco production related work. This may have been caused by the timing of the RAS when the main activity was weeding which could also be performed by girls.

v. Children who were engaged in restaurant and domestic work spent long hours working, more than twelve hours a day and were paid very low wages (earning less than TShs 240,000/= annually).

vi. There were chemical hazards related to tobacco growing both in the field when applying fertilizers and pesticides and during harvesting and indoors when curing the tobacco.

vii. Other hazards included exposure to risks of insect and snake bites especially for those who were working in the fields and herding livestock.

viii. Working children also experienced injuries from use of dangerous tools such as knives especially for restaurant and domestic work and those who were dealing with tobacco production. Hoes could also be dangerous and cause injuries for working children in the agriculture sector.

ix. Working children lacked protective gear especially those who were working in the tobacco sector. They lacked materials such as special clothing, gloves and respiratory masks which were needed both in the field and indoors when tobacco leaves were treated.

5. Estimated total number of working children in seven targeted visited villages

A total of 105 children were found to be working in seven targeted villages which were visited by the RAS team. The team estimated there were 340 children working in all seven villages.

6. Impact of child labour
i. Effect on education
   There was massive absenteeism of pupils from school especially during the rainy season when their parents or guardians needed help in agriculture. The second effect was that children could not concentrate on their studies due to tiredness and physical exhaustion.

ii. Effect on health
   Tiredness/exhaustion affected almost all working children. However it was conspicuous in those who were involved in restaurant and child domestic work, pushing and directing animal driven carts, livestock herding and in agriculture due to the work being physically demanding as there is
no mechanization at all in the small family farms.

7. Causes of child labour

Poverty was mentioned by working children as the main cause of child labour. Very few children (4.0 per cent) mentioned peer influence.

8. Knowledge of child work, child labour and worst forms of child labour

The majority of (62.9 per cent) children were unable to distinguish the difference between the above three concepts. For them child labour and the even worst forms of child labour were just like child work if the activities were carried out by a child within the household.

9. Attitude towards child labour

The majority (67.6 per cent) of the working children regarded child labour to be bad because it was either interfering with their schooling or affecting them physically and psychologically. The remaining one third had the perception that child labour was good because it prepares them to be either good farmers or workers depending on the type of work they were doing in future and it makes them earn money they need.

10. Gaps and challenges on advocacy and awareness on child labour

Previous child labour projects in Tabora Region concentrated on the elimination of child labour and its worst forms in the tobacco sector leaving behind other sectors and forms of child labour. Secondly, concentration had been on children who were employed/hired to work for big farmers or other well off people, leaving a substantial number of children who were also toiling in almost the same magnitude in their households’ fields/farms or enterprises.

11. The Institutional capacity of cooperatives and micro finance

i. Primary cooperative unions.
   In the target villages are weak because they are mostly managed by untrained primary school leavers.

ii. Micro-finance institutions
   Apart from the District Councils Revolving Funds which finance Women and Youth Development Funds there were other microfinance institutions which operated in Tabora Region and in the targeted districts. Among them there was: PRIDE Tanzania, FINCA Tanzania and Barc Tanzania Finance Limited.
   Literally there were no people from the targeted villages who were clients of the above micro finance institutions. The problem was the financial inability of the people rather than lack of publicity of the micro finance institutions in the area.

12. Ongoing and past Initiatives on child labour elimination and promotion of children’s education and development

i. Ongoing initiatives:
   - The PROSPER project and
   - JTI Agricultural Labour Practices.

ii. Past Initiatives:
   - Time Bound Programme (TBP) Both phase one and two
   - Towards Sustainable Action for Preventing and Elimination of Child Labour in Tobacco Farming in Urambo.
   - Urambo Tobacco Sector Project (UTSP)
   - Tanzania Education Alternatives for Children (TEACH).

13. Gaps for service providers related to primary school, vocational training centres, and apprentices programmes

i. Primary Schools
   In the targeted villages there was a shortage of classrooms (by 47 per cent); chairs (by 63
EXECUTIVE SUMMARY

per cent); teachers (by 1 per cent), and staff houses (by 78 per cent). Sanitation facilities (by 67 per cent), libraries (by 100 per cent), and playgrounds (by 59 per cent).

Moreover two schools had a high teacher/pupils ratio which was over 1:60 and the average drop out for the four primary schools for the year 2015 was higher, up to 85 pupils.

As far as extra-curricular activities were concerned in all visited schools there were no other clubs such as Anti-Aids Clubs, guidance and counseling, drama/theatre. No mention was made on having some production units to contribute to the feeding of children while they were in school. Moreover, nothing in the realm of child rights, child labour, gender socialization and serious psycho-social counseling were being offered in the targeted village schools.

ii. Existence of skills training infrastructure
There were only two vocational training centres; one in Kaliua district the Ulyankulu Vocational Education and Training Centre and the other in Urambo district, the Folk Development College. Uyui district had no vocational training centre.

There are very few micro finance institutions in the targeted districts. In addition, most farmers in the target villages seem to be either unaware of those institutions or their income is very low to pay for the loans thus they are unable to be clients of those institutions.

14. Recommendations

i. Advocacy and Awareness Raising Campaigns
Awareness raising campaigns on risks and dangers associated with working of children even at the household level and children rights including the need of time to play, to rest, and to study should be emphasized by both the implementing agencies and key partners in this project. At a district level experts on child labour should be used to build the capacity of district officials while at the village level the project should target the community at large, parents or guardians of working children and children themselves by using the district officials who have been already trained. Schools can be used to facilitate the programme for school going children.

ii. Identification of Experienced Implementation Partners
Before the project takes off ILO and the implementing agency should identify experienced partners in child labour issues in Tabora Region like TAWLAE and TDFT or somewhere else from Tanzania to work with and undertake pre-requisite activities that would be a basis for the smooth implementation of the project. Such pre-requisite activities include: sensitization and capacity-building of various partners and institutions at both district and community level.

iii. Introducing Sustainable Income Generating Activities
The magnitude of the child labour and its worst forms problem in Tanzania is deeply rooted in high poverty levels, a fact that cannot be ignored in many developing countries. However, poverty is a complex phenomenon. It needs a multi-faceted approach if it is to be dealt with adequately. In the targeted villages the majority of children who are involved in child labour are unpaid workers within their households therefore, there is a need to focus on the household because their parents or guardians are poor. Thus neither they are unable to hire adult workers nor to produce enough for the household consumption and sell the surplus. Hence, there is a need to introduce sustainable income generating activities to increase household income for both parents or guardians and older children aged 15-17 who are allowed by law to do light work.

iv. Capacitating and Empowering District and Village Child Labour/Protection committees
Child labour /protection committees should
be established and strengthened in all targeted districts and villages. The targeted District Councils should make sure that village committees are established in each targeted village. However, in order for the District Child Labour/Protection Committees to be effective, there is a need to include a wide range of stakeholders including District Councilors. Moreover, both District and Village Child Labour/Protection Committee should be capacitated and empowered to develop and implement their own plans and priorities as far as the question of child labour is concerned, that is to identify, prevent and monitor children engaged in or at risk of engaging in child labour.

v. **Making children’s work safer:**
   Older children/youth aged 15-17 are legally allowed to do light work. However, depending on the type of work they find themselves engaged in, this may be hazardous work. In this context, there is a need for implementing agencies of this project to have regular programmes on occupational safety and health (OSH) to these children. Moreover, for those who will be engaged in agriculture – tobacco related work JTI should assist in providing protective gears as children are more vulnerable to working hazards.

vi. **Focus on education:**
   Education can play a critical role in the fight against the child labour and its worst forms. Children who work long hours are less likely to be enrolled or participate successfully in school. Therefore, continuing emphasis on increasing access to education will come with the added benefit of helping the fight against child labour. The implementing agencies in collaboration with the District Councils should work towards providing all children with access to education, including secondary and vocational education especially for youth aged 15-17 years old.

This should involve the construction of additional schools in the targeted villages and the proper maintenance and rehabilitation of school infrastructure, as well as an ongoing effort to improve the quality of education. When education quality is poor and fails to provide pathways to greater opportunities for the next generation, parents/guardian are more likely to prioritize the immediate gains of child labour.

vii. **Establish Apprenticeship System in Targeted Villages**
   In each of the targeted village an apprenticeship system should be established whereby older children/youth who are aged between 15 and 17 and completed standard seven can be allocated to experienced artisans (craftsman) engaged in any type of skills the child prefers to learn or be trained in. The project should assist the master craftsman to train the child.

viii. **Emphasis on monitoring and evaluation:**
   There is a need for the project to establish Child Labour Monitoring System (CLMS) in the targeted districts. This will help the project not only to monitor children who are working but also to evaluate the efforts which are taken in eliminating child labour and its worst forms.

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1 When the National Action Plan (NAP) for eliminating child labour was being disseminating during the second phase in 2013 to different District Councils it was agree that in those places where they didn’t have a child labour committee then the child protection committee which is also in the same Department of Community Development can be used to cater for child labour issues.
1.1 Background and scope of the study

This Rapid Assessment (RAS) was commissioned by the International Labour Organization (ILO) through the International Programme on the Elimination of Child Labour (IPEC). The overall objective of the assignment was to conduct RAS on children working in tobacco growing communities in Tabora Region in Tanzania in order to understand the problem and suggest solutions.

The specific tasks as stipulated in the Terms of Reference (ToR) were to:

1. Conduct a RAS and provide a comprehensive situational analysis of child labour in the target districts in Tabora Region namely Uyui, Urambo and Kariua to know the nature of child labour and qualify the situation. This included:
   i. Characteristics of children involved in Worst Forms of Child Labour (WFCL) in the district, their families and immediate communities (paying attention to HIV and AIDS and gender specific issues of children in the work process);
   ii. Working conditions of children involved in the mentioned districts, including occupational health and safety (paying attention to female children in particular).

2. Undertake a capacity mapping of partners and stakeholders to:
   i. Identify gaps and challenges that can be addressed with regard to advocacy and awareness, social mobilization, and direct interventions such as education, employment, skills training, social protection and capacity-building;
   ii. Identify the (institutional, financial, membership) capacity of cooperatives, business associations and microfinance institutions;
   iii. Review on-going and where relevant, past initiatives on child labour elimination and promotion of children’s education and development; and
   iv. Identify the gaps at primary schools, vocational training centres and apprenticeship programmes in the selected districts in relation to extra-curricular activities, e.g. child rights, child labour, gender socialization, HIV and AIDS and psycho-social issues. That is, are primary schools, vocational training centres and apprenticeship programmes accessible and suitable for ex-child labourers?

3. Develop recommendations for appropriate strategies and roles for implementing agencies, key partners (particularly District Authorities, ILO constituents, NGOs) in the target district.

1.2 Research methods and tools

The Terms of Reference (ToR) for this study indicated that Rapid Assessment Methodology (RASM) was to be used to study child labour in tobacco growing communities in three districts namely Uyui, Kaliua and Urambo in Tabora Region. This methodology according to the ILO and UNICEF (2005) Manual on Child
Labour Rapid Assessment Methodology is an innovative methodology that employs several research strategies simultaneously. It aims at a relatively rapid result studying of a specific problem or issue. Compared to other research methodologies such as large scale surveys, rapid assessment makes limited demand on resources of time and money and usually extends not more than six months from start to finish.\(^2\) Subsequent findings and interpretations can provide a basis for formulating action oriented strategies and implementing intervention policies.

RASM is generally described as being primary a qualitative methodology. Qualitative methods generate non numerical data; this means that they focus on ‘how’ and ‘why’ questions thus gathering of mainly verbal data rather than measurement. Therefore, its primary aim is to provide a complete detailed description of the research topic and this makes it to be more exploratory in nature. That is why unstructured methods of data collection are used to fully explore the topic by open ended questions and uses judgment sampling (non-probability approach). Nevertheless, this methodology frequently integrates quantitative methods which address the “what” and use systematic standardized approaches to generate numerical data or information that can be converted into numbers in order to complement the qualitative data to make the study findings richer.\(^3\)

However, one drawback of RASM is the fact that it is applied to small populations in limited areas and its results cannot be generalized to other populations of working children, even those working in the same occupation in nearby regions. Unlike a national survey, which uses samples statistically representative in some way of the general research population, RASM produces findings that apply in a more limited context. In this particular study, RASM was carried to inform the implementation of a programme to reduce the worst forms of child labour in tobacco growing communities in the above mentioned districts under the Achieving Reduction of Child Labour in Supporting Education (ARISE).

In this RAS four (4) research assistants who were Community Development Officers were mobilized within the selected District Officers and trained to carry out the exercise. The training included an introduction to the topic being studied, research methodology and ethical issues in conducting a RAS with children.

### 1.3 Sampling procedure

The selection of RAS districts in Tabora Region and the primary cooperative unions and even the majority of the villages was made by JTI\(^4\). The RAS team dealt with the sampling of working children key informants and FGDs respondents. In doing so it employed the judgmental sampling method. This technique, also known as purposive sampling allows the research team to choose whom they think are the appropriate (due to qualities the informant possesses) respondents for the study. For the working children the RAS team made sure that the sampled children were as follows:

- Children who were aged 5-11 years who were engaged in any light work, regular work, or unconditional worst forms of child labour;
- Children who were aged 12-14 years if they were engaged in any work, that includes regular work taking 2 or more hours per day, hazardous work, or unconditional worst forms of child labour; and
- Children who were aged 15-17 years if they were engaged in any work for 6 or more hours per day, hazardous work, or unconditional worst forms of child labour

During the RAS exercise deliberate efforts were made to include both male and female working children.

As a Rapid assessment, however, there is no claim to any generalization of the results. The assessment did not seek to be statistically reliable at the national level, but sought to provide in-depth qualitative information in

\(^2\) This RAS took less than two months from 7th December 2015 to 31st January 2016.


\(^4\) The RAS team in collaboration with the Igombemkulu Ward Executive Officer agreed the RAS should be carried out in Imara Village which was at the center of Igombemkulu Ward.
relation to child labour in tobacco growing communities in the selected villages and quantified estimates for the specific children interviewed. Although no generalizations of the findings of this study can be made largely on the basis of the sample, it is worth noting that the responses from the respondents had formed a pattern. The sample sizes for each group of respondents in the study are detailed in the profile of respondents below. The findings of this study should be viewed against this backdrop.

### 1.4 Profile of respondents

The assessment had a total sample of 105 children (aged 5 to 17) for the child survey, 36 key informants, 50 farmers/parents and 7 focus group discussions as shown on Table 1.1 below.

Initially eight (8) Primary Cooperative Unions thus eight (8) villages were selected for this RAS; however, the RAS team didn’t visit the eight Primary Cooperative Union as explained in the limitation of the study section below. Moreover, the above table does not include key informants interviewers who were interviewed outside the targeted villages who were in total 16.

#### TABLE 1.1: PROFILE OF RESPONDENTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Selected Primary Cooperative Union</th>
<th>Targeted Village</th>
<th>Children Interviewed</th>
<th>Key Informants Interviewed</th>
<th>Focus Group Discussion</th>
<th>Parents/Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Igombemkulu (Kaliua District)</td>
<td>Imara</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Migungumalo (Uyui District)</td>
<td>Migungumalo</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>Mwongozo (Kaliua District)</td>
<td>Mwongozo</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Katunguru (Urambo District)</td>
<td>Katunguru</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Usaguzi (Kaliua District)</td>
<td>Tuombe Mungu</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Mwenge (Urambo District)</td>
<td>Itebulanda</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>Chimbuko (Kaliua District)</td>
<td>Mtakuja</td>
<td>15</td>
<td>5</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>105</strong></td>
<td><strong>35</strong></td>
<td><strong>7</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

*Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.*
1.5 Limitations of the study

The findings presented in this report are subject to a number of limitations. These include:

v. The United Republic of Tanzania is against child labour and that is why it has ratified both the ILO Conventions No. 138 and 182 and taken steps to include the Convention stipulations into national law. District Councils are also against child labour, that is why some of them have already established district child labour committees, this is the same with some of the village governments. JTI through its Tobacco Leaf Technicians using its Agricultural Labour Practices (ALP) has been actively campaigning against children for tobacco production. At the same time the majority of parents or guardians in targeted villages due to poverty cannot hire labour to work in their fields/farms; thus, they still heavily rely on their children’s labour for most activities in their households including farming of both tobacco and other crops and livestock rearing. Therefore, the child labour issue is very sensitive in the targeted villages. Hence, responses of some respondents, particularly parents or guardians of working children might not have been frank, given the fact that they are employing children.

vi. The fieldwork was conducted during the heavy rainy season in the month of January. This caused difficulties in accessing some villages. Moreover, this caused some difficulties in carrying out the RAS exercise especially on transecting in the targeted villages to find working children.

vii. The field data collection was undertaken in a short period of time. Initially it was planned on average, the exercise to take only one and a half day per village. This included reporting to the Ward Executive Officers to get a research permit for the targeted villages which were under their jurisdictions. At the village level a lot of time was spent in explaining the purpose and how the RAS will be carried out and organizing logistics for the same. A number of key informants, especially parents or guardians were very busy with farming activities and thus they were requesting appointments that fell outside the time set for their respective study sites.

viii. Due to the fact that the RAS methodology has inherent limitations as explained in the methodology section, most of the information which was collected was qualitative and therefore descriptive. Consequently, most of the data collected is specific to the study sites. Therefore, the findings cannot be generalized.

1.6 Profile of Tabora Region

1.6.1 Location

Tabora is located in the mid-Western part of Tanzania lies between latitude 4 to 7 South and longitude 31 to 34 east covering an area of about 76,663 square kilometers (which is 9 per cent of the land area of Tanzania Mainland). The region borders Geita, Shinyanga and Simiyu to the North, Singida Region to the East, Mbeya and Rukwa region to the South and Katavi and Kigoma regions to the West. Tabora Region is divided into 166 Wards and seven (7) districts the districts are Tabora Municipal (the regional capital) Igunga, Nzega, Sikonge, Uyui, Urambo and Kaliua; the last three are the ones targeted for this RA.

1.6.2 Demographic

According to the 2012 Population and Housing Census Tabora Region has 383,432 households and a total population of 2,291,623 inhabitants from 1998 to 2012 the region has seen a population increase of 54 per cent with an annual population growth rate of 2.9 per cent from , 2002 to 2012. An estimated 87.4 per cent of the population (2,004,114) live in rural areas making the region one of the most rural in the country. About 48.1 per cent of the region’s population is between 15 to 64 years. The regional population density has risen by 120.6 per cent from 13.6 per square kilometers in 1988 to 30 per square kilometers in 2012. Heads of households are predominantly males. The average household size comprise six household members which predominantly males. The average household size comprise six household members which donate the highest size in Tanzania. The table below shows the population of the targeted districts.
### TABLE 1.2: Population of Targeted District

<table>
<thead>
<tr>
<th>No.</th>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Average Household Size</th>
<th>Sex ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Uyui</td>
<td>196,446</td>
<td>200,177</td>
<td>398,623</td>
<td>6.6</td>
<td>98</td>
</tr>
<tr>
<td>2</td>
<td>Urambo</td>
<td>95,997</td>
<td>96,784</td>
<td>192,781</td>
<td>5.9</td>
<td>99</td>
</tr>
<tr>
<td>3</td>
<td>Kaliua</td>
<td>196,369</td>
<td>196,989</td>
<td>393,358</td>
<td>6.2</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: National Bureau of Statistics

1.6.3 Livelihood activities

According to the 2012 National census Tabora Region’s per capita income is TShs. 770,866/=, agriculture and livestock keeping are the main livelihood activities accounting for over 80 per cent of households depending on them. 16 per cent of the households are engaged in private non agriculture activities and only 7 per cent hold formal employment.

1.6.3.1 Agriculture

Agriculture is the dominant economic sector in Tabora Region with 81.5 per cent of all households involved in cultivation. According to the 2012 National Census 64 per cent of Tabora residences are engaged in small scale farming and tobacco farming is decidedly the region’s main cash crops and contributes significantly to the household economy. However, the crop is considered a very labour intensive crop requiring extra labour from both family members and casual labourers during season peaks.

Agriculture is predominantly rain fed and subsistence farming is the main form of agriculture in Tabora Region. The main food crops include maize, paddy, groundnuts and beans.

Apart from agriculture households are also engaged in livestock keeping. Pastoralism forms an important part of Tabora economy and peoples’ livelihood. The region ranks 4th nationally in terms of livestock keeping. Some of the communities are principally pastoralists with at least part of the family moving with their herds through the year as they migrate to different grazing areas in different seasons. Common domestic animals are cattle, sheep, goats and chicken.

1.6.3.3 Artisanal fishing

Tabora Region has limited water resources therefore artisanal fishing activities are mainly confined to Lake Sagara, Ugalla River and Igombe River and in fabricated dams of Mwampuli and Igombe. Fish farming is very common in Lake Sagara as well as Ugalla and Igombe rivers.

1.6.3.4 Other livelihood activities

They include beekeeping, charcoal production, trade and commerce and mining activities.

1.6.3.5 Socioeconomic situation

The region ranks poorly in many important indicators as such as health, education and economic growth. Economic growth in the region has been significantly lower than the national average (5.4 per cent) at 3.8 per cent from 2005 to 2013. Literacy rate (59 per cent of adults) is the lowest in Tanzania. Moreover, the highest proportion of population who have never been to school is found in Tabora with 42 per cent of females and 34 per cent of males.

1.6.4 Location of the targeted villages

1.6.4.1 Uyui district

Uyui district is among the seven districts of Tabora Region. Most parts of the district are located in the central part of Tabora Region, and surround Tabora Urban/Municipal Council. The targeted villages were Migungumalo Village belonging to Migungumalo Primary Cooperative Union in Usagari Ward in Mabama North and Lupili Village belonging to Isanjo Primary Cooperative Union in Igalula Ward (RAS was not carried in the later village due to time constraints and heavy rains).
1.6.4.2 Kaliua District

Kaliua district is among the seven districts of Tabora Region and was established on 2nd March, 2012 and started functioning on 14th August 2013. Before that time, it was part of Urambo District. In Kaliua District the RAS was carried out in four targeted villages. The first village was Amani Village belonging to Igombemkulu Primary Cooperative Union in Igombemkulu Ward in Ulyankulu East. The second village was Mwongozo belonging to Mwongozo Primary Cooperative Union in Mwongozo Ward in Ulyankulu East. The third village was Tuombe Mungu belonging to Usaguzi Primary Cooperative Union in Usaguzi Ward in Kaliua East. The last village was Mtakuja belonging to Chimbuko Primary Cooperative Union also in Kaliua East.

1.6.4.3 Urambo District

Urambo district is among the seven districts of Tabora Region. The RAS in Urambo district was conducted in two targeted villages i.e. Katunguru village belonging to Katunguru Primary Cooperative Union in Usisya Ward which is Urambo East and Itebulanda village belonging to Mwenge Primary Cooperative Union in Nsenda Ward which is also in Urambo East.

1.7 Report structure

This report is divided into five chapters. The first chapter gives the background and scope of the study and outlines the methodology used. Chapter two gives a background to child labour and child labour legislative and policy frameworks. It starts with the International legislative and policy framework and ends up with National legislative and policy framework. Chapter three looks at the child labour issue drawing from interviews with working children in the selected villages, parents of working children and other key informants. Here the general characteristics of working children and the impacts of child labour are outlined. Chapter four is on capacity mapping of partner institutions and stakeholders. This chapter looks at institutional efforts, gaps and challenges in terms of ability to address the problem of child labour and the socio-economic situation of families from which children who work come from. The last chapter is a conclusion and offers some recommendations.
Several international legal and policy frameworks have been developed to combat child labour. Noteworthy are ILO Convention No. 138 on the Minimum Age, 1973, and ILO Convention No. 182 on the Worst Forms of Child Labour (WFCL), 1999. These two Conventions, along with other international Conventions protecting children, in particular the United Nations Convention on the Rights of the Child (adopted in 1989), are serving as guides to countries that are willing to prevent child labour, institute measures to ensure withdrawal of child labourers and mitigate the effects of child labour.

Article 1 of ILO Convention No. 138 on the Minimum Age states that ratified countries are obliged to “pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons”, while Article 2 states that the “minimum age specified by the Member country should not be less than the age of completion of compulsory schooling and not less than 15 years of age”. However, in certain circumstances a minimum age of 14 years may be applied.

Article 3 also stipulates that “The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardize the health, safety or morals of young persons shall not be less than 18 years”. Article 7 states that “While the minimum age of work is set at 14 years, but more commonly 15 years of age, a child is allowed to carry out ‘light work’ if they are over the age of 13 years. Light work constitutes work that is not harmful to the child’s health or development and does not stop them attending school or a relevant vocational training programme”.

ILO Convention No. 182 on the WFCL adopted in 1999 has been ratified by the United Republic of Tanzania, which has made a commitment to act to eliminate the WFCL as a matter of urgency.

Article 3 of the WFCL Convention reads as follows:

a) “all forms of slavery or practices similar to slavery, such as the sale and trafficking of children; debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

b) the use, procurement or offering of a child for prostitution, production of pornography or pornographic performances;

c) the use, procurement or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and

d) work which by its nature or by the circumstances under which it is carried out, is likely to harm the health, safety or morals of children."

The first three categories cover WFCL other than hazardous work. In all four categories, under no circumstances should children be employed in these activities. The fourth category is defined as “hazardous work”. While no child under 18 should be involved in hazardous work,
determination of what types of work qualify as hazardous needs to take place at national level.

In Table 2.1 the shaded areas are considered as child labour in line with ILO Conventions Nos. 138 and 182. Therefore, based on this framework, children considered to be in child labour in need of elimination are categorized as follows:

- Children aged 5-11 years if they are engaged in any light work, regular work, or unconditional worst forms of child labour (trafficked, in forced/bonded labour, armed conflicts, prostitution, pornography, and illicit activities);
- Children aged 12-14 years if they are engaged in any work that includes regular work taking 14 or more hours per week, hazardous work, or unconditional worst forms of child labour (trafficked, in forced/bonded labour, armed conflicts, prostitution, pornography, and illicit activities); and
- Children aged 15-17 years if they are engaged in any work for 43 or more hours per week, hazardous work, or unconditional worst forms of child labour (trafficked, in forced/bonded labour, armed conflicts, prostitution, pornography, and illicit activities).

### TABLE 2.1: CHILD LABOUR BY AGE, TIME AND WORKING CONDITIONS

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Forms of Work</th>
<th>Worst Forms of Child Labour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-hazardous work (in non-hazardous industries &amp; occupation and &lt; 43 hours/week)</td>
<td>Hazardous Work (In specified hazardous industries &amp; occupations plus &gt; 43 hours/week in other industries and occupations)</td>
</tr>
<tr>
<td>5 – 11</td>
<td>Light Work (&lt;14 hours/week)</td>
<td></td>
</tr>
<tr>
<td>12 – 14</td>
<td>Regular Work (≥ 14 hours/week and &lt; 43 hours/week)</td>
<td></td>
</tr>
<tr>
<td>15 – 17</td>
<td>Hazardous Work</td>
<td></td>
</tr>
</tbody>
</table>

The United Nations Convention on the Rights of the Child adopted in 1989 has been ratified by all but two countries in the world. Article 32 of the Convention on the Rights of the Child stipulates that:

1. State Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.

2. State Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Partie shall in particular:
   a) provide for a minimum age or minimum ages for admission to employment;
   b) provide for appropriate regulation of the hours and conditions of employment;
   c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 24 of the Convention on the Rights of the Child recognizes the right of all children to a high standard of health and Article 28 recognizes the right of all children to education. Article 3 of the Convention states that “In all actions concerning children…the best interests of the child shall be a primary consideration”.

2.2 National legal and policy framework

Child labour is widespread in Tanzania but is particularly endemic in rural areas where reliance on small-scale agriculture and chronic poverty make the problem more severe and persistent than in urban areas. According to the Tanzania Integrated Labour Force Survey of 2014 the following are the major findings as far as child labour is concerned:

i. There were 4.2 million (28.8%) children aged 5 to 17 engaged in child labour;

ii. There were also 8.3 million (56.8%) children aged 5 to 17 in child work and 2.1 million (14.3%) engaged in non-hazardous work;

iii. There is no gender difference in proportion of children engaged in child labour.

iv. The proportion of child labour in rural areas is highest (35.6%) compared to other urban (18.0) and in Dar es Salaam (3.6).

v. In Dar es Salaam and other urban areas, proportion of girls in child labour are slightly higher than those of boys. In contrast in rural areas proportion of boys in child labour is slightly higher (36.4% than that of the girls 34%).

vi. The proportion of children in hazardous child labour is 21.5% and that of non-hazardous child labour is 7.3%. Rural areas have the highest proportion (26.4 of children in hazardous child labour; followed by other urban 13.8% and Dar es Salaam 3.5%);

vii. A similar geographical pattern is depicted from nonhazardous child labour and higher than those of boys while in rural areas there is no gender difference.

Faced with this problem the Government of the United Republic of Tanzania has taken the following steps to combat child labour:


ii. In 1998: Ratification of ILO Convention No. 138 on Minimum Age;

iii. In 2001: Ratification of ILO Convention 182 on Worst Forms of Child Labour;

iv. Development of national and sectoral policies to address child labour issues;

v. In 2009: development of National Action Plan for elimination of child labour; and

vi. Enactment of Laws and Regulations on child labour and its worst forms.

The national and sectoral policies developed to address child labour issues include the following:

i. National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA):
Cluster II outlines issues regarding the improvement of quality of life and social well-being of children and considers child labourers among the most vulnerable groups.

ii. Child Development Policy: provides for the elimination of WFCL.

iii. National Educational Policy: promotes universal access to basic education including free education up to secondary school education (form four).

In 2009 the government developed the National Action Plan (NAP) on the elimination of child labour and its worst forms, produced by the various stakeholders involved in response to the need to prevent and eliminate the worst forms of child labour in Tanzania. Thus NAP reflects the collective commitment of Government, Association of Tanzania Employers (ATE), Trade Union Congress of Tanzania (TUCTA), International organizations, faith-based organizations, community-based organizations and Civil Society Organizations. At the same time it seeks to reinforce existing commitments and efforts to create a supportive and enabling environment for our children’s right to survival, development and protection by putting in place a framework for prevention of and response to WFCL.

The following is the rationale for the NAP:

i. NAP is a response to the need for a global action plan to reach the target of eliminating WFCL by 2016.

ii. NAP is also a response to the African Union pledge targeting elimination of WFCL in Africa by 2015.

iii. Tanzania is a signatory to the of the UN Conventions including the UNICEF’s Child Rights Convention (CRC), the ILO Minimum Age Convention (No. 138) and the Worst Forms of Child Labour Convention (No. 182).

Thus the overall objective of NAP is to reduce the incidence of child labour and Worst Forms of Child Labour at the household and community levels and in all sectors of the national economy in both rural and urban areas in the short run, and putting in place the requisite economic, social, policy and institutional foundations for elimination of all forms of child labour in the longer run.

The government has enacted the following regulatory frameworks: the Employment and Labour Relations Act (ELRAS) No. 4 of 2004; The Law of Child Act, 2009; and The Anti-Trafficking in Persons Act 2008; and it has prepared a list of hazardous work.

As far as child labour is concerned, the Employment and Labour Relations Act, No 4 of 2004:

i. prohibits employment of children younger than age 14, except in the case of light work;

ii. prohibits children younger than age 18 from working in dangerous environments;

iii. establishes criminal penalties for anyone employing children as follows:

- S. 5(1) of ELRAS prohibits employment of children aged less than 14.
- S. 5(2) of ELRAS allows children of under18 years to do light work. Light work is work which not likely to be harmful to the child’s health and development, and does not prejudice the child’s attendance at school, participation in vocational orientation or training programmes approved by the competent authority, or the child’s capacity to benefit from the instruction received.
- S. (5)(3) prohibits a child under 18 years of age from being employed in a mine or factory, or on a ship as crew, or at any other worksite - including non-formal settings and agriculture - where work conditions may be considered hazardous by the Minister.

Work prohibited under S. 5(4) is that which:

- (a) is inappropriate for child age;
- (b) places at risk the child’s well-being, education, physical or mental health, or spiritual, moral or social development.

However, ELRAS under S. 5(5) allows children to work:

- (a) on board a training ship as part of the child’s training;
BACKGROUND TO CHILD LABOUR

- (b) in a factory or a mine if that work is part of the child’s training.
- (c) at any other worksite on condition that the health, safety and morals of the child are fully protected and that the child has received or is receiving adequate specific instruction or vocational training in the relevant work or activity.

Under S. 5(7) & 102 (2), on conviction of an offence against a child one may be sentenced to:
- (a) a fine not exceeding five million shillings;
- (b) imprisonment for a term of one year;
- (c) both such fine and imprisonment.

Under S. 5(8) the burden of proof of the age of a child in proceedings lies with the person who procured a child for employment.

The Law of Child Act of 2009 also prohibits employment of children in exploitative labour in the formal and informal sectors and prohibits forced child labour, children working in hazardous work, and sexual exploitation of children:

- S. 12 prohibits harmful employment i.e. any activity that may be harmful to a child’s health, education, mental, physical or moral development.
- S. 77(1) provides for a child’s right to light work where the minimum age for employment of a child is 14 years.
- “light work” constitutes work unlikely to be harmful to the health or development of the child and does not prevent or affect the child’s attendance at school, participation in vocational orientation or training programmes, or the capacity of the child to benefit from school work.
- S. 78 prohibits employment of a child in any kind of exploitative labour
- Exploitative labour is that which;

- (a) deprives the child of his or her health or development;
- (b) exceeds six hours a day;
- (c) is inappropriate to his or her age; or
- (d) provides inadequate remuneration for the child.

- S. 79 prohibits night work (between 20:00hrs and 06:00hrs).
- S. 80 prohibits forced labour.
- Anyone who procures a child for forced labour commits an offence for which on conviction one may be liable to a fine of not less than 200,000/=, or to imprisonment for a term of six months, or both.
- S. 81 provides for children’s right to remuneration, i.e. the right to be paid remuneration equal to the value of the work done.
- It is an offence not to pay a child deserving of remuneration.
- S. 82 prohibits hazardous employment.
- Hazardous work shall include:
  - (a) going to sea;
  - (b) mining and quarrying;
  - (c) porterage of heavy loads;
  - (d) work in manufacturing industries where chemicals are produced or used;
  - (e) work in places where machines are used; and
  - (f) work in places such as bars, hotels and places of entertainment.

On the other hand the Anti-Trafficking in Persons Act No. of 2008 considers trafficking of children to be “severe trafficking,” a criminal offence with heavier penalties.

The government has also prepared a list of hazardous work. as required by the ILO Convention No. 182, which guides those concerned in the identification of child labour.
and its worst forms; however, the list has yet to be passed by the authorities concerned.

2.3 National Programmes on Child Labour

The International Programme of Eliminating Child Labour (IPEC) of ILO has been providing assistance to the United Republic of Tanzania and other social partners in Tanzania since 1994 with a view to designing and implementing specific action programmes aimed at prevention and elimination of child labour. One of the major programmes was the Time Bound Programme (TBP), the activities of which covered at least one of the targeted districts, namely Urambo district.

2.3.1 Time Bound Programme (TBP)

A TBP programme was a strategic framework involving tightened, integrated and coordinated policies and programmes to prevent and eliminate a country’s WFCL within a defined period of time by 2010. TBP Phase 1 commenced in September 2002 and concluded in August 2006 while Phase 2 commenced in September 2006 and concluded in February 2010. The initial focus was on four (4) priority sectors, namely commercial agriculture, mining, domestic work, and prostitution.

In phase 1 eleven (11) districts were selected for the project including Urambo district in Tabora Region. During that time Urambo district was the leading district in Tanzania for tobacco production. During phase 2 other districts, where children were involved in fishing, were added.

In phase 1 TBP targeted 30,000 children but succeeded in reaching 35,000, while in phase 2 22,000 children were targeted; a total of 20,143 children under the age of 18 were withdrawn and protected from exploitative work through provision of educational services.

In phase 2 more districts where children were engaged in fishing, including Zanzibar, were added to the project. The project also benefited 1,000 families in targeted communities by providing support for income generation activities and other services. It is unfortunate that none of the RAS targeted villages was covered by this project.

2.3.2 Other projects carried out in the targeted districts:

- Promoting Sustainable Practices to Eradicate Child Labour in Tobacco (PROSPER)

The PROSPER project started in 2011 and ended in 2015. It was designed to complement efforts by the government, employers, trade unions and CSOs towards the elimination of hazardous child labour in three major tobacco-growing districts of Tanzania (Urambo, Sikonge and Kaliua) within the context of the country’s National Action Plan (NAP). The project focuses on protecting children (5 - 17 years old) from exploitative, hazardous and worst forms of child labour; and protecting legally-working children (15 – 17 years old) in non-hazardous work in tobacco growing. The project was funded by the Elimination of Child Labour in Tobacco Foundation (ELCT) and was implemented in Tabora Region specifically in Urambo, Kaliua and Sikonge Districts by Winrock International. The activities carried out in this project included the following:

i. Identification of working children;
ii. Provision of education alternatives;
iii. Awareness raising on child labour;
iv. Livelihoods/economic strengthening;
v. Capacity-building on child labour; and
vi. Occupational safety and health.

However, the PROSPER programme targeted villages other than those targeted by the RAS.

- Towards Sustainable Action for Preventing and Elimination of Child Labour in Tobacco Farming in Urambo District.

This project started in January 2007 and ended in March 2011. However, the targeted...
villages in this project were not the same as those targeted by the RAS.

Urambo Tobacco Sector Project (UTSP)
This project focused on addressing child labour in tobacco-growing in the district of Urambo in Tabora Region. The project had two phases, the first from January 2004 to December 2006 and the second from January 2007 to December 2010. It was implemented by IPEC/ILO and funded by the Foundation for the Elimination of Child Labour in Tobacco (ECLT). However, the targeted villages in this project were not the same as those targeted by the RAS.

Tanzania Education Alternatives for Children (TEACH)
This project started in September 2006 and ended in November 2010. The objective of the project was to reduce the incidence of the worst forms of child labour. Its intermediate objectives include:

- supporting the education of children withdrawn and protected from exploitative labour in remote rural areas;
- strengthening formal and transitional education systems;
- raising awareness of the importance of education for all children;
- strengthening national institutions and policies on child labour; and
- ensuring the long-term sustainability of all project objectives

By way of a summary of achievements in Urambo district, the project:

i. distributed two hundred and forty (240) scholarships for students in Complementary Basic Education and Training (COBET) or formal schools to help support the education of children withdrawn and protected from exploitative labour for four years;

ii. established five (5) Primary Feeder Schools, and trained two teachers for each Primary Feeder School;

iii. established five (5) Model Farm Schools and trained one teacher and one day care coordinator for each Model Farm School; it also recruited one hundred and seventy-five (175) interns from nearby Folk Development Centres for short instructional internships at schools; and

iv. enabled twenty-five (25) Teacher Leaders to train five of their peers on pedagogical tools for educating children withdrawn from exploitative labour;

v. trained thirty (30) community activists on child labour, leadership, awareness-raising strategies, and the Child labour Monitoring System (CLMS);

vi. enhanced COBET/ Mambo Elimu curricula for primary Feeder Schools;

vii. enhanced Vocational Education Training Authority (VETA) and Folk Development Centre’s curricula for Model Farm Schools;

viii. assessed the VETA program in collaboration with the Ministry of Education and Vocational Training;

ix. conducted the TEACH Awareness and Sustainability Campaign, held quarterly workshops for national partners and leaders, and mobilized resources to ensure the sustainability of efforts to fight child labour;

x. strengthened the child labour monitoring system (CLMS), encouraging broad community participation and providing training; and

xi. developed Primary Feeder School and Model Farm School Start-Up Kits.

The project benefited children from small farming families in rural areas. However the targeted villages in this project were not the same as those targeted by the RAS.
ABC Funded Programme

Under Brazil’s contribution to the ILO South-South and triangular Cooperation Strategy the cooperation project between Brazil and Tanzania was entitled “Support to the Implementation of the National Plan of Action (NAP) on Child Labour in Tanzania.” This project started in January 2011 and ended in 2013. Among other things this project supported the NAP dissemination workshops on the elimination of child labour and the worst forms of child labour. These workshops were held in 30 districts in Mainland Tanzania, in three phases. The second phase was in 2013 and covered 14 districts of which two were in Tabora Region, namely Tabora Municipal Council and Nzega District Council.

JTI’s Agricultural Labour Practices (ALP)

These practices are based on the International Labour Organization (ILO) Conventions and best practices in health and safety management which address the elimination of child labour, the rights of workers, and health and safety in the workplace as the three main pillars of the programme.

The ALP programme is designed to help growers achieve the ALP standards set out by JTI through the processes of observation, recording, understanding and improvement. The objective is to foster strong collaboration between JTI and its contracted growers through farm visits, support for growers and targeted social investment.

The ALP programme seeks continuous and sustainable improvements in standards on the farms with which JTI does business. JTI’s goal is to support a long-term relationship with the growers in order to continually improve practices. JTI constantly seeks a better understanding of social issues in the supply chain as these guide the setting of goals for social investment and establish indicators for measuring improvements.

JTI supports farmers and helps them understand and work towards achieving ALP standards.

The Leaf Production Technician visits farms to observe and report on areas in which growers do not meet standards or where opportunities for improvement exist. JTI seeks to understand the reasons for the current situation before developing appropriate improvements.

JTI’s ALP is based on the internationally-agreed definitions given in the ILO Conventions No. 138 and No. 182 as regards child labour that is not acceptable. JTI advises all growers with an integrated relationship with JTI to adhere to the local Tanzanian legislation.

JTI’s ALP recognizes two issues in relation to child labour, namely Minimum Age and Hazardous Activities. These issues are enlarged on below:

a) Minimum Age

Growers shall not use any form of labour performed by children or those under the minimum age as defined in Tanzanian legislation. Within the minimum age restriction there are defined criteria concerning both light work and the requirement that nobody under minimum age should be deprived of access to school.

a) Hazardous Activities

Children shall not carry out activities such as crop harvesting or other activities related to physical handling of green leaf tobacco, carrying of heavy loads, or those involving handling or application of crop protection agents (CPAs). Where national laws allow children aged 16 and above to carry out such work, JTI requires the health, safety and morals of the children to be fully protected, including comprehensive specific training of the children for the activity in question, in line with ILO recommendation No. 190.6

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6 No. 190: Recommendation concerning the prohibition and immediate action for the elimination of the worst forms of child labour.
3.1 Introduction

In this chapter the nature and extent of worst forms of child labour (WFCL) in the targeted tobacco growing villages will be presented. The chapter is divided into eight (8) sections. The first section presents the demographic variables of the working children; the second addresses their educational attainment; the third focuses on the socioeconomic characteristic of their parents or guardians; the fourth section presents the nature of the work children engaged in WFCL are doing; the fifth covers estimates of working children in the RAS targeted villages; the sixth addresses the working conditions of children engaged in the WFCL, the seventh covers the impact of child labour on the working children, and the eighth and final section addresses the causes of, knowledge of, and attitudes to child labour.

3.2 Demographic variables of working children

Demographic variables are essential both for interpretation of the Rapid Assessment findings and for programming interventions to alleviate the problem of child labour. Therefore, during the RAS exercise information was collected on gender, age, district and region of the children’s origins, household size, and the orphan status of working children.

3.2.1 Sex distribution

In this RAS a total of 105 working children, both male and female, were interviewed. Although the RAS team sought to interview an equal number of males and females, it was found at the end of the exercise that more males (57 per cent) than females (43 per cent) had been interviewed as reflected in Figure 3.1 below.

Figure 3.1: Sex Distribution of Working Children

![Sex Distribution of Working Children](image)

3.2.2 Age distribution

Figure 3.2 shows the percentage distribution of working children by age.

Figure 3.2: Age Distribution of Working Children

![Age Distribution of Working Children](image)
Figure 3.2 above shows that nearly half of the working children interviewed (47 per cent) were in the 15-17 year age group, followed by those in the 12-14 year age group (41 per cent). The remaining working children (12 per cent) were aged 5-11 years. These findings reveal that children below the school-going age and as young as 5 years old were also involved in child labour. This finding concurs with the observation made by Marty Otanez, a researcher at the University of California’s tobacco control research and education centre:

“In any country where tobacco is grown you find child labour starting at age five”

Figure 3.2 also indicates that children’s participation in child labour increases with age.

### 3.2.3 District of origin

During the course of this RAS working children were asked to name the districts where they were born. The aim of asking this question was to ascertain whether there were migrant children who came to the selected study areas to be employed. Table 3.1 shows the percentage distribution of interviewed working children according to the districts where they were born.

<table>
<thead>
<tr>
<th>No.</th>
<th>District born</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The same where interviewed</td>
<td>82</td>
<td>78</td>
</tr>
<tr>
<td>2.</td>
<td>District within Tabora Region</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>District outside Tabora Region</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

The findings presented in Table 3.1 above show that the majority (78 per cent) of the children were born in the same districts in which they were found during the RAS. The same table also indicates that the percentage of working children who migrated from other districts within Tabora Region and those who migrated from districts outside Tabora Region was about the same (11 per cent). The children who migrated from other regions mostly came from Kigoma, Singida and Dodoma. However, children who migrated either from another district within Tabora Region or from outside the Tabora Region claimed that they migrated with their parents or guardians or that they moved to their current districts for the purpose of schooling, and not for seeking employment since they were only working in their parents’ or guardians’ households.

Figure 3.3 shows the percentage distribution of working children by district where they were born, broken down by gender.
The finding presented in Figure 3.3 above shows that the majority (more than two-thirds of boys and more than three-quarters of girls) of the children were born in the same district in which they were found during the RAS. For those who migrated either from other districts within Tabora Region or from outside Tabora Region the percentages for boys were higher than those for girls.

3.2.4 Household Size

It has been widely argued that the larger the household, the more vulnerable the children in the household are to child labour. Therefore, it was important to examine the size of the households of working children to know whether this had any bearing on the causes of child labour in the surveyed villages. Therefore working children were asked to reveal their household sizes and their responses are summarized in Figure 3.4 below.

Figure 3.4 shows that nearly one quarter (24 per cent) of working children were from very large households with 10 members or more. The above findings also shows that half were from households with between 5 and 9 members. This finding is an indication that households in the selected villages are generally very large.

3.2.5 Orphan status of children

During the RAS working children were asked if both their parents were alive and, if this was not the case, they were then asked which of their parents was not alive in order to ascertain their precise orphan status. After interviewing all the working children it was found that nearly three-quarters (74 per cent) were not orphans, and only 26 per cent were orphans. The latter were either single orphans who had lost either their mothers or their fathers but not both, or orphans who had lost both parents. Figure 3.5 below shows the status of those children who were orphans.

Figure 3.5 shows that the majority (89 per cent) were single orphans. However, more children (56 per cent) had lost their fathers compared to those who had lost mothers (33 per cent). Normally fathers are likely to be the breadwinners in most households and their demise pushes the household into deeper
Figure 3.4: Household Size Working Children

- 0 to 4: 27%
- 5 to 9: 50%
- 10 and above: 24%

Figure 3.5: Orphan Status of Working Children

- Both Parents: 33%
- Father: 56%
- Mother: 11%
poverty. Children in poor households are therefore likely to engage in work to earn their own income or to supplement that of their households. Likewise orphans of both parents are also more vulnerable to engaging themselves in child labour. Focus group discussions and interviews with key informants confirmed this situation.

3.2.6 HIV and AIDS and child labour
In this RAS it was observed that a small number of working children interviewed were either single or orphans of both parents. However, during the RAS the questionnaire for working children did not seek to establish the cause of death although we know that Tabora Region has an HIV and AIDS prevalence of 5.1 per cent; thus it was very difficult for this RAS to establish whether HIV and AIDS contributed to the orphanage of children in the target villages. On the other hand KI interviewees and FGD participants were of the opinion that nowadays most heads of households, especially tobacco farmers, have changed their behaviour; and instead of engaging in risky sexual behaviour after being paid they now concentrate on positive activities such as building good houses and buying motorcycles (bodaboda).

3.3 Education of working children
In this RAS information on educational attainment was collected for all children interviewed, the aim being to ascertain the different levels of education attained by working children in the targeted villages. The RAS team started by asking the respondents if they were in school or not. Those who were in school were further asked in which standards or classes they were studying, while those not in school were asked why they were not. Table 3.2 shows the distribution of working children by age according to whether or not they were in school.

**TABLE 3.2:** Percentage distribution of working children by whether they were schooling or not and age (N = 105).

<table>
<thead>
<tr>
<th>No.</th>
<th>Age Group</th>
<th>Are you in school?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No. %</td>
<td>No.</td>
</tr>
<tr>
<td>1.</td>
<td>5-11 years old</td>
<td>12   11</td>
<td>1   1</td>
</tr>
<tr>
<td>2.</td>
<td>12-14 years old</td>
<td>23   22</td>
<td>20  19</td>
</tr>
<tr>
<td>3.</td>
<td>15-17 years old</td>
<td>27   26</td>
<td>22  21</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>


Table 3.2 above reveals that there were more working children who were in school (59.0 per cent) than those who were not (41.0 per cent). The same Table 3.2 shows that for working children, whether or not they were in school, their participation in child labour increased with age.
TABLE 3.3: Percentage distribution of working children by their standards/classes and age (N = 62)

<table>
<thead>
<tr>
<th>Standard/Class</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5-11 yrs</td>
</tr>
<tr>
<td>Standard/Class 1</td>
<td>8.3%</td>
</tr>
<tr>
<td>Standard/Class 2</td>
<td>25.0%</td>
</tr>
<tr>
<td>Standard/Class 3</td>
<td>25.0%</td>
</tr>
<tr>
<td>Standard/Class 4</td>
<td>41.7%</td>
</tr>
<tr>
<td>Standard/Class 5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Standard/Class 6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Standard/Class 7</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

The findings of Table 3.3 above concur with the findings of Table 3.2 in that the participation of school age children in child labour increases with age (in this case by standards/classes.) Of 43 working children who were not in school, 17 (39.5 per cent) never enrolled for primary school education, 12 (27.9 per cent) dropped out of primary school education and 14 (32.6 per cent) reported having completed primary school education. Table 3.4 shows the percentage distribution of working children according to the reason given for never having enrolled in primary school education.

TABLE 3.4: Percentage distribution of working children by reason for never having enrolled for primary school education (N = 17).

<table>
<thead>
<tr>
<th>No.</th>
<th>Reason</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents/guardian were very poor</td>
<td>2</td>
<td>11.8</td>
</tr>
<tr>
<td>2.</td>
<td>Parents/guardian were not responsible</td>
<td>6</td>
<td>35.3</td>
</tr>
<tr>
<td>3.</td>
<td>There was no school/the school was very far</td>
<td>9</td>
<td>52.9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>17</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

Table 3.4 above shows that slightly more than half (52.9 per cent) of all working children said they were not enrolled because there were no schools or because the nearest school was very far away from where they were staying. The second reason, mentioned by slightly more than one-third of all working children who never enrolled, was that their parents or guardians were not responsible; this means that, according to them, their parents or guardians had no good reason for failing to enrol them. The least common reason was their parents or guardians were very poor to the extent that they were unable to enrol them.

Figure 3.6 overleaf shows the percentage distribution of non-school-going working children according to the reason for never having being enrolled in primary school, broken down by gender. It reveals that all female working children who were never enrolled gave the reason that there was no school or that the nearest school was very far away. One-half of the male children said they were never enrolled because their parents or guardians were not responsible, followed by one-quarter who mentioned that they were never enrolled because there was no school or because the school was very far away.
Figure 3.6: Percentage Distribution of Working Children by reason for Never being Enrolled in School and by Sex

Among the 43 working children who were not in school, 12 (27.9 per cent) dropped out of primary school education. Table 3.4 shows the percentage distribution of working children by reason for dropping out.

Table 3.5: Percentage distribution of working children by reason for dropping from primary school education (N = 12).

<table>
<thead>
<tr>
<th>No.</th>
<th>Reason</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My parents or guardians moved far away from school</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>2.</td>
<td>My parents or guardians were very poor</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>3.</td>
<td>I needed to work to contribute to the family income</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

Table 3.4 above shows that three-quarters of all working children said they dropped out of primary school education because their parents or guardians were very poor to the extent that they were unable to buy school uniforms and school materials, quite apart from their being unable to pay the required contributions to the different schools. About one-sixth informed the RAS team that they dropped out in order to work so as to be able to contribute to their family income. The least common reason given, by 8.3 per cent, was that their parents or guardians moved far away from school. During FGDs some of the participants blamed school contributions as being too heavy a burden for their poor parents to cope with, thereby compelling them to allow their children to drop out of school.
3.4 Socioeconomic characteristics of parents or guardians of working children

3.4.1 Smallholder farmers
Farmers in the targeted villages are smallholders who mostly own between less than a hectare and three hectares. They depend on rain for cultivation and mostly use manual hoes, a small number using ox-drawn ploughs. All farming activities are carried out using mainly menial family labour. As a result their crop yields are low and thus they remain poor.

3.4.2 Education status of parents or guardians of working children
Working children who were interviewed were also asked about the education status of their parents or guardians. Their responses to this question are shown in Figure 3.7 overleaf.

Figure 3.7: Education of Parents/Guardians of Working Children

![Bar chart showing education levels of parents or guardians of working children]

- I don't know: 21%
- Above Secondary: 4%
- Secondary school: 7%
- Primary school: 52%
- Never attended school: 16%

Figure 3.7 above reveals that, for more than half (52.4 per cent) of the working children who were interviewed, their parents or guardians had only completed primary school education. The same table reveals that more than one-fifth (21.0 per cent) of the interviewed children did not know the levels of their parents’ or guardians’ education. This response from the children suggests that their parents may not have had any education at all. Further analysis of the results also reveals that few (10.5 per cent) of the parents or guardians had attained schooling in secondary school and beyond. Children with parents of low education status are unlikely to see the benefits of education and could end up in child labour.

3.4.3 Houses of parents or guardians of working children
Another criterion used by the RAS team to determine the socioeconomic characteristics of the parents or guardians of working children concerned the types of houses in which they lived. The responses to this question by the working children interviewed are shown in Table 3.5 below.
### Table 3.6: Percentage distribution of working children by type of houses of their parents or guardians (N = 105).

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of house</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mud walls thatched with grass</td>
<td>76</td>
<td>72.4</td>
</tr>
<tr>
<td>2.</td>
<td>Mud bricks walls and roofed by corrugated iron sheets</td>
<td>23</td>
<td>21.9</td>
</tr>
<tr>
<td>3.</td>
<td>Burnt/Cement brick wall, roofed by corrugated iron sheets and cemented</td>
<td>6</td>
<td>5.7</td>
</tr>
</tbody>
</table>

**Source:** Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

Table 3.5 above shows that the majority (72.4 per cent) of parents or guardians of working children are very poor and thus their houses had mud walls thatched with grass. They are followed by those who managed to build houses of mud bricks, roofed with corrugated iron sheets (21.9 per cent). Only 5.7 per cent could afford houses built with burnt bricks or cement bricks, roofed with iron sheets and with their floors and sometimes cemented walls.

### Table 3.7: Percentage distribution of working children by type of work they were engaged in (N = 105)

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of work</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agriculture – tobacco farming</td>
<td>31</td>
<td>29.5</td>
</tr>
<tr>
<td>2.</td>
<td>Agriculture – other crops</td>
<td>27</td>
<td>25.7</td>
</tr>
<tr>
<td>3.</td>
<td>Pushing carts or directing animal-driven carts</td>
<td>13</td>
<td>12.4</td>
</tr>
<tr>
<td>4.</td>
<td>Livestock herding</td>
<td>10</td>
<td>09.5</td>
</tr>
<tr>
<td>5.</td>
<td>Restaurant work</td>
<td>9</td>
<td>08.6</td>
</tr>
<tr>
<td>6.</td>
<td>Domestic work</td>
<td>6</td>
<td>05.7</td>
</tr>
<tr>
<td>7.</td>
<td>Ploughing using oxen</td>
<td>4</td>
<td>03.8</td>
</tr>
</tbody>
</table>

**Source:** Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

Table 3.6 reveals that the majority (29.5 per cent) of working children interviewed were engaged in agriculture producing tobacco. One-quarter were engaged in farming crops other than tobacco, including maize, groundnuts, sunflower and beans. 12.4 per cent were pulling carts or directing animal-driven carts (mikokoteni) used to carry a number of items including bricks, sand, water, firewood and so forth depending on the client who hired that service. The remaining types of work, namely livestock herding, restaurant work, domestic work and ploughing in fields or farms attracted more than one-quarter of all working children but no single category accounted for more than 10 per cent.

Figure 3.8 shows the percentage distribution of working children by type of work and by gender.
Figure 3.8: Percentage Distribution of Working Children by Nature of Work Which They Were Engaged by Sex

Figure 3.8 reveals that, as in other places, the type of work performed by working children in the targeted villages was gender-sensitive. For example, restaurant work and domestic work was performed only by girls, while pulling carts, directing animal-driven carts, livestock herding and ploughing with oxen were all performed only by boys.

Figure 3.8 also reveals that for working children engaged in the production of tobacco, the percentage of girls was significantly higher than that of boys. This finding is at variance with most findings elsewhere, more boys than girls usually being involved in tobacco production. The reasons behind this unique finding may be due to the timing of the RAS exercise, which

Figure 3.9: Working Children by Nature of Work Which They Were Engaged by Age
started in early January when the major activity in tobacco production in the targeted villages is weeding. It was also the time when primary schools opened for the first term for the 2016 academic year, and therefore most working children who were also in school could work in the evening after school, as well as during weekends, public holidays and school vacations.

Figure 3.9 above represents the same activities performed by working children broken down by age groups. It shows that working children aged 5-11 dominated work in farming of crops other than tobacco. Children aged 12-14 were predominantly involved in pushing carts or directing animal-driven carts while children aged 15-17 years were mainly involved in tobacco production, restaurant work and domestic work.

Another significant observation on Figure 3.9 is that restaurant and domestic work were not performed by children aged less than 12 years. The main reason here may be that these activities were performed by working children in employment. Thus residents in the targeted villages who were able to employ staff preferred to hire at least older children who were legally allowed to do light work, so as to avoid being prosecuted for employing very young children although, as will be seen later, they ended up doing arduous work.

3.5.2 Tasks performed by working children

3.5.2.1 Agriculture – tobacco production

Working children in tobacco growing perform many different activities depending on a production cycle that lasts approximately nine (9) months as shown in Table 3.7 below.

During the FGDs with parents of working children and KI interviewees it was mentioned that children are involved in almost all the activities shown in Table 3.7 above. However they insisted that there were some variations in the level of participation by working children in each activity. While many children participate in most activities such as raising and transplanting, weeding, and applying fertilizer, there were other tasks that were largely undertaken mostly by older children of more than 15 years of age. These include field preparation and stamping, construction of sheds and barns, cutting of trees for firewood, packaging, curing, and spraying. These tasks are more physically demanding and, according to FGDs and KI interviewees, such tasks are largely undertaken by boys.

During the RAS working children engaged in tobacco production were also engaged in weeding.

3.5.2.2 Agriculture – other crops

Working children involved in cultivation of crops other than tobacco were performing a limited number of tasks, depending on a cycle that lasts approximately nine (9) months as compared to their colleagues working in tobacco production. The major activities in production of other crops included field preparations, planting, fertilizer application, spraying of pesticides, weeding, harvesting and carrying of harvested crops from field to home or to market places.

3.5.2.3 Pushing carts and directing animal-driven carts

The RAS team observed that apart from pushing carts or directing animal-driven carts working children engaged in this type of work were supposed to load and unload whatever items they were transporting. During the RAS the team observed those carts carrying items such as bricks, sand, water and firewood.

3.5.2.4 Herding livestock

During the RAS children were found herding cattle, goats and sheep. The team was informed that herding activities involve keeping the animals together and retrieving those that wander off, separating fighting animals, watching over their safety (as they can have accidents, be attacked by wild animals or stolen by raiders). Herding may also involve various other activities such as caring for sick animals and collecting water and fodder, especially for calves.

3.5.2.5 Restaurant work

The RAS team observed working children in restaurants in the targeted villages performing a number of tasks which included cleaning of workplaces and utensils, preparing and cooking of food, collection of water and sometimes of firewood, and serving customers.
Table 3.8: Activities performed in tobacco production.

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Field preparation</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Construction of barns</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Raising and transplanting</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Fertilizer application</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Spraying pesticides</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Weeding</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Topping and suckering</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Harvesting</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Carrying tobacco leaves to dry sheds</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Drying and curing</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Grading</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Transporting to collection points</td>
<td></td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.
3.5.2.6 Domestic work
As elsewhere, children employed as domestic workers performed multiple tasks for the “price of one job.” The RAS team was informed and observed some of their main duties which included cleaning of houses and surrounding yards, washing and ironing of clothes for almost all members of the household, preparation and cooking of food, fetching of water and firewood, and taking care of young children and other persons including the elderly.

3.5.2.7 Ploughing in paddy fields using oxen
During the RAS the team observed some working children using oxen to plough flooded paddy fields.

3.5.3 Children’s working conditions
3.5.3.1 Working environment
During the RAS children participating in agricultural activities were mainly weeding. However the RAS team discussed with children engaged in tobacco production all the activities shown in Table 3.8 above. While children work in open tobacco fields, they have to endure intense heat from sunlight. Children also spend many hours stringing and grading tobacco in unsanitary makeshift sheds with little ventilation. Children work without protective gear such as special clothes, gloves and respiratory masks when handling fertilizers, pesticides and tobacco leaves. In the selected villages the bulk of work in tobacco production is undertaken manually using tools such as hoes, shovels, machetes, axes, knives, and watering cans, which is tiring and may cause injury to children. Farmers do not have any first aid kit that could be of assistance in the event of injury and children would have to walk to a health centre to seek medical attention. School-going children often have to walk from home to the tobacco fields and back home to prepare for school.

Almost the same condition applies to children engaged in the growing of other crops as regards undue exposure, whether to intense heat from the sun or, sometimes, to rainfall. As with tobacco production children used traditional tools such as hand hoes which are tiring to use and may cause injuries. Likewise crops such as maize need fertilizers and pesticides, and children applying them work without protective gear.

The working conditions of other children, especially those employed in restaurants and domestic work, are appalling, as one FGD participant tried to explain.

“First of all they perform multiple jobs for “a price of one job” and they toil for long hours a day and for seven days a week without resting. The combination of duties leads to exhaustion and depression by the end of the day thus complaining of back pain, weak knees and shortness of breath.”

One key informant described the bad working condition of the same workers but focused instead on their contracts and wages:

“Restaurant and Domestic work operate as unregulated field structured by loose verbal agreements where rules, rates of pay and time of work are not really addressed. Agreements between employers and the workers are largely based on oral, unwritten contracts.”

Children who are herding cattle, goats and sheep are at risk from extreme weather conditions, solar radiation, lack of drinking water, and other hazards. They are exposed to respiratory infections caused by cold and wet working conditions, illness through drinking stagnant or polluted water, attacks from dangerous wild animals and insects, cuts, bruises, thorns, skin cancer and dehydration.

3.5.3.2 Working hours
During the RAS the working children interviewed were asked to estimate the average number of hours they normally spend in carrying out the wok they were doing. This was a challenging question for working children because almost all lacked watches. Moreover a substantial number were illiterate and therefore their estimates may have not been precise.

Nevertheless, Figure 3.10 presents the estimated working hours mentioned by the working children, by gender.
Figure 3.10 above indicates that half (50 per cent) of the working children were working between 5 and 8 hours a day. Few (12 per cent) estimated that they were working between 2 to 4 hours a day. More than one-third (37 per cent) estimated that they were working for more than 8 hours per day which was beyond the standard working hours limit for adults.

According to one FGD participant, the working hours for working children depended on their activity, regardless of their age or of whether or not they attended school. The participant continued to elaborate by saying that activities which force children to work for more hours are those such as domestic and restaurant work in which the children have to start work early in the morning and continue until late at night. Another activity which involves long working hours is livestock herding. The participant also observed that children attending school are restricted to working longer hours compared with those not in school except during weekends, public holidays and during school vacation. The participant indicated that it is obvious that young children aged below 12 years work less than older children aged 15-17 years.

3.5.5.3 Wages/Income

In this RAS it was discovered that only 27 out of 105 (i.e. just over a quarter) of working children were being paid wages or earning their own income from the work they were doing. The remainder (about three-quarters) were unpaid workers working for their household (this included all children engaged in tobacco production since none was employed outside their household).

Children who worked as employees or were earning an income from the work they were doing were asked how much they were earning, either per day or per month, and the RAS Team expressed that income data on an annual basis for the purposes of comparison, as shown in Table 3.8.
Table 3.9: Percentage distribution of working children by their annual income (N = )

<table>
<thead>
<tr>
<th>No.</th>
<th>Amount</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Less than TShs. 240,000/=</td>
<td>62</td>
</tr>
<tr>
<td>2.</td>
<td>TShs. 240,000/= TShs. 360,000/=</td>
<td>22</td>
</tr>
<tr>
<td>3.</td>
<td>More than TShs. 360,000/=</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>27</td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

Table 3.8 above reveals that, of working children who were being paid or earning an income, the majority (62 per cent) were earning less than TShs. 240,000/= annually. Those earning more than TShs. 360,000/= a year accounted for only 7 per cent. These findings shows that working children are generally paid very little, and provide very cheap labour.

Table 3.10: Percentage distribution of working children by how they benefit from working in their households (N = )

<table>
<thead>
<tr>
<th>No.</th>
<th>Benefit</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>They are provided with food by their parents or guardians</td>
<td>42</td>
</tr>
<tr>
<td>2.</td>
<td>They are provided with basic needs by their parents or guardians</td>
<td>56</td>
</tr>
<tr>
<td>3.</td>
<td>They are given money to buy their basic needs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

As Table 3.9 indicates, the majority (56 per cent) of children who work as family labour (unpaid) in the targeted villages are provided with basic needs. The following quote from a focus group discussion underlines the point:

“At the end of the crop-growing season or whenever the family enterprise makes a profit; parents or guardians provide their children with basic items which include food, clothes and uniforms plus school materials like exercise books for those who are schooling.”

In responding to the same question other working children (42 per cent) mentioned that they were provided with food by their parents or guardians. Very few children (2 per cent) said that they were given money to buy their basic needs themselves.

3.5.4 Estimates of working children in targeted villages

The estimates of working children in the targeted villages were arrived at through physical counting of children found working during the RAS transecting and when administering working children questionnaires, as well as through comparing with figures given by KI interviewers in the respective targeted villages. Table 3.10 summarizes the estimated number of children working for each type of work in the targeted village.
### TABLE 3.11: Estimated number of working children by type of work in each targeted village

<table>
<thead>
<tr>
<th>No.</th>
<th>Targeted Village</th>
<th>Type of work children are engaged</th>
<th>Interviewed children during RAS</th>
<th>Estimated working children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Imara</td>
<td>Agriculture – tobacco production</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal driven carts</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>64</strong></td>
</tr>
<tr>
<td>2.</td>
<td>Migungumalo</td>
<td>Agriculture – tobacco production</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal driven carts</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>73</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Mwongozo</td>
<td>Agriculture – tobacco production</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal-driven carts</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>55</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Katunguru</td>
<td>Agriculture – tobacco production</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal-driven carts</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td><strong>15</strong></td>
<td><strong>50</strong></td>
</tr>
<tr>
<td>No.</td>
<td>Targeted Village</td>
<td>Type of work children are engaged</td>
<td>Interviewed children during RAS</td>
<td>Estimated working children</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------</td>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>5.</td>
<td>Tuombe Mungu</td>
<td>Agriculture – tobacco production</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal-driven carts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>6.</td>
<td>Itebulanda</td>
<td>Agriculture – tobacco production</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal-driven carts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td>15</td>
<td>85</td>
</tr>
<tr>
<td>7.</td>
<td>Mtakuja</td>
<td>Agriculture – tobacco production</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Agriculture – other crops production</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pushing carts and directing animal-driven carts</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Livestock herding</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Restaurant work</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Domestic work</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ploughing paddy (rice) fields</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>105</td>
<td>340</td>
</tr>
</tbody>
</table>

Table 3.10 above shows that according to the RAS about 475 children in the seven targeted villages are estimated to be engaged in child labour. The Table also shows the estimated number for each targeted village and the type of work in which child labourers were engaged.

3.5.5 Impact of child labour on children

3.5.5.1 Effects on education

As noted above, during peak periods for certain important activities in agriculture, for example weeding (at the time when the RAS was being conducted), children often miss school as their parents require them to perform those tasks to avoid crop wastage. Interviews with school head-teachers and teachers revealed a typical pattern of high absenteeism by children during such times. In one typical case a head-teacher in one of the primary schools noted that:

“Child labour is very rampant in this area. Today schools have opened for the first term this academic year; however, out of 800-plus pupils of this school only 54 have attended school and the rest are busy in their family fields today.”
“In the past parents used to come to school and ask head teachers or sometimes even ordinary teachers to allow their children to help them in their fields for a few days. Nowadays they don’t come to ask for permission; what they do is to withdraw the children from school for the days they need their children to help them and if they are called by the teachers to come to school to give explanation for the absence of their children from school, they don’t turn up.”

“Some parents tell children that they can do well in tobacco growing even without school. They tell children that teachers come to borrow money from tobacco growers!”

Apart from being absent from school, working also makes some of the children exhausted as they are doing physically demanding activities, for example tasks associated with tobacco production, for long hours. As a result they do not concentrate well on their studies, as was observed by a teacher in one of the primary schools visited:

“Some of the pupils are coming to school while they look so tired and they start dozing as early as nine o’clock in the morning”

3.5.5.2 Effects on health/hazards

Data on the hazards and their effects on the health of working children was also obtained in this RAS. An assessment of the work environment, as noted above, indicates the existence of hazards and risks facing working children resulting from poor housing and sanitary conditions, the tools used, and the lack of gear to protect them from the hazardous aspects of the tasks they were performing. First, tiredness and exhaustion affected almost all working children, most conspicuously for those involved in restaurant and domestic work, in pulling and directing animal-driven carts, in livestock herding and also in agriculture in which the work is physically demanding given that there is no mechanization at all on the small family farms. The effects of tiredness and exhaustion were very evident. Second, there were chemically-based hazards, especially in tobacco production through the effects of fumigants, fertilizers, green tobacco sickness (GTS) and tobacco dust. Although some tobacco farmers and key informants were aware of some of the hazards of children's involvement in tobacco-related activities, most of the working children were unaware of the risks. Participants in the FGD and key informant interviews noted the following concerning chemical hazards:

“There is a leaf disease that can affect children if they work long hours. They work long hours without rest;”

“There are two chemical hazards associated with tobacco production. The first is associated with fertilizers and pesticides which are used to grow tobacco. The second is associated with tobacco leaves both in the field and during indoor activities especially for flue-cured Virginia tobacco which is grown in the targeted districts”

“Tobacco leaves are toxic. When sorting, one needs to wear gloves because it causes skin rash when it penetrates the skin.”

Therefore protective gear including special clothing for use in tobacco fields, gloves and respiratory masks are needed in the field when fertilizers and pesticides are being used and when tobacco leaves are being harvested. Protective gear is also needed indoors when tobacco leaves are being treated.

Other hazards that working children are exposed to include the risks of insect and snake bites especially for those working in the fields or herding cattle, goats and sheep. Working children also experience injuries from the use of dangerous tools such as knives, especially in restaurant and domestic work and during tobacco production. Hoes can also be dangerous and cause injuries to working children during production of both tobacco and other crops.

3.6 Causes and knowledge of, and attitudes to, child labour

3.6.1 Causes of child labour

During the RAS exercise working children were asked what forced them into child labour. At the same time key informants and FGDs participants were asked the reasons for children in their areas engaging in child labour. Figure 3.7 depict the reasons given by working children for being in child labour.
Figure 3.11: Why Children Work

- To contribute to household income: 62%
- To get some money for their own use: 32%
- Peer influence: 4%
- Other reasons: 2%

Figure 3.11 shows that the majority (62 per cent) of working children were forced to start working while they were still young because their parents or guardians were poor and thus did not have enough resources to hire labour and so were obliged to depend on their own children to work to contribute to their household income. The second reason given was that, because their parents were poor, they were unable to give them enough money for their own use; they decided to work within their household so that their parents or guardians could give them part of the income they earned for their own use. The third reason, mentioned by very few (4 per cent), was peer influence, this reason being given mainly by children involved in pulling or pushing carts or directing animal-driven carts or doing any manual work. Maybe after seeing other children earning income through working in these activities, they felt attracted to join.

The general picture portrayed by Figure 3.11 is that the overwhelming majority (96 per cent) of working children are engaged in child labour because of poverty within their households. Their parents or guardians are unable to hire adults so that they themselves can work and increase household production and income. At the same time they cannot produce enough to fulfil their children’s basic needs.

FGDs participants (especially primary school teachers) and KJ interviewees mentioned many more causes than did the children interviewed. Some participants and interviewees cited what they called common supply factors and common demand factors. The following were mentioned as common supply factors:

- Poverty;
- Lack of access to education (when children are not in school);
- Family or culture traditions (in respect of learning an occupation, which is why most children in the target village participated in production of tobacco and other crops); and
- Other factors impacting on the family e.g. natural disasters, family conflicts etc.

The following were mentioned as common demand factors:

- Children are perceived as cheap labour and obedient workers;
- Lack of or no enforcement of labour laws;
Lack of or inability to hire an adult worker; 
Contractual arrangements.
Other classified causes of child labour fell within four categories, namely economic factors, social factors, political factors and child-centred factors. Under economic factors the following were mentioned:

- Absolute poverty
- Unemployment.

Under social factors the following were mentioned:

- Divergence from extended to nuclear family;
- Death of parents or guardians;
- Irresponsible parenthood;
- Marriage Breakdown; and
- Large family size.

Under political factors the following were mentioned:

- Unconducive school environment;
- Government policies; and
- Globalization of culture.

Under child-centred factors the following were mentioned:

- Delinquency;
- Peer influence; and
- Need to acquire skills.

### 3.6.2 Knowledge of child work, child labour and worst forms of child labour

During the RAS all children interviewed were asked to explain the difference between the concepts of child work, child labour and worst forms of child labour as they understood them. Table 3.11 summarize their responses.

**TABLE 3.12:** Percentage distribution of working children by their knowledge on child work, child labour and its worst forms (N = 105)

<table>
<thead>
<tr>
<th>No.</th>
<th>Evaluation of response</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Totally failed to distinguish the difference between the concepts</td>
<td>66</td>
<td>62.9</td>
</tr>
<tr>
<td>2.</td>
<td>Displayed some idea of the concepts</td>
<td>24</td>
<td>22.9</td>
</tr>
<tr>
<td>3.</td>
<td>Proved to know the exact difference between the concepts</td>
<td>15</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.

Table 3.11 reveals that the majority (62.9 per cent) of the interviewed children totally failed to distinguish between the three concepts. Very few (14.2 per cent) knew the exact difference between them. During the FGDs most of the participants had some difficulty in differentiating between the three concepts. It was unfortunate that a number of working children and their parents or guardians thought that child labour only concerned a child being employed or hired by someone outside their household. That means they were still thinking along the lines of the old Swahili concept of “Ajira ya Watoto” and not the new concept of “Utumikishwaji wa watoto.” Therefore, for them child labour and even the worst forms of child labour was the same as child work if the activities are carried out by a child within his or her household.
3.6.3 Working children’s attitude towards child labour

During the RAS working children who were interviewed were asked about their perception of the work they were doing. Table 3.12 summarizes their responses.

**TABLE 3.13:** Percentage distribution of working children by their perception on the work they were doing (N = 105)

<table>
<thead>
<tr>
<th>No.</th>
<th>Responses</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It is bad because it interferes with my schooling</td>
<td>38</td>
<td>36.2</td>
</tr>
<tr>
<td>2.</td>
<td>It is bad because it affects me physically and psychologically</td>
<td>33</td>
<td>31.4</td>
</tr>
<tr>
<td>3.</td>
<td>It is good because it prepares me to be a good farmer or worker</td>
<td>20</td>
<td>19.0</td>
</tr>
<tr>
<td>4.</td>
<td>It is good because it helps me obtain the money I need for my use</td>
<td>14</td>
<td>13.4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>105</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.*

Table 3.11 indicates that there were mixed perception of child labour. While two-thirds (67.6 per cent) of the working children regarded child labour as bad because it was either interfering with their schooling or affecting them physically and psychologically, the remaining one-third had the perception that child labour was good because it was preparing them to be either good farmers or workers depending on the type of work they were doing, or because it enabled them to obtain the money they need for their own use.
4.1 Introduction

In Chapter 3 we saw the nature and extent of child labour and the working conditions of the children interviewed. In this chapter an attempt is made to present the capacity mapping on partners and stakeholders in the elimination of child labour and its worst forms in the targeted districts and villages. In so doing gaps and challenges on advocacy and awareness, social mobilization and direct interventions will be identified. Likewise, the institutional capacity of cooperatives, business associations and microfinance institutions will be identified. Moreover, ongoing and past initiatives on child labour elimination and promotion of children’s education and development will be discussed. Lastly, gaps for service providers relating to primary school and extra-curricular activities will also be identified.

4.2 Gaps and challenges on advocacy and awareness on child labour

Advocacy is an action that speaks in favour of, recommends or argues for a cause; it also supports, defends or pleads on behalf of others while raising awareness of a topic or issue with the intention of influencing the attitudes, behaviour and beliefs of others towards achievement of a defined purpose or goal. As we have seen in Chapter 2 advocacy and awareness-raising on the elimination of child labour and its worst forms have been carried out in the targeted districts, especially in Urambo and Kaliua districts where a number of child labour projects have been implemented. However, going through the literature of current and past projects it will be noticed that those projects have been concentrating on elimination of child labour and its worst forms in the tobacco sector, ignoring other sectors or forms of child labour. This was the case with the PROSPER project where child labour in tobacco-related activities has been greatly reduced while the overall prevalence of child labour and its worst forms in other sectors has increased.\(^8\)

Second, more concentration has been focused on children who are employed or hired to work for large farmers or other people who are well off, leaving a substantial number of children who are toiling to almost the same extent in their household fields, farms or enterprises. Therefore there is a need for more advocacy and awareness-raising on what is child labour and its worst forms, emphasizing the fact that its effects are the same whether the work is in someone else’s field, farm or workplace or in their own household’s fields, farms or enterprises.

4.3 The Institutional capacity of cooperatives, business associations and microfinance institutions

4.3.1 Primary Cooperative Unions

A cooperative is a group of people who work together voluntarily to meet their common economic, social and cultural needs through a jointly-owned and democratically-controlled enterprise. Cooperatives are based on the values of self-help, self-responsibility,

\(^8\) PROSPER Evaluation Report 2015 forthcoming
democracy, equality and solidarity. Cooperative members believe in honesty, openness, social responsibility and caring for others.

Cooperatives have been an important part of the development of Tanzania for over 80 years. While there have been many successes and failures during this period, no other institution has brought together so many people for a common cause as have the cooperatives.

However, more recently the image has become more negative as was observed by a KI interviewee:

“For many people in Tanzania coops are seen as stuck in the past, unable to cope with modern economic realities. Far from being models of member’s self-empowerment their image is tarnished by poor administration and leadership, poor business practices and by corruption.”

4.3.2 Business Association
The only business association existing in the targeted district and which was relevant to this RAS was the Association of Tobacco Traders Tanzania, which was established in 1999 but has currently ceased operating.

4.3.3 Microfinance Institutions
For microfinance institutions the RAS team relied on information given by district community development officers who are also overseers of Women and Youth Development Funds in their districts.

4.3.3.1 District Councils Revolving Funds
Each district in the targeted district has established a revolving fund by setting aside at least 10 per cent of its annual internal revenues. The Councils have set up two separate sub-funds, one for women, named Women Development Fund, the other for youth, named Youth Development Fund, both managed by the Community Development Department of the respective Councils. These funds provide credit to women and youth as economic groups. The groups can borrow between TShs. 100,000/- and more than TShs. 5 million depending on the visibility of the project.

4.3.3.2 Other Micro Finance
The key informants mentioned PRIDE Tanzania Ltd, Finca Tanzania and Barc Tanzania Finance Ltd as the main microfinance institutions, some operating from the regional headquarters and some from the district headquarters of Urambo and Kaliua:

Promotion of Rural Initiative and Development Enterprise Limited (PRIDE Tanzania).
The objective of this microfinance organization is to promote small-scale business entrepreneurs in the informal sector through provision of non-collaterised credit to individuals in Tanzania. It started its operations in January 1994 with its first branch and head office in Arusha. It has over 71 branches in other regions including Tabora with over 100,000 active clients. By the end of 2015 PRIDE Tanzania had already disbursed 1.7 million loans worth TShs. 840 billion. The current menu of services offered by PRIDE Tanzania includes loans to groups, individuals and institutions, credit life insurance and exposure to markets.

For the purpose of this study Table 3.13 shows two products provided by PRIDE Tanzania.
TABLE 4.1: TWO TYPES OF LOANS WHICH ARE PROVIDED BY PRIDE TANZANIA

<table>
<thead>
<tr>
<th>Product Name</th>
<th>Loan Size</th>
<th>Loan Terms</th>
<th>Loan Purpose</th>
<th>Eligible</th>
<th>Other services</th>
<th>Compulsory</th>
<th>APR</th>
<th>Full APR</th>
<th>Transparency Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group product</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CMEC loan</td>
<td>300,000</td>
<td>5 – 12 months</td>
<td>Business</td>
<td>Women, men with business</td>
<td>Credit Education Group Meetings and Credit insurance</td>
<td>25% up front 3,000,000/= on going</td>
<td>52.8% - 54.9%</td>
<td>97% – 141.6%</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3,000,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Premium Group</strong></td>
<td>3,000,000</td>
<td>6 – 24 months</td>
<td>Business</td>
<td>Women, men with business</td>
<td>Group Meetings and Credit insurance</td>
<td>25% up front 3,000,000/= on going</td>
<td>43% - 43.3%</td>
<td>77.9% - 80.5%</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>35,000,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: www.mftransparency.org/microfinance-pricing/tanzania/023-PRIDE_Tanzania

**FINCA Tanzania**

Founded in 1998, FINCA Tanzania recently became the first microfinance institution in the country to be granted a microfinance banking licence, allowing it to mobilize savings from both clients and the general public. With 26 branches it serves urban and rural clients throughout the country including Tabora Region. Its three main loan products are village banking, small group loans and individual loans supporting small businesses of all sizes and it has enabled Tanzanians to branch out into manufacturing and services and thereby foster a more diverse economy.

The village bank loans provided by FINCA Tanzania to women empowers them by inculcating leadership skills and confidence in them; also it further the government's efforts in poverty reduction by allowing communities access to better medical services, food and education, particularly improving the wellbeing of people in rural areas.

As a first-time customer at FINCA one can now access individual loans of up to TShs 150 million in just five days. FINCA’s loan products have also been diversified to include Agriculture Loans targeting farmers, particularly those in rural areas, and Education Loans to assist both owners of educational institutions and those seeking to pay fees for their children and relatives.

**Barc Tanzania Finance Limited**

This organisation is based in Mbezi Beach, Dar es Salaam; however, it operates in 18 regions in Tanzania including Tabora Region.

Barc Tanzania Finance Limited provide loans to women who are entrepreneurs. Loan amounts range between TShs. 175,000/= and TShs. 2,600,000/=. The shortest loan term is six (6) months and the longest is 12 months. Repayment frequency is weekly. Other services which they offer include credit education, group meetings, and credit insurance. Training is also provided in health, women’s empowerment and income generating opportunities.

However, the above-mentioned microfinance institutions seemed to have no clients in the targeted villages visited. At first the RA team thought this might be because those institutions were not well-known to them, their operations having not penetrated sufficiently into the rural areas for potential clients to be aware of them.

During the FGDs with parents or guardians of working children in the various targeted villages it was revealed that the problem was the inability of people to be clients of microfinance institutions rather than the publicity given to
the institutions, as one participants elaborated below:

“We do not have enough resources to become their clients. This is for the majority of us. For those who seem to be able to become their clients (that is the tobacco farmers) they are overwhelmingly for the loans they obtained for growing tobacco. Therefore, simply there are no clients for those institution from our village or neighboring villages.”

Another participant added

“We are used to getting loans and pay once annually after being paid when we sell our crops. These institutions give you a loan and they want you to pay at the end of each month. I hear there are others which want to be paid at the end of each week. My God how can we manage that?

4.4 Ongoing and past Initiatives on child labour elimination and promotion of children’s education and development

4.4.1 The Eliminating Child Labour in Tobacco Growing Foundation (ECLT)

This Foundation is based in Geneva, Switzerland. Since 2003 to date ECLT has been a champion in supporting the government of Tanzania by funding programmes to eliminate child labour in tobacco growing communities, especially in Urambo district.

4.4.2 Winrock International

Winrock International has been implementing interventions involving a set of skills and capabilities in the form of expert personnel and experience with education, agricultural development and women’s leadership. This has led to prevention and elimination of child labour and improvements in enrolment and retention of children in non-formal and vocational schools, training, youth empowerment, and linkage of school to work through value-chain approaches and capacity-building. Winrock International led the USDOL-funded Tanzania Education Alternatives for Children (TEACH) project from 2006 to 2009. From 2011 up to the end of 2015 Winrock was leading a private-sector-funded project known as Promoting Sustainable Practices to Eradicate Child Labour in Tobacco (PROSPER). PROSPER aimed at eliminating child labour in tobacco-growing areas in Tabora Region, specifically in the two targeted districts of Urambo and Kaliua. Sikonge district was also included in this project. The project has been extended for two years up to the end of 2017.

4.4.3 Tanzania Association of Women Leaders in Agriculture and Environment (TAWLAE)

TAWLAE is a local NGO based in Dar es Salaam. However it has been working in Tabora under the PROSPER project. It was responsible for establishing awards and monitoring the scholarship programme for formal schools and a model farm programme. TAWLAE was also responsible for leading mentoring and after-school programmes for in-school children. Another responsibility of TAWLAE was to ensure poverty reduction and economic empowerment including training in agribusiness and entrepreneurship for mothers who received conditional loans.

4.4.4 Tabora Development Foundation Trust (TDFT)

TDFT is another local NGO which is based in Tabora and has around 20 staff members. It is engaged in projects funded by different donors in the sectors of health, water and sanitation, and HIV/AIDS, and also in the areas of children rights, early marriage and child labour. TDFT runs projects such as digging of wells and provision of care for orphans. It had also been involved in projects aimed at eliminating child labour in communities involved with tobacco production in Tabora, particularly in Urambo district since TBP programmes were being implemented. Recently TDFT has been involved in implementing the just-ended PROSPER project’s phase one. Apart from planning, designing, constructing and maintaining water and sanitation facilities at targeted schools, TDFT had a role in ensuring that awareness of
occupational safety is raised among youth in the 15 – 17 year age range.

**4.5 Gaps for service providers related to primary school, vocational training centres, and apprentices programmes**

During the RAS exercise the Team was able to collect data from six (6) primary schools out of seven (7) public schools visited in the targeted villages. Therefore in this section the gaps which were identified will be highlighted.

**4.5.1 Primary Schools**

**TABLE 4.2: THE STATE OF VISITED PRIMARY SCHOOLS INFRASTRUCTURE IN TARGETED VILLAGES**

<table>
<thead>
<tr>
<th>No.</th>
<th>Equipment/Items</th>
<th>Required</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classrooms</td>
<td>101</td>
<td>54</td>
</tr>
<tr>
<td>2.</td>
<td>Desks</td>
<td>1448</td>
<td>1477</td>
</tr>
<tr>
<td>3.</td>
<td>Chairs</td>
<td>193</td>
<td>71</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers</td>
<td>111</td>
<td>110</td>
</tr>
<tr>
<td>5.</td>
<td>Staff houses</td>
<td>121</td>
<td>27</td>
</tr>
<tr>
<td>6.</td>
<td>Latrines</td>
<td>210</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>Libraries</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>Playgrounds</td>
<td>27</td>
<td>11</td>
</tr>
</tbody>
</table>

*Source: Rapid Assessment of Child Labour in Tobacco Growing Communities in Tabora Region from December 2015 to January 2016.*

Table 3.13 reveals there was a shortage of classrooms (by 47 per cent), chairs (by 63 per cent), teachers (by 1 per cent), and staff houses (by 78 per cent). There was also a shortage of sanitation facilities by 67 per cent, libraries by 100 per cent, and playgrounds by 59 per cent. The same Table 3.11 shows that there was no shortage of desks in the visited schools. This may have been due to the national campaigns undertaken to ensure that each school has enough desks for its pupils.

The RAS team was also interested to know the situation of other schools in the targeted districts. Interviews with educational authorities indicated that with the exception of desks the situation there was no better.

**4.5.1.1 Condition of schools**

Data on the condition of school infrastructure in the district was collected through visual inspection of the seven villages visited, although data on the seventh village was not collected owing to time constraints and bad weather. The RAS team held interviews with head teachers and ordinary teachers at their respective schools. Further data was obtained through interviews with the District Education Officers in their respective districts.

In all the primary schools visited, the school infrastructure was not impressive. In other schools a few classrooms had been rehabilitated. Table 3.10 below shows the state of all primary schools visited by the RAS team.

**4.5.1.2 Enrolment Rates**

Information obtained from key informants indicated that enrolment for Standard/Class 1 was almost 100 per cent as the school authorities would enrol all the children brought for registration. The village government also has the responsibility for ensuring that each child who is supposed to be registered is in fact registered. However, after the government announced free education up to secondary school, form four experience has shown that the enrolment of children to standard one has been well over 100 per cent, even over 500 per
cent in other areas, and we do hope the targeted villages will not be exceptional.9

4.5.1.3 Pupil/teacher Ratio

In the primary schools visited in the targeted villages data on the pupil-teacher ratio was requested by the RAS team. Table 3.14 shows the teacher-pupil ratio for each school. Table 3.14 above reveals that primary schools in the targeted villages of Imara, Mwongozo, Tuombe Mungu and Mtakuja had an acceptable teacher/pupil ratio of less than 1:45 while Katunguru and Migungumalo had a higher teacher/pupil ratio.

4.5.1.4 Drop-out rates

The RAS team was only able to collect drop-out data for the year 2015 from four primary schools in the targeted villages. The average drop-out rate for the four primary schools for the year was 85 pupils. This was considered to be on the high side. Unfortunately the data collected was not disaggregated by gender, age or class.

4.5.1.5 Extra-curricular activities

The RAS team observed that among the primary schools visited one had a single playground, for boys only. The remaining primary schools each had at least two playgrounds for games and sports. It was further observed that the existing grounds were for football and netball. However, in none of the schools were there other clubs such as Anti-Aids Clubs or any provision for guidance and counselling, or for drama and theatre. No mention was made of production units contributing at least to the feeding of children while they were in school. Moreover, nothing in the areas of child rights, child labour, gender socialization and serious psycho-social counselling was being offered in the targeted village schools.

4.5.2 Existence of skills training infrastructure

4.5.2.1 Types and number of skills training institutions

Only two skills training centres exist in the target districts in Tabora Region. The first is the Vocational and Education and Training Centre in Ulyankulu Kaliua district and the other is the Urambo Folk Development College in Urambo. Ulyankulu Vocational Centre is under the Vocational and Education Training Authority (VETA) and admits students from all over Tanzania. It offers courses in electricity installation, welding and fabrication, masonry and brick laying, carpentry and joinery, tailoring, plumbing, secretarial training and computer systems. The Urambo Focal Development College is under the Community Development Department in the Ministry of Health. However, these colleges were not visited owing to lack of time. In Uyui District it was revealed by key informants that the district had no vocational training centre.

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9 The RAS was carried out when the enrollment exercise for standard/class one pupils was still on.
5.1 Introduction

This chapter presents conclusions and recommendations based on the findings of the RAS.

5.2 Conclusions

The analysis of the data from the RAS has revealed that children involved in child labour in the targeted villages were doing different types of work; however the majority were engaged in agricultural production of both tobacco and other crops, they were aged between 15-17 years old, and they entered into child labour at a much earlier age, namely in the 5-11 year range. Moreover, they were also enrolled in primary school.

In general children engaged in child labour in the targeted villages belonged to larger and poorer households in which the majority of heads of households had only completed primary school education. Moreover, the majority of both working children and their parents or guardians were not conversant with the difference between child work, child labour and worst forms of child labour. However, parents or guardians performed less well in both understanding and differentiating the concepts than did working children.

The number of children being hired to work outside their household had declined to a very considerable extent in the targeted villages. The RAS team did not come across hired children working in the fields and farms visited. This has been attributed mainly to the campaigns launched by JTI in areas where they are operating. Working children found by the RAS team to be engaged in agriculture were therefore unpaid family workers.

Working children were spending long hours working and were exposed to different hazards according to the type of work they were performing, including exposure to direct sunlight, fertilizers and pesticides, and being at risk from insect and snake bites and from injuries from using dangerous tools such as knives. At the same time the majority of the children felt that the types of work they were doing had negative effects on their education and health.

This RAS also revealed that there were gaps and challenges in advocacy and awareness-raising on child labour and its worst forms insofar as projects to eliminate them concentrated more on tobacco-related activities and on employed or hired children. Although micro-finance institutions are present in the targeted districts, most farmers are unable to take loans because they are too poor to be able to repay the loans. There were also gaps and challenges where primary education was concerned; there were shortages of classrooms, chairs, staff houses, sanitation facilities, libraries and playgrounds. Furthermore, there were no extra-curricular activities in primary schools such as clubs, guidance and counselling sessions, and production units. Moreover there were only two vocational training centres in the three targeted districts and none in the targeted village.
5.3 Recommendations

Effective interventions need to cover a large number of children. They also need the full commitment of all parties concerned; that is donors, implementing partners, the central government (in particular line ministries), local authorities (both district councils and village governments), the parents or guardians of working children and the community at large. To achieve maximum effectiveness child labour needs to be targeted both directly (by both interventions that remove children from the WFCL and stepped-up law enforcement) and indirectly (by focusing on education, development of public infrastructure, and interventions targeted on reducing poverty at the level of the household where most children work).

Therefore, the following recommendations are proposed for implementing agencies and key partners.

5.3.1 Advocacy and Awareness Raising Campaigns

Awareness-raising campaigns on risks and dangers associated with children working even at household level, and on children’s rights including the need for time to play, rest and study, should be emphasized by both the implementing agencies and key partners in this project. At district level experts on child labour should be used to build up the capacity of district officials while at village level the project should target the community at large, parents or guardians of working children, and the children themselves by engaging the district officials who have already been trained. Schools can be used to facilitate the programme for school-going children.

5.3.2 Identification of Experienced Implementation Partners

Before the project takes off ILO and the implementing agency should identify experienced partners in child labour issues in Tabora Region such as TAWLAE and TDFT or from elsewhere in Tanzania to undertake activities that would be pre-requisites for the smooth implementation of the project. Such pre-requisite activities include sensitization and capacity-building of various partners and institutions at both district and community levels.

5.3.3 Introducing Sustainable Income-Generating Activities

The magnitude of the child labour problem in Tanzania is deeply rooted in high poverty levels, a fact that cannot be ignored in many developing countries. However, poverty is a complex phenomenon. It needs a multi-faceted approach if it is to be addressed adequately. In the targeted villages the majority of children involved in child labour are unpaid workers within their households, and therefore there is a need to focus on the household since their parents or guardians are poor and are thus unable either to hire adult workers or to produce enough for household consumption and sell the surplus. Hence there is a need to introduce sustainable income-generating activities to increase household income for both parents or guardians and older children aged 15-17 who are allowed by law to do light work.

5.3.4 Capacitating and Empowering District and Village Child Labour Protection Committees

Child labour protection committees should be established and strengthened in all targeted districts and villages. The targeted District Councils should make sure that village committees are established in each targeted village. However, In order for the District Child Labour Protection Committees to be effective there is a need to include a wide range of stakeholders including District Councillors. Moreover both District and Village Child Labour Protection Committees should be capacitated and empowered to develop and implement their own plans and priorities as far as child labour is concerned, that is to identify, prevent and monitor children engaged in or at risk of engaging in child labour.

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10 When the National Action Plan (NAP) for eliminating child labour was being disseminated to different District Councils in 2013 during the second phase it was agreed that, in places where they lacked a child labour committee, the child protection committee located in the same Department of Community Development can be used to cater for child labour issues.
5.3.5 Making children’s work safer:
Older children and youth aged 15-17 are legally allowed to do light work. However, this depends on whether or not they find themselves engaged in hazardous work. In this context there is a need for implementing agencies for this project to set up regular programmes on occupational safety and health (OSH) for these children. Moreover, for those who will be engaged in tobacco-related agricultural work JTI should assist in providing protective gear as children are more vulnerable to working hazards.

5.3.6 Focus on education:
Education can play a critical role in the fight against the child labour and its worst forms. Children who work long hours are less likely to be enrolled or participate successfully in school. Therefore, a continuing emphasis on increasing access to education will come with the added benefit of helping the fight against child labour. The implementing agencies, in collaboration with the District Councils, should work towards providing all children with access to education, including secondary and vocational education, especially for youth aged 15-17 years. This should involve construction of additional schools in the targeted villages and the proper maintenance and rehabilitation of school infrastructure, as well as ongoing efforts to improve the quality of education. When education quality is poor and fails to provide pathways to greater opportunities for the next generation, parents or guardians are more likely to prioritize the immediate gains from child labour.

5.3.7 Establish Apprenticeship Systems in Targeted Villages
In each of the targeted village an apprenticeship system should be established whereby older children or youth aged 15-17 and who have completed standard seven can be allocated to experienced artisans (craftsmen) engaged in any type of skill the child prefers to learn or be trained in. The project should help the master craftsman train the child.

5.3.8 Emphasis on monitoring and evaluation
There is a need for the project to establish a Child Labour Monitoring System (CLMS) in the targeted districts. This will help the project not only monitor children who are working but also evaluate the efforts taken to eliminate child labour and its worst forms.
REFERENCES


- Manual on child labour rapid assessment methodology
  http://www.ilo.org/ipecinfo/product/viewProduct.do;?productId=1819

- International Programme on the Elimination of Child Labour (IPEC)

- Children in Hazardous Work


- Combating Hazardous Child Labour in Tobacco Farming in Urambo District
ANNEX 1

RAPID ASSESSMENT FOR ILO ARISE PROJECT ON CHILD LABOUR IN TOBACCO GROWING COMMUNITIES IN TABORAS REGION

QUESTIONNAIRE FOR WORKING CHILDREN

Village: ................................................... District: ..............................................................

Part A: Personal information

Q. 1. Age:
   i. 5-11 years old
   ii. 12-14 years old
   iii. 15-17 years old

Q. 2. Sex:
   i. Male
   ii. Female

Q. 3. District of birth:
   i. The same district
   ii. District within Tabora Region
   iii. District outside Tabora Region (Specify the Region) _______________________________________

Part B: Educational analysis

Q. 4. Are you schooling?
   i. Yes
   ii. No If No, Go to Q. 11

Q. 5. In which Standard/Class are you?

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<th>Standard/Class</th>
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Q. 6. Do you attend school regularly?
   i. Yes Go to Q. 8
   ii. No
Q. 7. Why are you not attending school regularly?
   i. Truancy
   ii. Lack of Basic Needs
   iii. Illness
   iv. Other reasons (Mention) _____________________ Go to Part C

Q. 8. Can your parents/guardian afford to buy you a uniform, school materials and other requirements for you?
   i. Yes
   ii. No Go to Q. 12

Q. 9. Where do they get the money from?
   i. Agriculture Tobacco
   ii. Agriculture not Tobacco
   iii. Livestock Keeping
   iv. Entrepreneurship
   v. Employed
   vi. Others (Mention) ______________________________ Go to Part C

Q. 10. Why your parents/guardian cannot afford to buy a uniform, school materials and other school requirements for you?
   i. They are very poor
   ii. They are not responsible
   iii. Other reason (Mention) ________________________ Go to Part C

Q. 11. Why are not schooling?
   i. Never enrolled
   ii. Dropped out (Standard/Class: ___ Form: ___ Year: ___) Go to Q. 13
   iii. Completed (Primary: ___ Secondary: ___ Vocational: ___) Go to Part C

Q. 12. Why you were not enrolled?
   i. Parents/guardian were very poor
   ii. Parents/guardian were not responsible
   iii. There was no school/the school was very far
   iv. I didn't like schooling
   v. Other reason (Mention) ________________________ Go to Part C

Q. 13. Why did you drop out?
   i. My parents/guardians moved far away from school
   ii. My parents or guardians were very poor
   iii. To work in order to contribute to the family income
   iv. I didn't like schooling
   v. Other reason (Mention) __________________________
Part C: Family background

Q. 14. Are your parents alive?
   i. Yes Go to Q. 16
   ii. No

Q. 15. Who among your parents is not alive?
   i. Mother  
   ii. Father Go to Q. 17
   iii. Both  Go to Q. 18

Q. 16. What does your father do?
   i. Agriculture tobacco
   ii. Agriculture not tobacco
   iii. Entrepreneurship
   iv. Livestock keeping
   v. Employed
   vi. Other (mention) ____________________________ Go to Q. 20

Q. 17. What does your mother do?
   i. Agriculture tobacco
   ii. Agriculture not tobacco
   iii. Entrepreneurship
   iv. Employed
   vi. Other (mention) ____________________________ Go to Q. 20

Q. 18. With whom are you staying?
   i. Brother/Sister
   ii. Uncle/Aunt
   iii. Grand Parents
   iv. Others (mention) ____________________________

Q. 19. What does your guardian do?
   i. Agriculture tobacco
   ii. Agriculture not tobacco
   iii. Entrepreneurship
   iv. Livestock keeping
   v. Employed
   vi. Other (mention) ____________________________

Q. 20. What is the level of education of the head of your household?
   i. Never attended school
Q. 21. How many children (aged 5 to 17 years old) are in your household?
   i. 0 to 4
   ii. 5 to 9
   iii. 10 and above

Q. 22 i. How many acres of farming land does your parents/guardian own?
   i. 1 to 4
   ii. 5 to 9
   iii. 10 and above

Q. 22 ii. What type of housing does your parents or guardians own?
   i. Mud walls thatched with grass
   ii. Mud bricks and roofed with corrugated irons sheets
   iii. Burnt/cement bricks, roofed with corrugated irons sheets and floor cemented

Q. 23. How many meals do you take per day?
   i. 1
   ii. 2
   iii. 3

Part E: Child Labour

Q. 24. Do you know the difference between child work, child labour and worst forms of child labour?
   i. Totally don't know (to be enlightened)
   ii. Knows to some extent (to be enlightened)
   iii. Knows

Q. 25. Are there children (05 to 17 years old) who you are living with are involved in child labour (working)?
   i. Yes
   ii. No Go to Q. 28
Q. 26. What are they doing?
   i. Household Chores
   ii. Child Domestic Work
   iii. Agriculture - Tobacco
   iv. Agriculture – Not Tobacco
   v. Helping in Family Enterprise
   vi. Hawkers/Street Venders/Labourers
   vii. Livestock Keeping
   viii. Other (Mention) ____________________________

Q. 27. Why are they working?
   i. Their parents or guardians are very poor
   ii. They want to get money for their own use
   iii. Peer influence
   iv. Other reason (Mention) _______________________

Q. 28. Have you ever been involved in child labour?
   i. Yes
   ii. No Go to Q. 33

Q. 29 What are you doing?
   i. Agriculture - tobacco
   ii. Agriculture – not Tobacco
   iii. Pushing carts and directing animal driven carts
   iv. Livestock herding
   v. Restaurant work
   vi. Domestic work
   vii. Ploughing paddy (rice) fields/farms
   viii. Other (Mention) ____________________________

Q. 30. What forced you to work (involve in child labour)?
   i. Their parents or guardians are very poor
   ii. They want to get money for their own use
   iii. Peer influence
   iv. Their parents or guardians insist that they work
   v. Other reason (Mention) _______________________

Q. 31. Are you still working?
   i. Yes Go to Q. 34
   ii. No
Q. 32. Why did you stop working?
   i. Because of schooling  
   ii. The work is so tough for me  
   iii. I was advised to stop  
   iv. Other reason (mention)

Q. 33. What kept you out of it?
   i. Because of schooling  
   ii. I am still young to work  
   iii. Parents/guardian/teachers advised me not to work  
   iv. Other reason (mention)

Q. 34. Why are most children involved in child labour in their household farms or enterprises?
   i. To help their parents or guardians  
   ii. To get some money for their own use  
   iii. Other reason (mention)

Q. 35. Why are other children involved in child labour outside their household farms and enterprises?
   i. To contribute to household income  
   ii. To get some money for their own use  
   iii. Other reason (mention)

Q. 36. Are you/were you working on family farm or enterprise or on your own?
   i. Yes — Go to Q. 39  
   ii. No

Q. 37. How did you get into this job (child labour related work)?
   i. Applied/asked for it  
   ii. Arranged by parents/guardian  
   iii. Recruited by employer  
   iv. Other method (mention)

Q. 38. Are you/were you related to the employer you are working for?
   i. Yes  
   ii. No

Q. 39. How long have you been working/did you work in this type of child labour activity?
   i. Less than a year  
   ii. One year  
   iii. Two to four years  
   iv. Five years or more
Q. 40. How old were you when you started to work in this type of child labour activity?
   i. 05-11 years
   ii. 12-14 years
   iii. 15-17 years

Q. 41. What are the reasons that make/made you work in this type of child labour activity?
   i. To contribute to household income
   ii. To get some money for their own use
   iii. Peer influence
   iv. Other reason (mention) ____________________________

Q. 42. Do/did you enjoy working in this type of child labour activity?
   i. Yes
   ii. No                       Go to Q. 44

Q. 43 Why do/did you enjoy working in this type of child labour activity?
   i. I like the work/job
   ii. It is an easy task
   iii. I get the money/other needs
   iv. Other reason (mention) ____________________________
      For paid workers, Go to Q. 45
      For unpaid paid workers Go to Q. 53

Q. 44 Why you don’t /didn’t enjoy working in this type of child labour activity?
   i. I didn’t like the work/job
   ii. It is a tough task
   iii. I didn’t get the money/in kind which we agreed
   iv. Other reason (mention) ____________________________
      For unpaid paid workers Go to Q. 53
**Part F: Earnings**

Q. 45. Are you paid for the work you are doing in this type of child labour activity?
   i. Yes
   ii. No \(\text{Go to Q. 54}\)

Q. 46. What is the usual mode of payment?
   i. In cash \(\text{Go to Q. 50}\)
   ii. In kind

Q. 47. If you are paid in cash, how often do/did you get paid?
   i. Daily
   ii. Weekly
   iii. Monthly
   iv. Annually

Q. 48. How much do you earn per season/year?
   i. Less than TShs.120,000/= 
   ii. TShs. 120,000/= to TShs. 240,000/= 
   iii. TShs. 240,000/= to TShs. 360,000/= 
   iv. TShs. 360,000/= to TShs. 480,000/= 
   iv. Above TShs. 480,000/= 

Q. 49. If paid in cash, who collects/collected the salary?
   i. Myself \(\text{Go to Q 55}\)
   ii. Parents

Q. 50. If you receive payment in kind, what is it that you receive?
   i. Food
   ii. Clothes
   iii. Both food and clothes
   iv. Other items (Mention) ______________________________

Q. 51. How regularly do/did you receive the payment in kind?
   i. Daily
   ii. Weekly
   iii. Monthly
   iv. Annually
Q. 52. What do/did you do with most of the money or other things earned?
   i. Buy my needs
   ii. Sent to parents or guardians
   iii. Others (Mention) ____________________________ Go to Q. 54

Q. 53. How do you benefit from the work you are doing?
   i. Food and clothes
   ii. They buy basic needs for me
   iii. They give me some money to buy my needs
   iv. Others (Mention) ____________________________ Go to Q. 59

Q. 54. What have/did you achieve(d) since you joined this child labour activities?
   i. Frankly speaking nothing
   ii. Obtained some money to buy my basic needs
   iii. Others (Mention) ____________________________

Part G: Relationship with the employer

Q. 55. Do/did you have any form of contract?
   i. Yes
   ii. No Go to Q. 59

Q. 56. Is/was the contract:
   i. Written
   ii. Oral

Q. 57. Does/did the employer provide you with any services?
   i. Yes
   ii. No Go to Q. 59

Q. 58. What services do/did you get?
   i. Medical Care
   ii. Other (Mention) ____________________________

Part H: Working environment

Q. 59. For activities/work which you are involved when normally do you start and finish working and what are the associated hazards? Start_________ Finish ___________
   i. 2 - 4 Hrs
   ii. 5 - 8 Hrs
   iii. More than 8 Hrs
Q. 60. Have you ever been ill or exhausted because of the work you are/was doing?
   i. Yes
   ii. No

Q. 61. Have you ever been injured because of the work you are/was doing?
   i. Yes
   ii. No

Q. 62. Do you have protective gear for the type of work you are doing?
   i. Yes
   ii. No

Q. 63. Generally what are your perceptions of the work you do or you did for the future?
   i. It is interfering with my schooling
   ii. It affects me physically and psychologically
   iii. It prepares me to be a responsible citizen
   iv. Others (mention) ___________________________
ANNEX 2
Guidelines for the key informants' interview
(Village Chairperson/Secretary)

Village: __________________________ District: __________________________ Sex: Male/Female

Section A: Community Checklist

1. Community checklist
   i. Geographic location and history
   ii. Resident population: i. Male: __________________ ii. Female: __________________
   iii. Distribution of residents per age groups:
      a. <18 years (children): __________________
      b. 18 - 34 years (youth): __________________
      c. 35 -59 years (adults): __________________
      d. 60+ years (old) __________________
   iv. Average family size: __________________
   v. Number of households: __________________

2. Working population
   i. People who are able to work: __________________
   ii. Main economic activities: __________________

3. Basic services
   i. Tape water: __________________
   ii. Electricity: __________________
   iii. Telecommunication: __________________
   iv. Roads: __________________

4. Basic social services (How many? Are they public or private)
   i. Pre- Primary Schools: __________________
   ii. Primary Schools: __________________
   iii. Secondary Schools: __________________
   iv. Vocational training Centres: __________________
   v. Health centres (Types): __________________
   vi. Micro finance institutions: __________________
   vii. Social and youth clubs: __________________

Section A: Child Labour

Q. 1. What is the difference between child work, child labour and worst forms of child labour?
   i. Totally don't know __________________(to be enlighten)
   ii. Knows to some extent _______________(to be enlightened)
   iii. Knows __________________

57
Q. 2 In this village are there children (05 to 17 years old) involved in child labour? Yes/No:_______
If yes, what actual activities (type of work) are they involved or doing?

<table>
<thead>
<tr>
<th>No.</th>
<th>Sector</th>
<th>Type of work (Actual Activities)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Households</td>
<td>Household chores</td>
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<td>Domestic work</td>
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<td></td>
<td></td>
<td>Subsistence agriculture</td>
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<td>Family enterprises</td>
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<tr>
<td>2.</td>
<td>Informal Sector Activities</td>
<td>Commercial sex</td>
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<td></td>
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<td>Street vending</td>
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<td>Bagging</td>
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<td>3.</td>
<td>Commercial Agriculture</td>
<td>Tobacco</td>
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<td>4.</td>
<td>Mining</td>
<td>Mining</td>
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<td>Quarrying</td>
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<td>5.</td>
<td>Others</td>
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Q. 3. For each sector/type of work what proportion of working children do you think are involved, which age group of working children dominates and is the type of work hazardous or not, why?

<table>
<thead>
<tr>
<th>No.</th>
<th>Sector</th>
<th>Proportion of working children (%)</th>
<th>Age group Dominating</th>
<th>Most hazardous or not (why)</th>
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<td>1.</td>
<td>Households</td>
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<td>2.</td>
<td>Informal Sector Activities</td>
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<td>Tobacco</td>
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<td>4.</td>
<td>Mining</td>
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<td>Mining</td>
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<td>Quarrying</td>
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<td>5.</td>
<td>Others</td>
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</table>
Q. 4. For each sector/type of work why children are involved, are they employed or not and is child labour increasing, the same or decreasing?

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<tr>
<th>No.</th>
<th>Sector</th>
<th>Why Involved</th>
<th>Employed/Not employed</th>
<th>Increasing/the same/decreasing</th>
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<td>1.</td>
<td>Households</td>
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<td>5.</td>
<td>Others</td>
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Q. 5. In which sectors/type of work are working children employed (not working in their family farm or enterprise)?

Q. 6. For those employed are their remunerations or payments mostly in cash or in kind?

Q. 7. Is there differences in the remunerations/payments for the following?
   i. Boys vs. Girls Yes/No ____ If yes who is paid more: __________
   ii. Children vs. Adults Yes/No ____ If yes who is paid more: __________
   iii. Local Children vs. Migrants Yes/No ____ If yes who is paid more: __________

Q. 8. Are there by-laws which prohibit the use of child labour in this village?
   Yes/No: __________________________________________
   If yes, how many cases have been reported and prosecuted? ____________________________

Q. 9. What is the common pathway of the children from this village after they reach age 18?
   i. Stay with their families and continue with farming activities? _______________________
   ii. Continue with agriculture activities on their own? _______________________________
   iii. Continue with further education? ___________________________________________
   Leave the village? _____________________________________________________________
Q. 10. In this village have there been any programmes geared to reducing or eliminating child labour? Yes/No:_____________________________________________________
If yes, name the programmes and the year/years when implemented____________________________________

Q. 11. What should be done to reduce or eliminate child labour in this village?
   i. By Households ____________________________________________________________
   ii. By the village government ________________________________________________
   iii. By District Council ______________________________________________________
ANNEX 3

Guidelines for key informant interviews and focus group discussions
(Parents of Working Children)

Village: ____________________________ District: ____________________________

Sex Composition (For Focus Group Discussions)

i. Male: No:______  ii. Female: No:______  Total: No:_____

Q. 1. What is the average size of household in this village? ______________________

Q. 2. Does every peasant in this village own a farm? Yes/No: ______________________

If yes how big is the farm per ordinal peasant? __________________________________________

How big are the farms for rich peasants? __________________________________________

Q. 3. Are there entrepreneurs in this village? Yes/No: ______________________

If No:   Go to Q. 6.

Q. 4. What businesses do they do? __________________________________________

Q. 5. Is anyone among you an entrepreneur? Yes/No ______________________

If none why? __________________________________________

Q. 6. What subsistence crops are grown in this village? ______________________

Q. 7. What cash crops are grown in this village? ______________________

Q. 8. Is every peasant in this village growing tobacco? Yes/No ______________________

Q. 9. What is the average annual income for an ordinary peasant in this village? ______

Q. 10. What is the average annual income for a large farmer in this village? ______
Q. 11. What is the difference between child work, child labour and worst forms of child labour?

i. Totally don’t know/the majority don’t know ______ (to be enlightened)

ii. Know to some extent/the majority know ______ (to be enlightened)

iii. Knows/the majority know ______

Q. 12. In this village are there children (5-17 years old) involved in child labour and its worst forms? Yes/No: ______

If YES, what actual activities (type of work) are the majority involved in or doing? ______________________________

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<td>4.</td>
<td>Mining and quarrying</td>
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<td>Mining</td>
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<td></td>
<td>Quarrying</td>
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<td>5.</td>
<td>Others (Mention)</td>
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<td>6.</td>
<td>Clearing of land and Soil preparation</td>
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<td>7.</td>
<td>Making bricks</td>
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<td>8.</td>
<td>Building tobacco drying sheds</td>
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<td>9.</td>
<td>Preparing tobacco nurseries</td>
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<td>10.</td>
<td>Sowing tobacco seedlings</td>
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<td>11.</td>
<td>Watering tobacco seedlings</td>
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<td>12.</td>
<td>Planting seedlings</td>
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<td>13.</td>
<td>Fertilizing tobacco plants</td>
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<td>14.</td>
<td>Spraying with pesticides</td>
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</table>
10. Stringing/Hand tying tobacco

11. Weeding

12. Cutting and carrying poles and logs of fire-woods

13. Topping and suckering by hand or by knife to remove early flowers

14. Plucking tobacco leaves

15. Carrying bundles of tobacco leaves to the drying area

16. Drying and curing of tobacco leaves
   (Flue cured tobacco is smoke cured in closed barns)

17. Plaiting tobacco leaves

18. Grading tobacco leaves

19. Tying tobacco leaves in bundles

20. Transporting tobacco bundles

21. Burning tobacco stems

Q. 13. Are children doing child labour working in their parents’ farms and enterprises or on their own? ________________________________

Q. 14. Why do parents allow their children to be employed or do child labour in others farms or enterprises? ________________________________

Q. 15. For those employed are their payments mostly in cash or in kind? In Cash/In kind: __________

Q. 16. Have you been prosecuted by the village government for allowing your children to work in your farms or enterprises? Yes/No __________
   If yes explain what happened

Q. 17. Are you aware of the negative effects for children working? Yes/No: _______________
   If YES, what are they? _______________
Q. 18. What is the common pathway of the children from this village after they reach the age of 18? (Give percentages) ____________________________________________
   i. Continue with agriculture activities? ____________________________________________
   ii. Become entrepreneurs _________________________________________________________
   iii. Continue with further education? _____________________________________________
   iv. Join vocational schools _______________________________________________________
   v. Leave the village? ____________________________________________________________

Q. 19. What actions should be taken to reduce or eliminate child labour in this village by the following?
   i. Families: ___________________________________________________________________
   ii. Village Government: __________________________________________________________
   iii. District Council: ____________________________________________________________
ANNEX 4

Guidelines for the key informants’ interview
(Primary School Head Teacher)

Village: __________________________ District: __________________________

Q. 1. Enrolment Rate:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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<td>6</td>
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<td></td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q. 2. What is the number of school-age children who have not been enrolled this year __ 

Q. 3. Dropout in 2015 by standard and reasons:

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td></td>
</tr>
<tr>
<td>Pregnancy</td>
<td></td>
</tr>
<tr>
<td>Death</td>
<td></td>
</tr>
<tr>
<td>Lack of Basic Needs</td>
<td></td>
</tr>
<tr>
<td>Illness</td>
<td></td>
</tr>
<tr>
<td>Taking Care of ill people</td>
<td></td>
</tr>
<tr>
<td>Others (Mention)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>
Q. 4. Transition from Std. 7 to Form 1 for 3 years

<table>
<thead>
<tr>
<th>Year</th>
<th>Completed Std. 7</th>
<th></th>
<th></th>
<th>Selected to join Form 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q. 5. What is the state of primary school infrastructure?

<table>
<thead>
<tr>
<th>No.</th>
<th>Equipment/Item</th>
<th>Required</th>
<th>Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Staff houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Latrine (Holes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Playgrounds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 5

Guidelines for the focus group discussions
(Primary School Teachers)

Village: ___________________________ District: ___________________________

Q. 1. What is the difference between child work, child labour and worst forms of child labour?
   i. Totally the majority don’t know ______ (to be enlightened)
   ii. The majority know to some extent ______ (to be enlightened)
   iii. The majority know ______

Q. 2. In this village are there children (05 to 17 years old) involved in child labour and its worst forms? Yes/No: ______

If yes, what actual activities (type of work) are they involved or doing?

<table>
<thead>
<tr>
<th>No.</th>
<th>Sector</th>
<th>Type of work (Actual Activities)</th>
</tr>
</thead>
</table>
| 1   | **Households**                | Household chores
    |                               | Domestic work
    |                               | Subsistence agriculture
    |                               | Family enterprises
| 2   | **Informal Sector Activities**| Commercial sex
    |                               | Street vending
    |                               | Bagging
| 3   | **Commercial Agriculture**    | Tobacco
    |                               | (See a separate sheet for activities involved in)
| 5   | **Mining**                    | Mining
    |                               | Quarrying
| 6   | **Others**                    |
Q. 3. For each sector/type of work what proportion of working children do you think are involved, what age group of working children dominates and is the type of work hazardous or not, and why?

<table>
<thead>
<tr>
<th>No.</th>
<th>Sector</th>
<th>Proportion of working children (%)</th>
<th>Age group Dominating</th>
<th>Most hazardous or not (why)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Households</td>
<td>Household chores Domestic work Subsistence agriculture Family enterprises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Informal Sector Activities</td>
<td>Commercial sex Street vending Bagging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Commercial Agriculture</td>
<td>Tobacco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mining</td>
<td>Mining Quarrying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q. 4. For each sector/type of work why are children involved, are they employed or not, and is child labour increasing, the same or decreasing?

<table>
<thead>
<tr>
<th>No.</th>
<th>Sector</th>
<th>Why Involved</th>
<th>Employed/Not employed</th>
<th>Increasing/the same/decreasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Households</td>
<td>Household chores Domestic work Subsistence agriculture Family enterprises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Informal Sector Activities</td>
<td>Commercial sex Street vending Bagging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Commercial Agriculture</td>
<td>Tobacco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q. 5. In which sectors/type of work are working children employed (not working in their family farm or enterprise)? ____________________________________________

Q. 6. Why do parents in this village use child labour? ___________________________

Q. 7. Why do employers prefer to use child labour in this village? __________________

Q. 8. Do all primary school age children from this village attend school? Yes/No: ______

Q. 9. If not, which categories of children do not attend school and why? ________________

Q. 10. For the children who combine schooling and working (child labour) what can you comment on their attendance, performance and transition rate to secondary school education?

   Attendance: _____________________________________________________________
   Performance: ____________________________________________________________
   Transition rate to secondary school: _______________________________________

Q. 11. Do the parents have to contribute to school renovation, buying training materials, etc.? 

   Yes/No: __________
   If yes, what happens to parents who are unable to make contributions? _________________

Q. 12. What is the common pathway of the children from this village after they reach the age of 18? _______________________________________

   i. Stay with their families and continue with farming activities? _______________________
   ii. Continue with agriculture activities on their own? _________________________________
   iii. Continue with further education? _____________________________________________
   iv. Leave the village? __________________________________________________________

Q. 13. Are there vocational training centres in this village? Yes/No: __________________

   If yes, how many, who runs them and what skills do they provide? ___________________
   How many? _________________________________________________________________
   Who owns them: Public/Private: _______________________________________________
   Skills offered: ________________________________________________________________

Q. 14. What actions should be taken to reduce or eliminate child labour in your village by the following?

   i. Families;  __________________________________________________________________
   ii. Village Government; __________________________________________________________________
## ANNEX 6

### Guidelines for the key informants’ interview

_(Agriculture Extension Officer/Tobacco Leaf Technician)_

<table>
<thead>
<tr>
<th>Village:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex:</td>
<td></td>
</tr>
<tr>
<td>i. Male:</td>
<td>No:____</td>
</tr>
<tr>
<td>ii. Female:</td>
<td>No:____</td>
</tr>
<tr>
<td>Total: No:____</td>
<td></td>
</tr>
</tbody>
</table>

Q. 1. What is the total arable land of this village? ____________________________

Q. 2. What is the proportion of arable land is under cultivation of tobacco in this village: ____________________________________________________________________________

Q. 3. What is the estimate of tobacco farming in this village?

i. Smallholders______________________________

ii. Large farmers/employers________________________

Q. 4. What is the difference between child work, child labour and worst forms of child labour?

i. Totally don’t know ____________________________ (to be enlightened)

ii. Knows to some extent __________________________ (to be enlightened)

iii. Knows ______________________________________

Q. 5. In this village are there children (5-17 years old) involved in agriculture-related work? Yes/No _______

Q. 6. Which subsistence and commercial crops are grown in this village for which working children are involved in their production?

Subsistence crops: ______________________________________

Commercial crops: ______________________________________

Q. 7. What children are mostly involved in tobacco-related work?

i. Male or female? _________________________________

ii. What age group? ________________________________

- 05-11 years old ________________________________
- 12-14 years old ________________________________
- 15-17 years old ________________________________

iii. Orphans or non-orphans? ________________________
Q. 8. What kind of work do children do in tobacco production related work?

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Month</th>
<th>Magnitude of children’s involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Clearing of land and Soil preparation</td>
<td>August, September</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Raising and watering</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Planting of tobacco seedling plants and watering them in</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Fertilizer application</td>
<td>November, December</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Spraying with pesticides</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Stringing/Hand tying tobacco</td>
<td>February, March</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Weeding</td>
<td>January</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Topping and suckering by hand or by knife to remove early flowers</td>
<td>January, February</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Harvesting of tobacco by hand</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>Cutting and collecting fire woods logs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Carrying bundles of tobacco leaves to the drying area</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Drying and curing of tobacco leaves</td>
<td>February, March</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Packing after curing, leaves are graded and tied into bundles for transport</td>
<td>February, March, April</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Transporting bales to the collection points by using ox carts, bicycles or lorries</td>
<td>March, April, May</td>
<td></td>
</tr>
</tbody>
</table>

Q. 9. Children aged 15-17 years old are allowed to do light work. Which of the above activities do you think are hazardous to children, even for those who are allowed to do light work?

Q. 10. What is the estimated proportion of children working in tobacco-related work other than their family farms?______________________________ %

Q. 11. Why do large farmers/employers prefer to use child labour in tobacco-production-related work? ____________________________
Q. 12. If there is difference in the labour remuneration is it for:
   i. Boys and Girls
   ii. Children and Adults
   iii. Local Children and Migrants Children

Q. 13. Do you think the use of child labour in this village for tobacco-production-related work has been:
   i. Increasing?
   ii. Unchanged?
   iii. Reduced?
   Why?

Q. 14. Is it possible to prohibit the use of child labour in tobacco production work in this village? Yes/No:
   Justify your answer, please.

Q. 15. In this village have there been any programmes geared to reducing or eliminating child labour? Yes/No:
   If yes, name the programme and the year/years it was implemented

Q. 16. What actions should be taken to reduce or eliminate child labour in this village?
ANNEX 7

Guidelines for the key informants’ interview
(Village Health Care Practitioner)

Village: ___________________________ District: ___________________________ Sex: Male/Female

Q. 1. What is the difference between child work, child labour and worst forms of child labour?
   i. Totally don’t know ________________________________ (to be enlightened)
   ii. Knows ____________________________________________ to some extent
       _______________________________________________________________________
   iii. Knows ____________________________________________

Q. 2. In this village are there children (5-17 years old) involved in child labour and its worst forms? Yes/No: ___________________________

Q. 3. Is there any relationship between HIV/AIDS and children’s involvement in child labour? Yes/No. ___________________________
   If yes, how? ___________________________________________

Q. 4. Since the last agriculture season have you received any case of a child claiming to be exhausted due to work? Yes/No: ___________________________
   If yes,
   i. What was the work the child claimed to be the cause? ___________________________
   ii. Did the child receive medication? ___________________________
   iii. Did the exhaustion prevent the child from working for at least one day? ___________________________

Q. 5. Since the last agricultural season have you received any case of a child being injured while working? Yes/No: ___________________________
   If yes,
   i. What was the work the child was doing which caused him/her to be injured? ___________________________
   ii. How was the child injured? ________________________________________________
   iii. Did the child receive medication? __________________________________________
   iv. Did the injury prevent the child from working for at least one day? ___________________________
Q. 6. Since the last agricultural season have you received any case of a child being sick because of working? Yes/No: ____________________________

If yes,

i. What was the work the child was doing which caused him/her to be sick? ____________________________

ii. Did the child receive medication? ____________________________

iii. Did the sickness prevent the child from working for at least one day? ____________________________

Q. 7. From your experience are working children in this village exposed to fertilizers and pesticides or other chemicals? Yes/No: ____________________________

If yes, please explain how? ____________________________

Q. 8. Children aged 15-17 years old are allowed by law to do light work; what has to be done to improve their working conditions for the type of activities they are engaged in? ____

______________________________________________________________________________
## List of Key Informants

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
<th>Village/Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Mark A. Masalu</td>
<td>Village Executive Officer</td>
<td>Tuombe Mungu</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Bilal A. Fwamba</td>
<td>Ward Executive Officer</td>
<td>Tuombe Mungu</td>
</tr>
<tr>
<td>3</td>
<td>Mr. Abraham Antony</td>
<td>Village Chairperson</td>
<td>Tuombe Mungu</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Peter Msazi</td>
<td>Head Teacher</td>
<td>Tuombe Mungu</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Zefania Lunjilija</td>
<td>Tobacco Leaf Technician</td>
<td>Imara</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Stan Patrick</td>
<td>Publicity Secretary</td>
<td>Imara</td>
</tr>
<tr>
<td>7</td>
<td>Mr. Aniceth Cyprian</td>
<td>Village Executive Officer</td>
<td>Imara</td>
</tr>
<tr>
<td>8</td>
<td>Mr. Joseph Kagale</td>
<td>Village Executive Officer</td>
<td>Mwongozo</td>
</tr>
<tr>
<td>9</td>
<td>Mr. Mikidadi Shaaban</td>
<td>Ward Executive Officer</td>
<td>Usisya</td>
</tr>
<tr>
<td>10</td>
<td>Mr. Hassan S. Msega</td>
<td>Village Chairperson</td>
<td>Katunguru</td>
</tr>
<tr>
<td>11</td>
<td>Mr. Habibu S Nguguye</td>
<td>Village Executive Officer</td>
<td>Katunguru</td>
</tr>
<tr>
<td>12</td>
<td>Ms. Aziza Bakari</td>
<td>Village Committee Member</td>
<td>Katunguru</td>
</tr>
<tr>
<td>13</td>
<td>Mr. Eric Mashaka</td>
<td>Village Executive Officer</td>
<td>Mtakuja</td>
</tr>
<tr>
<td>14</td>
<td>Mr. Charles Kasato</td>
<td>Manager Cooperative Union</td>
<td>Katunguru AMCOS</td>
</tr>
<tr>
<td>15</td>
<td>Mr. Charles Malale</td>
<td>Chairperson</td>
<td>Katunguru AMCOS</td>
</tr>
<tr>
<td>16</td>
<td>Mr. Adam Kasendeka</td>
<td>Deputy Chairperson Coop.</td>
<td>Katunguru AMCOS</td>
</tr>
<tr>
<td>17</td>
<td>Mr. Silas J. Mhizi</td>
<td>Head Teacher</td>
<td>Katunguru</td>
</tr>
<tr>
<td>18</td>
<td>Ms. Dorice N. Hungu</td>
<td>DCL Coordinator</td>
<td>Urambo District</td>
</tr>
<tr>
<td>19</td>
<td>Mr. Robson O. Kighono</td>
<td>Zonal Secretary TPAWU</td>
<td>Tabora</td>
</tr>
<tr>
<td>20</td>
<td>Mr. Aron Masalu</td>
<td>Regional Secretary CWT</td>
<td>Tabora</td>
</tr>
<tr>
<td>21</td>
<td>Mr. Bahati Nzunda</td>
<td>Former Director PROSPER</td>
<td>Tabora</td>
</tr>
<tr>
<td>22</td>
<td>Mr. Msube Masiaga</td>
<td>DCL Coordinator</td>
<td>Kaliua</td>
</tr>
<tr>
<td>23</td>
<td>Ms. Preceda Kanja</td>
<td>DCP Coordinator</td>
<td>Uyui</td>
</tr>
<tr>
<td>24</td>
<td>Mrs. Khadija Mwinuka</td>
<td>District Education Officer (P/S)</td>
<td>Uyui</td>
</tr>
</tbody>
</table>
Fundamental Principles and Rights at Work Branch (FUNDAMENTALS)
International Labour Organization
4 route des Morillons
CH-1211 Geneva 22, Switzerland
Tel: +41 22 799 8181 - Fax: +41 22 799 8771
Email: fundamentals@ilo.org - Website: www.ilo.org/childlabour

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