
CHILD LABOUR IN TANZANIA

COUNTRY REPORT

2000/2001 INTEGRATED LABOUR FORCE AND CHILD LABOUR SURVEY



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Table of Contents

Abbreviation

List of Tables

Preface

Executive Summary

1. SOCIO-ECONOMIC BACKGROUND OF TANZANIA

1.1 Population

1.2 Economic Performance

1.3 Employment and Labour Market Structure

1.4 Primary Education in Tanzania

2. BACKGROUND AND JUSTIFICATION OF THE CHILD LABOUR SURVEY

2.1 National and international concern

2.2 Legal provisions related to working children

2.3 The Problem of working children

2.4 Objectives of the Child Labour Survey

2.5 Concepts and Definitions

3. SURVEY METHODOLOGY

3.1 Scope and Coverage

3.2 Questionnaire Design

3.3 Pilot Test

3.4 Sampling Design

3.5 Stratification

3.6 Training and Field Organisation

3.7 Data Processing

3.8 Response Rate and weighting

3.9 Lessons Learnt

4. CHARACTERISTICS OF THE SURVEYED POPULATION (5-17 years)

4.1 Population distribution by region , sex and age

4.2 Schooling status of the children

5. WORKING CHILDREN

5.1 Participate rate of children by region, age and sex

5.2 Economically Active Children

5.3 Children engaged in housekeeping activities

5.4 Children in schooling only

5.5 Children reported idle

6. WORKING CHILDREN BY INDUSTRY AND OCCUPATION

- 6.1 Working children by industry and sex
- 6.2 Working children by industry and age
- 6.3 Working children by industry and region
- 6.4 Working children by industry and school attendance
- 6.5 Working children by industry and engagement status
- 6.6 Working children by occupation and sex
- 6.7 Occupational currently preferred by working children
- 6.8 Occupational currently preferred by age group
- 6.9 Occupational preferred in the future by working children

7. WORKING HOURS

- 7.1 The concept of working hours
- 7.2 Analysis of actual hours of work in economic activities
- 7.3 Analysis of actual hours of work in housekeeping activities

8. REMUNERATION OF WORKING CHILDREN

- 8.1 Modality of payment
- 8.2 Use of income from paid work
- 8.3 The propensity to save
- 8.4 Satisfaction with current paid work

9. HEALTH AND SAFETY OF WORKING CHILDREN

- 9.1 Illnesses
- 9.2 Seriousness of illnesses
- 9.3 First source of medical care
- 9.4 Injuries suffered by working children

10. CHILD LABOUR IN TANZANIA

- 10.1 Conceptual framework
- 10.2 Distinguishing work from child labour
- 10.3 Estimate of child labour

11. POLICY RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

- 11.1 Policy Recommendations
- 11.2 Areas for further research

Annexes: I – Overview of Child Labour Programmes in Tanzania
II – Questionnaires used.

LIST OF ABBREVIATIONS

UNDP	-	United Nations Development Programme
ILO	-	International Labour Organization
Cap	-	Chapter
No	-	Number
IPEC	-	International Programme on the Elimination of Child Labour
NGO(s)	-	Non Governmental Organization(s)
SAP	-	Structural Adjustment Programme
HIV	-	Human Immune Virus
AIDS	-	Aquired Immune Deficiency Syndrome
STD	-	Sexual Transmitted Diseases
ESRF	-	Economic and Social Research Fund
TCCIA	-	Tanzania Chamber of Commerce Industry and Agriculture
TFTU	-	Tanzania Federation of Free Trade Unions
LFS	-	Labour Force Survey
CLS	-	Child Labour Survey
NMS	-	National Master Sample
PUS	-	Primary Sampling Units
EAs	-	Enumeration Areas
MLYDS	-	Ministry of Labour, Youth Development and Sports
NBS	-	National Bureau of Statistics
ROS	-	Regional Statistical Officer
PPU	-	Population Planning Unit
HBS	-	House budget Survey
MOU	-	Memorandum of Understanding
ERP	-	Economic Recovery Programme
IMF	-	International Monetary Fund
WB	-	World Bank
GDP	-	Gross Domestic Programme
URT	-	United Republic of Tanzania
US\$	-	United State Dollar
MOEC	-	Ministry of Education and Culture
BEMP	-	Basic Education Master Plan
COBET	-	Complementary Basic Education in Tanzania
UNESCO	-	United National Education, Science and Culture Organization
CBOs	-	Community Based organizations
WFCL	-	Worst Forms of Child Labour
TAMWA	-	Tanzania Media Women Association
CHODAWU	-	Conservation, Hotels Domestic and Allied Workers Union
TPAWU	-	Tanzania Plantation & Agriculture Workers Union
TAMICO	-	Tanzania Mining and Construction Workers Union
NSWTI	-	National Social Welfare Training Institute
ATE	-	Association of Tanzania Employers
OTTU	-	Organization of Tanzania Trade Unions
RAM	-	Rapid Assessment Methodology
F	-	Female
M	-	Male
H/head	-	Household Head

LIST OF TABLES

Chapter 1

- Table 1.1: Participation rates in economically active population 10 years and above (%)
Table 1.2: Total employed persons aged 10+ years by sex ('000)
Table 1.3: Employed persons aged 10+ years by sex and geographical area ('000)
Table 1.4: Employed persons aged 10+ years by employment status by sex (percentage)
Table 1.5: Comparison of Primary School Enrolment 1994 and 1998

Chapter 3

- Table 3.1: Rural Sample
Table 3.2: Allocation of selected households per income level

Chapter 4

- Table 4.1: Number of children (5-17 years old) by region
Table 4.2: Distribution of children by age-group and region
Table 4.3: Distribution of children (5-17) by age and sex
Table 4.4: Distribution of children (5-17) and Sex ratio by Region
Table 4.5: Distribution of male children (5-17) by region and age
Table 4.6: Distribution of female children (5-17) by region and age
Table 4.7: Number of Children Attending School by Region
Table 4.8: Number of children attending school by age group
Table 4.9: Distribution of children attending school by sex
Table 4.10: Distribution of children attending school by household size
Table 4.11: Number of children not attending school by age group
Table 4.12: Distribution of children not attending school by sex
Table 4.13: Distribution of children not attending school by household size
Table 4.14: Distribution of children not attending school by sex , household size and region
Table 4.15: Distribution of children not attending school by age and marital status of heads of household
Table 4.16: Distribution of children not attending school by age and education levels of heads of household

Chapter 5

- Table 5.1: Activity status of all children (5-17) by region
Table 5.2: Activity status of all children (5-17) by age
Table 5.3: Activity status of all children (5-17) by school attendance
Table 5.4: Distribution of Economically Active Children by Age and Sex
Table 5.5: Distribution of economically active children by region
Table 5.6: Distribution of economically active children by work status and sex
Table 5.7: Number of households Giving Main Reason for Working
Table 5.8: Main Reason for Working by Children
Table 5.9: Distribution of economically active children by school attendance and household size
Table 5.10: Distribution of children in housekeeping activities by sex and age
Table 5.11: Distribution of children in housekeeping activities by school attendance and household size
Table 5.12: Children in Housekeeping Activities by region and school attendance

Table 5.13: Distribution of children in housekeeping by school attendance by region and household size

Table 5.14: Distribution of children in schooling only by sex, age and region

Table 5.15: Distribution of idle children by sex, age and region

Chapter 6

Table 6.1: Working children by industry and sex

Table 6.2: Working children by industry and age

Table 6.3: Working children by industry and region

Table 6.4: Working children by industry and school attendance

Table 6.5: Working children by industry and employment status

Table 6.6: Working children by occupation and sex

Table 6.7: Occupations preferred by children now by sex

Table 6.8: Distribution of children by occupation currently preferred by age

Table 6.9: Distribution of children by occupation preferred in the future by sex

Chapter 7

Table 7.1: Number of Children by Actual hours worked by industry and sex

Table 7.2: Number of Children by Actual hours of work by industry and age

Table 7.3: Number of Children by Actual hours of work by industry, age and sex

Table 7.4: Number of Children by Actual hours of work by occupation and sex

Table 7.5: Number of Children by Actual Hours worked by school attendance by sex

Table 7.6: No. of Children by Actual hours spent in housekeeping activities by sex per day

Table 7.7: Actual hours spent in housekeeping activities by school attendance and sex

Chapter 8

Table 8.1: Modality of pay by age group

Table 8.2: Percentage of working children by age group by sex by type of pay

Table 8.3: Percentage of working children by marital status of H/heads and mode of payment

Table 8.4: Percentage of working children by type of pay and education level of H/heads

Table 8.5: Number of working children whether give part of their income to parents

Table 8.6: Percentage of working children whether give part of their income to parents by age group

Table 8.7: Number of working children whether save their income by age group (%)

Table 8.8: Gender distribution of the working children by savings by age

Table 8.9: Number of working children by reasons for saving and age group (%)

Table 8.10: Gender distribution of the working children by reasons for savings by age

Table 8.11(a): Number (and%) of working children whether they are satisfied with work

Table 8.11 (b): Percentage of working children whether they are satisfied by age and sex

Table 8.12(a): Reasons why working children are not satisfied with their work by age (%)

Table 8.12(b): Reasons why working children are not satisfied with their work by age (%)

Table 8.13: Number (and%) of working children by working relations with their employers

Chapter 9

Table 9.1: Types of Illness reported by working children by sex

Table 9.2: Types of Illness reported by working children by age

Table 9.3: Types of Illness reported by working children by age - Male

Table 9.4: Types of Illness reported by working children by age – Female

Table 9.5: Types of Illness reported by working children by sex

Table 9.6: Seriousness of Illness reported by working children by age

Table 9.7: Number of working children by source of medical advice and sex

Table 9.8: Number of working children ever injured by age

Table 9.9: Percentage Distribution of injured children by industry by sex and age

Chapter 10

Table 10.1: Estimates of Child Labour in Tanzania

PREFACE

The Government of Tanzania is concerned about the welfare of children. This concern dates back to the colonial time, when in 1955 while under the British rule, the Government passed Employment Ordinance Cap.366, which among other provisions, prohibits employment of children. The Ordinance was amended by Act No. 5 of 1969 to prohibit employment in any capacity whatsoever of a child below the age of 15 years. Section 9 of the Ordinance empowers the Labour Commissioner, Labour Officers and Labour Inspectors to enter and inspect any work place or private dwelling believed to host or employ a child.

Since independence in 1963, Tanzania has put in place both national and sectoral policies to promote the welfare, enhance education opportunities, and protect the rights of children. These include the Employment Ordinance, which defines a child as a person under the apparent age of fifteen (15) years (Section 2); the Education and Training Policy (1995); the National Employment Policy (1997); and recently the Child Development Policy (1996). At the international level, Tanzania has ratified 8 ILO conventions pertaining to children and young persons: Conventions No. 5, 7, 15, 16, 58, 59, 138 and 182.

Despite these regulations and policies against child, the problem of child labour is in increase in Tanzania. From activities carried out by the Government, with support from ILO's International Programme on the Elimination of Child Labour (IPEC) which has been operating on Tanzania since 1995, there are ample evidences that indicated that child labour and in particular of hazardous and exploitative nature was becoming rampant. These evidences, however, are based on small-scale surveys and qualitative situational assessments and have been used mainly for advocacy campaigns for the sensitization of the general public on the consequences of child labour. What has been lacking is a comprehensive data that would provide the situation at national, regional, sectoral levels, and analyse the causes and effects and therefore make it possible to develop policies and actions programmes at the appropriate levels. Hence the need for a comprehensive national child labour survey.

The Ministry of Labour, Youth Development and Sports is delighted to present a report of the Survey and hope that it will make a solid contribution to the welfare and development of Tanzanian children. I would therefore, at this juncture wish to express our gratitude to the International Labour Organisation (ILO) for providing the financial and technical assistance for the Survey, and for the National Bureau of Statistics (NBS) for successfully implementing it, despite the numerous demand on them.

Special thanks go to staff of the Labour Statistics Unit of the Ministry of Labour, Youth Development and Sports who provided leadership and administrative support to the Survey. Finally, we must owe the results to the parents, children and general public who

offered the necessary cooperation and spared time to answer all our questions, numerous they might have been. We sincerely thank them.

The report is divided into eleven Chapters – the first three Chapters give background to the study including the survey methodology. Chapters 4 to 9 are devoted to the findings of the Survey. Chapter 10 provides estimates of Child Labour in Tanzania based on the findings in the previous Chapters. It is on the basis of all these Chapters, that policy recommendations and areas for further research are determined in Chapter 11.

We recommend this report to all planners, administrators, policy makers and to the general public.

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EXECUTIVE SUMMARY

BACKGROUND AND OBJECTIVES OF THE CHILD LABOUR SURVEY

This report is based on the child labour survey that was conducted by the National Bureau of Statistics (NBS), on behalf of the Ministry of Labour, Youth Development and Sports, in 2000/2001.

The broad objective of the survey was to provide national data on the nature and extent of child labour in Tanzania. This data will serve as a basis for policy making and programme of intervention against child labour, besides establishing a child labour database. The survey provides not only the statistical count of the number of economically active children but also information on children engaged in economic and non economic activities, schooling status and health problems facing the working children.

Scope and Coverage

The survey targeted all children in 5-17 age bracket living in private households in Tanzania mainland. However since the National Master Sample developed in 1985 as a generalized sampling system does not include institutional population, children living within the boundaries of institutions were excluded. Children of all overseas diplomats residents in Tanzania were also excluded but children of other non citizens who live in private households were included.

Survey methodology

The *de jure* approach was used for covering all children in 5-17 age group living in sample households. A coverage rule was established to cover all children identified as usual residents. The child labour survey was implemented as module of 2000/2001 intergrated labour force survey based on the National Master sample (NMS) which is a stratified two stage sample. The primary sample unit were the villages for rural sample and enumeration area for the urban sample. The ultimate sampling, units were the households or dwelling units in case of the urban sample. A total sample of 11,600 households were covered – 8,000 from the rural areas and 3,600 from urban areas.

Data Processing

Data processing involved manual data editing, coding, data entry and validation. A computer system design for data entry computer editing and tabulation was developed. The system design and the subsequent data entry programme utilized an integrated Micro Computer Processing System (IMPS). Data entry and cleaning of data was done using the CONCOR Programme.

MAJOR FINDINGS OF THE SURVEY

Estimated number and profile of target children

1. It is estimated that, in Tanzania mainland, there were 11,965,146 children aged 5-17 years, accounting for 36.7% of the projected national population of 32.6 million. Majority of these children (79.0%) live in the rural areas; Dar es salaam accounts for 5.4% while 15.6% live in other urban centers.
2. Children aged between 5-9 years account for 41.7% (4,987,615) of the total. There are 4,841,710 children in the age group 10-14 years accounting for 40.5%. There are about 2,135,821 (17.8%) children from the age group 15-17 years.
3. When comparison is made by geographic area and within age groups it can be noted that the children from the age group 5-9 year are the majority in rural and other urban areas except Dar es Salaam City where majority are from age group 10-14 years.
4. Sex ratio is defined as the number of males per every 100 females. Overall, the sex ratio for children, aged between 5-17 years, is 104. The sex ratio is highest (109.8) for children in the age group 15-17 and almost the same (100.9) for age group 10-14. On average from each age group the number of male and female children are almost equal.

Schooling status of the children

5. The survey sought to establish the schooling status of all children aged 5-17 years. It was found that a total of 6,802,951 (56.9%) children aged between 5-17 years were attending school and 5,162,195 (43.1%) were reported not attending school. The proportion of children going to school was highest in Dar es salaam (78.0%) and lowest in the rural areas (53.1%), below the national average.
6. Majority of the children attending school belong to the 10-14 age group, to the tune of 3,817,223 (or 56%), followed by the younger ones in the 5-9 age group. In other words school attendance appears to peak at the 10-14, the age of completion of primary education and thereafter drops dramatically.
7. Out of 6,802,951 children attending school, 3,391,751 (49.8%) of them are male. Majority of these male children are from the age group 10-14 years who comprise of 1,901,837 children (56%), followed by children from the age group 5-9 years 833,772 (25%) and lastly from age group 15-17 who comprise of 656,143 children (19%). A similar distribution is observed for female children.
8. However, it is apparent that female children begin school at earlier age (5-9) than their male counterparts, but tend to drop out of school after completion of primary

education (age 10-14). But overall, the proportion of girls attending school is higher than that for boys. This is particularly true for age below 15 years.

9. It is estimated that there are 5,162,195 children aged 5-17 years who do not attend school in Tanzania, majority of whom are based in the rural areas where they comprise of 4,433,209 children or 86% of all children not attending school. In Dar es Salaam city there are about 142,211 children or 3% of children who do not attend school and in other urban areas 586,775 children or 11% who do not attend school.

Children Attending School only

10. A total of 426,600 (4% of the total population of all children aged 5-17) children were reported to be engaged in schooling only. Majority (65.4%) of these children belong to the age group 5-9.

Idle Children

11. It is estimated that 1,081,520 children which is equivalent to 9% of all children aged 5-17 years, were idle at the time of the survey, i.e. they were neither going to school, nor engaged in economic and housekeeping activities. Almost all these children (91.4%) belong to age group 5-9.

Working Children

12. During the survey both parents and children were asked whether they carried out any work for pay, profit or family gain during the reference week (and in the last twelve months) – commonly referred to being economic activities and/or involve in housekeeping activities (non-economic activities) within the same households. Where a person was involved in both economic and non-economic activities, the economic activity took precedence, and hence the person would be classified as economically active. Information was also collected about housekeeping activities within the household.
13. Out of the total estimated 11,965,146 children of the age between 5-17 years in Tanzania, 4,735,528 (39.6%) were reported to have worked in economic activities, while 5,721,496 (47.8%) were engaged in housekeeping activities. The participation rate in economic activities is highest in rural areas (45.7%) compared to Dar es salaam (6.5%) and Other urban areas (20.0%). In Dar es salaam, a high proportion (82.2%) are engaged in housekeeping activities.
14. The participation rate increases with age in the case of economic activities, rising from 25.5% for children between 5-9 years, to 58.9 for those aged 15-17 years. However, for housekeeping activities the participation rate peaks at age 10-14 and then drops for those in the age band 15-17 years.

15. The participation rate also varies between those children attending (36.1%) and those not attending (44.1%) in economic activities. It is apparent that children not in school participate more in economic activities than household keeping activities.

Children engaged in economic activities

16. More than half (52.4%) of the children engaged in economic activities are males. In absolute numbers there are 2,479,636 male children compared to 2,255,892 female children aged between 5-17 years.
17. The distribution of these children according to age group indicates that male children outnumber female children in all the age groups. For example in 5-9 age group male children comprise of 668,842 (52.6%) and female children are 602,970 (47.4%) of all children in the age group of 5-9 years.
18. In Dar es salaam and rural areas, almost equal number of economically active children are attending school compared to those not attending. However, in 'Other urban' area , almost two third (63%) combine work with schooling.
19. More than three quarter of them (78.8%) work as unpaid family members in their family farm or *shamba*, another 17.99% work as un-paid family members in non-agricultural establishment.
20. Slightly over a quarter of the parents (27.5%) said the main reason for their children working was to augment the household income. Another 30.1 percent of parents with working children reported that they allowed their schooling children to work in order to help in either family business or family farm. Therefore poverty related reasons for child working accounted for over half.
21. The main reasons given by the children was somewhat different. More than one quarter (28%) said that they were still too young to work. Others chose to work so as to augment household income (9%), help in housekeeping chores (4%). The other major reasons given for working was to help in family business (5%), poor in studies (9%), failed at school (7%) and unable to afford schooling/training cost sharing (6%).

Housekeeping Activities

22. Children carry out various housekeeping activities such as cooking, washing utensils, looking after young ones or the elderly, shopping for the household, washing and so on. From the survey, it is estimated at the number of 5,721,496 children do carry out these activities, which is equivalent to 47.8% of all children aged 5-17 years in Tanzania.

23. In general, majority of the children who participate in housekeeping activities belong to the 10-14 age groups (42.9%), followed by the younger age group 5-9 years (42.8%).
24. There is no significant difference in trend of participation between girls and boys. As the children grow older, they tend to participate less and less in housekeeping activities – although in absolute numbers the girl child continues to dominate.
25. Almost one out of every three children (31.6%) involved in housekeeping activities is not attending school.

Working Children by Industry and Occupation

26. Majority of the children (79.9%) are engaged in the agricultural/forestry /fishing sector, followed by personal services (17.4%). Similar pattern is illustrated by sex, where three quarter of the girls are engaged in agricultural sector compared to boys at 84.3%. The proportion of girls engaged in the manufacturing sector and personal services is notably higher than for boys
27. When the analysis is done by age, a noticeably pattern develops where engagement in agriculture as the main sector increases with age – from 71.3% for children aged 5-9 to 81.0% for children aged 10-14 years to 86.9% for the older children aged 15-17. This pattern, however, is reversed in the case of Personal services, where it drops from 27.8% for children aged 5-9 to 7.8% for children aged 15-17.
28. The distribution of working children between those attending school and those out of school show similar pattern by sector where they are almost equally represented, except in mining, construction and transport sectors. In mining, the majority of the working children are attending school (57.2%), while in Trade, more than half (52.8%) are out of school, and in Construction, eight of ten (81.9%) working children are out of school.
29. In terms of occupation. more than two thirds (69.2%) of working children are engaged as agricultural and fisheries workers, and those in elementary occupations account for more than quarter (27.2%) of the working children. Similar pattern is demonstrated by sex, although fewer boys are engaged as service and shop workers compared to girls. However, more boys were found in craft and related workers category compared to girls.

Working Hours

30. An estimated total of 1.6 million (34% of the total working) children work for more than 4 hours per day or 30 hours per week. About one child in four (22.4%) work for more than 40 hours per week or 6 hours per day.

31. Although majority of the children work in agriculture (79.9%) and personal services (17.4%), they work for longer hours in trade and manufacturing sectors.
32. The distribution of actual hours worked by children in different occupations shows highest proportions of children work longest hours (30 or more) in building trades and transport/mining and construction workers (62% each), plant machine operators and metal trades (52% each), animal and poultry (48%) and sales activities (47%). Self employed managers, forestry/fisheries and food processing workers also contain a high proportion (more than 41%) of children who work long hours
33. The measure of actual hours spent in household chores by children indicate that three in four children spend less than 3 hours per day. The number of hours spent tend to increase with the age of the child. Unlike in economic activities, generally female children spend more hours than male children in household duties. A total of 201,189 out of 2,939,907 female children (6.8%) spend more than four hours per day in household duties compared to 146,422 in 2,781,588 male children (5.3%).

Remuneration of Paid Child Workers

34. It was established that out of the 4,735,530 children who are economically active, 79,611 (1.7%) work for pay in their main activity and another 43,376 in secondary activity.
35. During the survey, attempts were made to categorized the mode of payment of wages and salaries to working children, which could either be on piece rate according to the tasks to be performed; on hourly basis; daily; on weekly or monthly basis. Almost two third (65.9%) of paid children workers get their pay on monthly basis, followed by piece rate (19.8%).
36. Further analysis shows that there exists variation in mode of payment by age. For example those paid monthly most of them are children from the age group 15-17 years (61.3%), and a similar pattern is observed for weekly and daily payments. Piece rate payment is dominated by children aged 5-9, which constitutes 64.2%.

Use of income from paid work

37. It was found that almost three quarters (71%) give all or part of their pay to their parents. The common medium of delivering this support is by the children themselves (51%). It was noted that one out of every four children do not give any support to their parents.

Propensity to Save

38. The Survey results show that less than half of paid working children (48%) do save their income. Most of the younger children (5-9 years of age) do not save compared to older ones. Majority of the working children who save regularly are from the age

group 15-17 years (61%), followed by age group 10-14 years (36%) and 5-9 years only (3%). Similar pattern is found for children who save occasionally belong from the children who come from the same age group 15-17 years (60%), and next are from age group 10-14 years (36%) and 5-9 years (4%).

39. During the survey, three reasons were suggested as to why children may be saving part of their income. The results show that close to half (46%) were saving in order to start their own business. A good proportion (13%) said they were saving in order to go to school.

Satisfaction with the current paid work

40. During the survey children were asked whether they are satisfied by the current activities or not in terms of the monetary gains that they get from the job as well as from the perspective of the stress and pressure that work exert on them. Overall, the response was almost equally divided between children who reported not to be satisfied (51%) and those who were happy with their jobs (49%).
41. Four reasons were advanced for not being satisfied – too low wages; work too tiring, employer too demanding and earning from self-employment too low. The results show that two out of every five children (42.7%) complained about wages being too low and a third (34.2%) said the work was too tiring – see Table 8.12(a) and (b). It should be noted that children in the age groups 10-14 and 15-17 complained relatively stronger about the tiring work there were doing.

Health and Safety of Working Children

42. During the survey, children who were reported to be working were asked whether they have ever been injured at their workplace or suffered illness due to work conditions or occupation/job at any time in the past (twelve months). Moreover, there was no control group (non-working children) to whom similar conditions could have been compared. Nonetheless, the results show the vulnerability and the health and safety problems that working children face.
43. Out of the estimated 4,735,530 working children, 1,087,368 (22.9%) reported to have ever suffered from one form of illness over the last twelve months. Out of the 1,087,368, more than half - 613,585 (56.4%) were male and 473,783 (43.6%) female. Overall, close to half (47.8%) of working children complained of common cold and fever although it was difficult to establish from their responses whether there was direct linkage with the work they were carrying out. The other common illnesses reported were breathing problem, anaemia and back pain.
44. A total of 893,531 working children are estimated to have sustained injuries in the last twelve months, prior to the survey. Majority of them (81.5%) were working in the agricultural sector. The next sectors were Personal service 15.5%, and Trade 2.0%.

Estimates of Child Labour in Tanzania

45. Child labour is work performed by children under 18 years of age which is exploitative, hazardous or inappropriate for their age, and which is detrimental to their schooling, or social, mental, spiritual and moral development.
46. A combination of the following factors have been used to derive estimate of child labour under different scenarios. These are:
- Children below 15 years of age in accordance to the Employment Ordinance which defines a child as a person under the apparent age of fifteen (15) years (Section 2); however, there are children of the apparent age of twelve (12) years who shall not be employed in any capacity whatsoever (Section 77). The Ordinance goes on further to provide that no child shall be employed in any employment which is injurious to health, dangerous, or otherwise unsuitable.
 - Schooling status – is in-built in the child labour concept in the phrase “Works .. which is detrimental to their schooling, --“. Therefore, children who preferred to work at the expense of schooling were in child labour.
 - Status in employment - was categorised into paid employee, unpaid family worker in family farms or business, and worker in own farm/enterprise with or without employees, and apprentices. Wage employment is in-built in the child labour concept in the sense that wage employment for young children is known to be exploitative in terms of low pay and long working hours as results have shown. Also, wage employment is in most cases of permanent nature. On the other hand, self employment at such tender ages imposes undue responsibility, which is associated with both mental and physical stress. In addition the self-employed children forfeit advancement in schooling, and by so doing “—reduce their present economic welfare or their future income earning capabilities either by shrinking their future external choice set or reducing their own individual productive capabilities”.
 - Hours of work – as a criterion is embodied in the child labour concept at both the lower risk and higher risk (worst form) levels. It is obviously exploitative when the child works for long hours. Also, working long hours endangers the health of children and affects school performance of full time students.
46. The challenge is combining the four indicators above into a single estimate while at the same time discounting child work which is quite desirable. This is because although both the ‘out –of school’ and ‘hours of work’ indicators give very close results, the former has two reference periods giving two different estimates. The status in employment filter is limited by the fact that it omits unpaid family workers, who are majority in the Tanzanian setting, contributing 78.8 percent of the working children during the reference week. Therefore the estimates have been

provided under different circumstances and scenarios – as illustrated in Table 1 below. Using the minimum age criterion, there are 1.2 million children involved in child labour by excluding child work as far as data can allow. This indicates a risk rate of 25% among the working children.

Executive Table 1: Estimates of child labour

	Dar es salaam	Other Urban	Rural	Total
Working Children	41'892	374'174	4'319'462	4'734'528
Child Labour				
Working for Others + Unpaid 5-17 yrs old	28,146	120,538	782,678	931,362
Working for Others + Unpaid < 15 yrs old	13,315	84,638	679,755	777,708
Not attending school on economic (poverty) Reasons plus attending: Age 5-17 years	6,765	93,979	1,063,604	1,164,348
Not attending school on economic (poverty) Reasons plus attending: Age less than 15 years	888	51,263	718,634	770,785
Work more than 4 hours per day	17,663	112,606	1,515,985	1,646,254
Injured at work	1,566	42,937	849,028	893'531
Housekeeping- total engaged: 5-17 yrs	530'319	1'149'532	4'041'645	5'721'496
Not attending school	97'534	245'076	1'461'662	1'804'272
More than 4 hours per day (plus attending)	15,168	63,228	269,212	347,608

Recommendations and conclusions

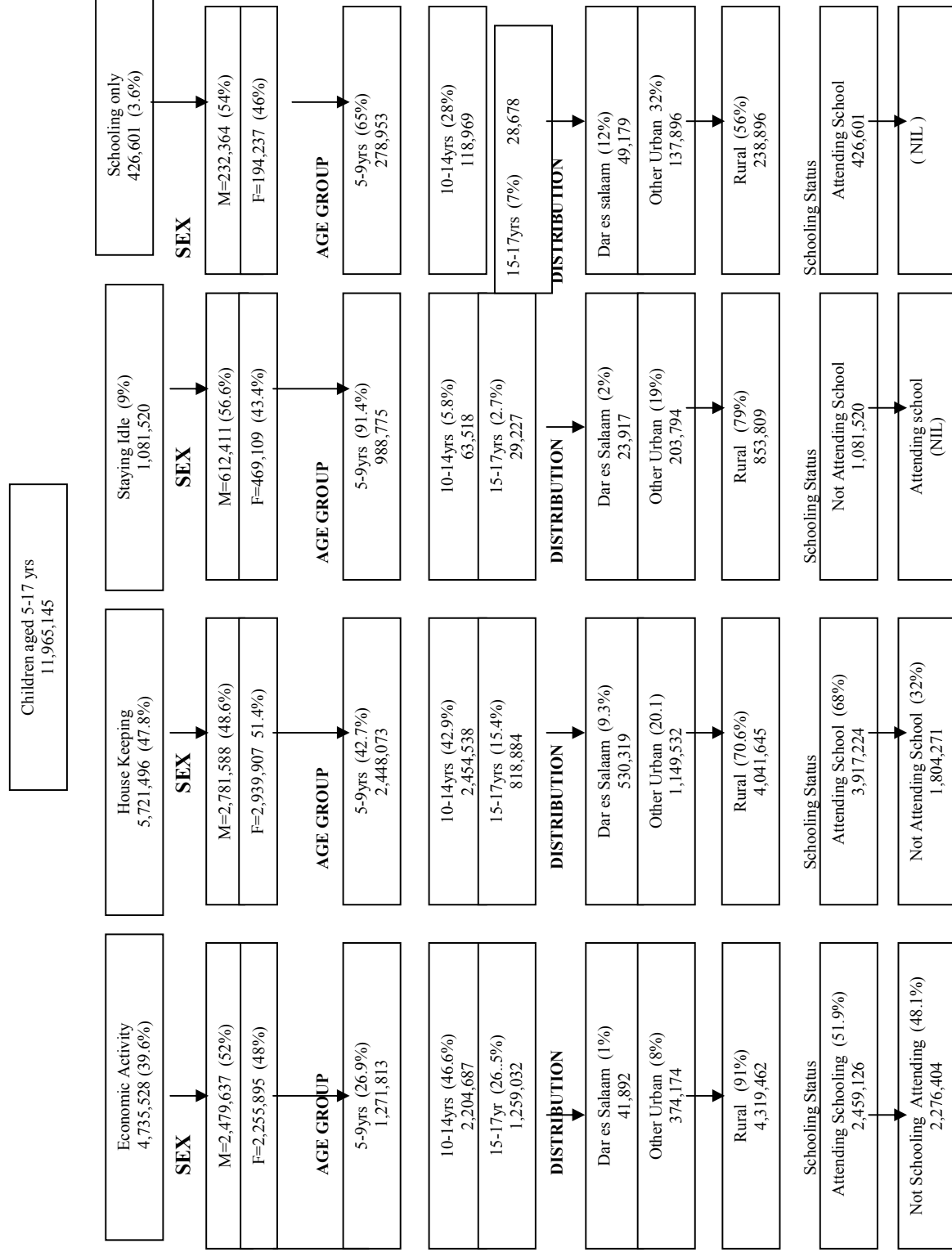
47. The number of children aged 5-9 years who were reported not attending school is estimated to be 3,203,462 which is 64% of all children in that age group (out of 4,987,615 children). Majority of these children are based in the rural area. There is a need to mobilize local communities to establish pre school centres. This is because about 950,634 from the children aged 5-9 years who were reported not attending school are under 7 years.
48. It is also estimated that about 5,162,195 children aged 5-17 years who were reported not attending school and majority of them (86%) are based in the rural areas (4,433,209) and 34% of them belong to big families of 9+ members. This trend suggest that there is a need to construct more classrooms in the rural areas. Also this call for family planning education to the local communities in the rural area.
49. The survey has also revealed that the high the illiterate rate of household heads the higher the number of children who do not attending school and vice versa. It was noted that about 34% (1,755,975) children who do not attend school live with household heads who never attended school, 25% (1,275,724) live with H/heads who did not complete primary school. When these are combined together they make about 59% (close to 60%) of all children who do not attend school living with H/heads with low level of education. Therefore there is a need to sensitize the local

people in rural areas on the importance of educating their children. This should go parallel with adult education programme in the rural areas.

50. About 4,735,528 children or 39.6% of all children aged 5-17 years are engaged in economic activities. Majority of these children 2,204,685 (46.5%) are from the age group of 10-14 years who most of them 4,319,462 (91%) are rural based. This indicate that poverty is the big problem in the rural areas. There is a need to put in place good policies to help the rural poor people.
51. There is only 13% or 1,508,120 children aged 5-17 years in Tanzania who are neither engage in economic nor non-economic activities. These children are either staying idle (1,081,520) or schooling only (426,600). The rest children aged 5-17 years close to 10.4 million are either engaged in economic or non economic. This suggest that the current falling standard and poor performance in education is also contributed by children engagement or combining both school and other duties. This also means that the efforts which are made by the government to improve the education standard in the country won't be successful if the problem of combining school and other duties is not solved. The children need time for leisure and revise their books.
52. During the survey, children preferred in future to be associate professionals (31%), farmers crops (28%), professionals 6%, personal service workers 5%. Children aged 5-17 years also work long hours during the night in manufacturing, Agriculture/Forestry/Fishing, personal service and trade sectors. In order to curb this problem local government and communities be sensitized and advised to formulate by laws which will restrict children to work at night.
53. Vocational training and credit facilities for youths who complete primary school at the age of 14 years be established. The survey has revealed that there are children who work and save part of their income in order to start their own business (46%), to go to school institutions 13% and for other reasons, 41%. Also majority of children who work and save part of their income to start their own business or go to school/institutions are from the age group of 15-17 years.
54. Awareness on health problems facing children who work in various sectors and occupations be made to parents, local leaders and the children themselves. This is because about 56% of all working children were not aware of the health and injury problems.

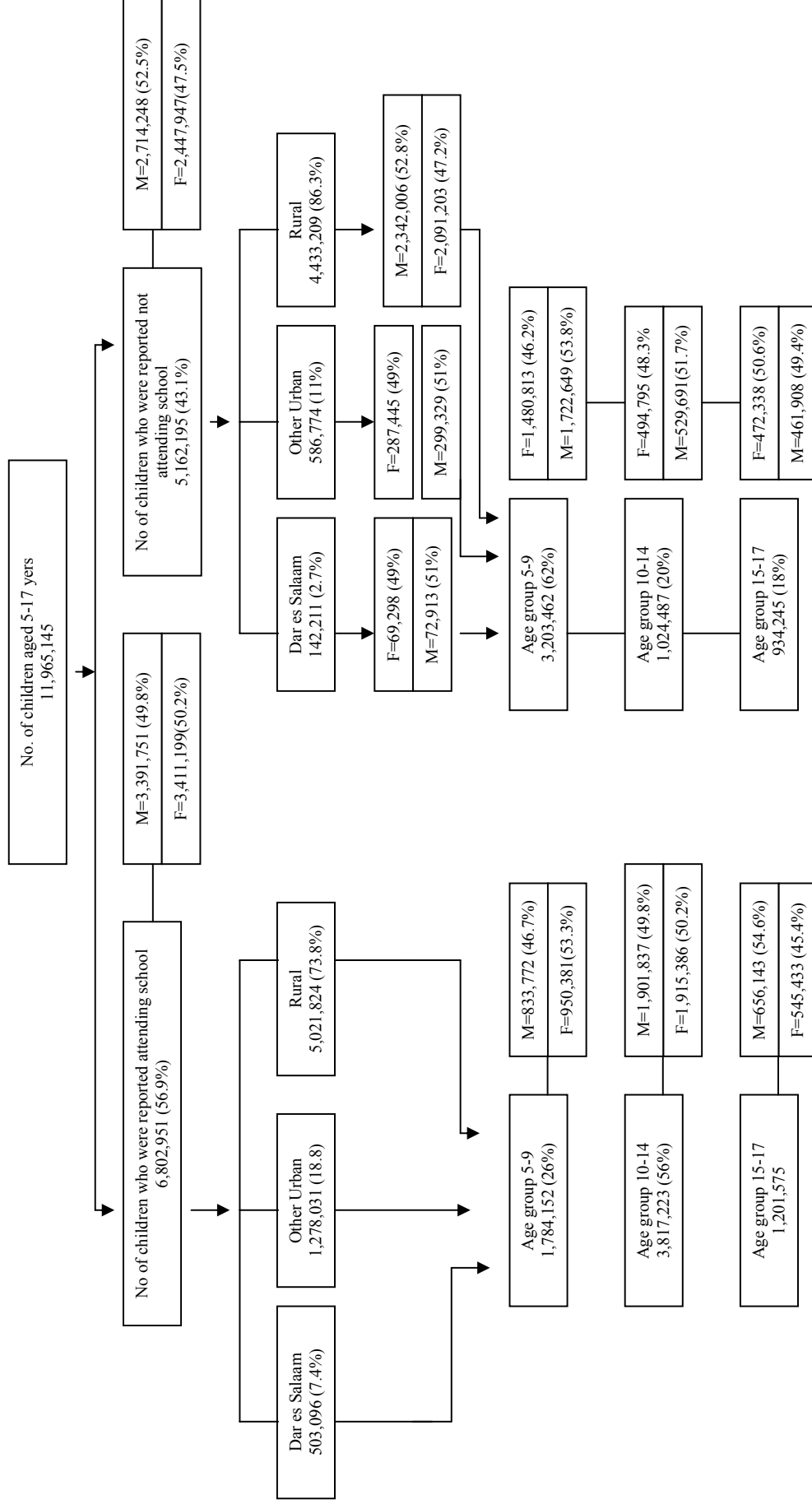
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Flow Chart No.2



Flow Chart No.3

SCHOOLING STATUS OF THE CHILDREN AGED 5-17 YEARS IN TANZANIA



CHAPTER ONE

SOCIO-ECONOMIC BACKGROUND OF TANZANIA

1.1 Population

The population of Tanzania mainland¹ was an estimated population at 30.1 million in 1998 with a growth rate of about 2.8% per annum. At the same rate of growth, the population is projected to have reached 32.6 million in the year 2000. Majority of the population (74.3%) live in the rural areas although over the years there has been steady increase in urbanization. The urban population was only 2.7% of the total in 1957 compared to 25.7% in 1997 (UNDP 1999).

The dependence ratio, which is the ratio between those under 15 and over 65 years compared to those working age from 15-64, is about 94.1. Tanzania's Bureau of Statistics estimates that 53.4% of the country's population was under the age of 18 years in 1998 and that the number would rise to 54% by 2008. This translates into approximately 17 million children in need of health care, education and life skills.

1.2 Economic performance

The features and performance of the Tanzania's economy can be discussed broadly under two period bands; (a) the two decades – 1960s and 70s of Socialism; and (b) the two decades - 1980s and 1990s of economic reform.

The Two Decades of Socialism

In 1960's after independence Tanzania Economy was based mainly on subsistence agriculture and the production of sisal, coffee, and cotton for export. The economic policy of the government then was articulated in the 1967 Arusha Declaration. The concept of African socialism was rooted in the understanding of capitalism as an exploitative system of survival of the economically fittest. The Arusha Declaration changed the primary economic goal from capitalistic mode of production to equality and economic policy officially shifted to central planning, government control of the economy and an inward looking self-reliance. In practice, the government emphasis on unsupervised "self help" schemes had a demoralizing effect as new primary school remained unstaffed and without desks and other school infrastructure. Clinics, dispensaries, and hospitals had no drugs etc.

Tanzania's government accepted the economic consequences of a non aligned foreign policy. "Economic development" understood as "growth" was also not the primary consideration in domestic policy as for example taxes were avoided on low income earners for reasons of equality. Tanzania struggled to fashion a coherent basis for a national path to development. For a time these initiatives improved social indicators and Tanzania made extraordinary strides in literacy and basic health services while maintaining greater equality.

However, by the mid 1970s the fundamental flaws in economic policy became apparent and interval economic failures were exacerbated by a series of external economic shocks these included the collapse of international commodity prices for exports which affected farmer's

¹ The United Republic of Tanzania is made up of the mainland and the two islands of Pemba and Zanzibar. This report only covers the situation in the mainland.

incomes and foreign exchange earnings. Other external shocks were sharp oil price increases in 1973-1974 and 1978-1979, break up of the East African Community, a regional body whose common services had to be replaced, cost of Tanzania's war with Uganda to oust Iddi Amin and extended periods of drought.

The Two Decades of Economic Reform

From 1976 to 1980, real GDP grew at the rate of 2 per cent per annum. The next five-year period was hardly better, with real growth averaging 1.8 per cent per annum. Consequently, the real GDP per capita declined steadily over the 1976-1985 period. The poor economic growth was broad-based, with every sector agriculture, manufacturing etc. – performing poorly due to inappropriate policies and half-hearted efforts in the implementation of reforms, comprising the National Economic Survival Programme, 1981-1982 and the home grown Structural Adjustment Programme, 1982-1985. As a consequence of the combination of these internal and external factors and their impact on Tanzanians people, the government fundamentally altered its development path, moving away from a centrally planned public-sector-led economy towards a market-oriented economy, entailing greater participation of the private sector.

Since the mid 1980s, Tanzania's macro economic policy has been geared to stabilization and then dismantling the commanding role of the state in the economy. In 1986 the first Economic Recovery Programme (ERP) stressed liberalization in imports and exports of agricultural products and monetary stabilization. In the 1990s efforts were made to improve fiscal management and comprehensively reform the public sector through civil service reform and privatization of the large state owned enterprises. This has resulted in, among others, the reduction of civil service from 355,000 to 270,000 people and divestiture of more than half of the 400 state owned enterprises by the end of 1998. These measures led to an average economic growth rate of 3-4% from 1985 – 1991 but inflation remained above 30%. By the middle 1990s, fiscal discipline weakened, both budget and external account deficits rose sharply and growth rates fell to just 1.3% on average during 1992-1995. The ERP was generally successful in reversing the output decline and laying the foundation for future growth. However, it was less successful in protecting expenditures in the social sectors.

The ERP was followed by the Economic and Social Action Programme, 1989-1992 which sought to incorporate the Social Dimension of adjustment. In essence, it was a continuation and expansion of ERP. Since 1993-1994, the three year Rolling Plan and Forward Budget has replaced the framework of Economic Recovery Programmes, while seeking to continue and deepen the economic reforms. The implementation of economic reforms succeeded in resuscitating growth. Between 1986 and 1990, real GDP grew by 3.9 per cent per annum. This growth rate was not sustained in the 1991-1995 period due to drought when the economy grew at 2 per cent per annum. There was some recovery in 1996-1997 when the GDP rose to 3.8 per cent per annum.

The economic reforms have also resulted in increased economic activities and stabilization in the macroeconomic balances. Since 1993, the overall external position has steadily improved because of a shrinking current account deficit and continued surplus in the capital account. At the macroeconomic level, restructuring at the firm level and in agriculture, has also taken place.

1.3 Employment and Labour Market Structure

Fiscal adjustment in Tanzania has had direct implications for employment. First, the need for civil service reform to inter alia contain the government wage bill, eliminate over-staffing and design a payment system that would create incentives for the remaining workers. Second, a relevant component of fiscal adjustment was parastatal reform. Given the pervasive inefficiency in the parastatal sector, privatization and reform have resulted in significant restructuring of enterprises entailing retrenchment of labour. Trade liberalisation, has increased competitive pressures on existing parastatals (as well as private sector firms) with important implications for employment. With increased globalization, such pressures can be expected to continue.

Such economic growth rates that have come with the reform programme have not generated a proportionate rate of new jobs to match the prevailing high unemployment and poverty rates. Economic growth of the order of 6-8 per cent, on a sustainable basis, will be necessary to address the twine problems of unemployment and poverty. It is also critical that the economic growth process and recovery focus on more employment intensive growth.

Participation in the Labour Market

There is very limited information of the labour force and employment in Tanzania. The previous Labour Force was conducted in 1990 and it was only after twelve years, in 2000, that another one – called an Integrated Labour Survey (ILFS) was conducted.

The ILFS shows that the participation rate of the population aged 10 years and above has increased from 72% in 1990/91 to 79% in 2000/02. The rural population has by far the highest rate, 83%, and shows the highest increase of 9% over the period. The urban population has seen a rise in the female's participation rate, but a decrease in the men's. Dar es salaam city has the lowest participation rate compared to other areas. Participation rate for the males is slightly higher than for the females for the country in total.

Table 1.1: Participation rates in economically active population 10 years and above (%)

		1990/91	2000/01
Rural	Male	73.9	83.7
	Female	73.5	82.2
	Total	73.7	83.0
Urban	Male	74.3	70.0
	Female	58.7	66.5
	Total	66.5	68.2
Tanzania	Male	74.0	80.7
	Female	70.9	78.6
	Total	72.4	79.6

Source: Integrated Labour Fource Survey, 1990/91 and 2000/01.

The survey estimates, that the employed population is 16.9 million or 96% of the currently economically active population. When compared to 10.9 million employed persons in 1991, it gives an increase of 55%. On average, employment increased by about 600,000 persons each year in the period.

Table 1.2: Total employed persons aged 10+ years by sex ('000)

	1990/91	Percentage	2000/01	Percentage
Male	5,455	50.1	8,351	49.4
Female	5,434	49.9	8,564	50.6
Total	10,889	100	16,915	100

The two first tables tell, that while the females has a slightly lower participation rate, they constitute a majority of the total employed people by 2000/01. This corresponds to the females slightly higher rate of the total population.

Table 1.3: Employed persons aged 10+ years by sex and geographical area ('000)

	Rural	%	Urban, total	%	Dar es Salaam	%	Tanzania	%
Male	6,886	49.2	1,466	50.2	425	57.5	8,351	49.4
Female	7,111	50.8	1,453	49.8	314	42.5	8,564	50.6
Total	13,996	100	2,918	100	739	100	16,915	100
%TOTAL	82.7	-	17.3	-	(4.4)	-	100	-

The distribution of employment by sex differs only slightly between the rural and urban regions, with the female having the lowest share of employed, 42.5%, in Dar es salaam. The rural areas provide a vast majority of the total employment with 83%, while the urban areas only account for 17% of total employment, of which Dar es salaam employs 4.4%. Overall, 61.8% of the total Tanzanian population is employed. The remaining 38.2% includes the unemployed, the not economically active adults and the children below the age of ten years.

Like in 1990/91 a large majority of the employed, 81%, is engaged in own agriculture. However, the proportion of paid employment and own farm agriculture has decreased with an increase in unpaid family helpers by 3% points, which is mainly due to the fact, that in the 2000/01 survey (see Table 1.4 below), collection of firewood and fetching water activities (almost exclusively done by unpaid family helpers) were regarded as economic work. In the 1990/91 – survey these activities were not regarded as economic activities if were done for own home use.

Table 1.4: Employed persons aged 10+ years by employment status by sex (percentage)

Employment status	1990/91			2000/01		
	Male	Female	Total	Male	Female	Total
Paid employment	12	4	9	10	4	7
Self employed	10	5	8	9	8	8
Unpaid helpers	1	1	1	3	5	4
Agriculture (own farm)	77	90	84	78	84	81
Total	100	100	100	100	100	100

There are only 4% females in paid employment, compared to 10% for males, underlining a gender imbalance, which is also seen in the rates for working in own agriculture, in which 8 out of 10 females are employed, compared to 3 out of 4 men.

Government Employment Policy

The Government in 1997 formulated the most comprehensive employment policy. The purpose and objectives of the employment policy are, among others, to provide conducive

environment to enable unemployed people to employ themselves by directing resources towards self-employment sector; define potential areas which can provide employment and develop strategies of how to develop those areas in promoting employment; prepare special training programmes by coordinating and strengthening sources of employment including establishment of an institution to oversee the implementation of the employment policy.

The policy also aims at defining the roles of the government, private sector, community in general, non-governmental organizations, external and domestic sponsors in promoting and developing employment generating projects; develop self-employment opportunities in the rural areas in order to reduce the rate of rural migration to urban areas; direct large proportion of national resources in the development of agriculture, livestock and co-operatives to attract many people to take up economic activities in those sectors; and strengthen interaction between formal and self – employment sectors by removing legal obstacles that hinder smooth working relations between the two.

The policy addresses among other things promotion of youth employment through the following measures: strengthening and expanding of vocational training in public and private vocational training centres so that youth can be self-employed or find employment in other sectors. Advising and educating youth on how they can obtain credit facilities from public financial institutions, private financial institutions and sponsors. The policy has also encouraged the provision of practical education and counselling in schools to prepared youth for self-employment. A special fund for providing training and credits for self-employment has been established. While youths have been urged to form production and service brigades.

1.4 Primary Education in Tanzania

The Education Act, 1978 provides for compulsory enrolment and attendance of pupils in primary schools (Section 35) under which every child who is aged seven years but has not attained the age of 13 years must be enrolled for primary education. The Primary School (Compulsory Enrolment and Attendance) Rules 1979 (Government Notice 129/1979) hold parents criminally liable if they fail to ensure that their child is enrolled and regularly attends primary school until the completion of primary education. The same applies to any other person interfering with a child's school attendance.

There were 11,290 primary schools in Tanzania in 1997 with 109,936 teachers. Primary enrolment rose dramatically to 95% by 1982 in keeping with government's objective to achieve universal primary education (UPE). However, the economic reversals in the mid-1980s and other factors made this achievement unsustainable and enrolments declined from 1984-89. Over this period, enrolment increased from 3.8 to 4.0 in 1998. The Gross Enrolment Rates for 1997 – the capacity to accommodate all children seeking education at a given grade level – was 76.8%, compared to a Net Enrolment Rate – the proportion of school age children actually enrolled – of 57.6%.

Table 1.5: Comparison of Primary School Enrolment 1994 and 1998

	1994			1998		
	Male	Female	Total	Male	Female	Total
Total	1,923,062	1,873,766	3,796,830	2,033,281	2,009,287	4,042,568
Enrolment						
Of which	1,890	1,739	3,629	3,852	3,507	7,359
Private						

Source: UNDP 1998.

Gross primary school enrolment has declined from 90% in 1980 to 77.8% in 1996 while school drop-out and truancy increased partly due to the introduction of direct and indirect contributions by parents with children going to school, poor school infrastructure and low morale of teachers.

Education and Training Policy

The Ministry of Education and Culture (MOEC) formulated the Education and Training Policy, which was approved in March 1995. As part of the implementation of this policy, the Basic Education Master Plan (BEMP) was developed in 1997. Under the Master Plan, the following programmes have been initiated:

- (a) The programme for Construction, Rehabilitation and Maintenance of Physical Infrastructure (CRAMPI) aims at improving the quality and quantity of primary school infrastructure. This move is likely to lead to increased enrolment, attendance and a decline in truancy and drop-out.
- (b) The Complementary Basic Education in Tanzania (COBET) programme which is aimed at providing primary education to out-of-school children, including street children, drop-outs and left-outs. Although this project is not specifically intended for children directly involved in child labour, it constitutes an alternative approach for providing primary education to such children. Under the COBET programme, there are two projects, namely; the Promotion and Strengthening of Correspondence and Continuing Education and Development of Community Based Adult Literacy Curriculum.
- (c) School and Community Health Services programme to provide lunch, First Aid, treatment, personal hygiene, environmental sanitation and health education have direct and positive impact on the learning capacity of school children. The projects include Promotion of School Feeding, Provision of Clean and Safe Water and Sanitation Services in Schools in Communities, and Provision of Health Services in School and Communities. The projects are likely to lead to more conducive teaching and learning environment and healthier communities.

Indeed, the current efforts by the government, non-governmental organizations and individuals to reform basic education in Tanzania will most likely result into the reduction of the magnitude of child labour problem.

The goal of the education policy is to raise the standards and quality of primary education in Tanzania. Girls under-perform compared to boys, access to textbooks is very limited, many teachers are under-qualified and millions of parents have lost confidence in the education system altogether. Despite spending greater share of GDP on education in Tanzania, the student-teacher ratios are very low in some areas, teacher workloads heavy.

Broad strategic objective is to “raise Standards I-VII completion rates to 80% by 2002 and improve performance for girls and boys by 20%. Specific objective includes, among others, increasing instructional hours to 20 per week; improving availability of textbooks to one book per student per grade; expanding the teacher upgrading programme to deliver 10 days training per teacher per annum; optimize the use of classrooms with multi-shift teaching with a 1:45 teacher-pupil ratio and 30% increase in utilization rates; and rehabilitate 10,000 classrooms with greater community involvement.

CHAPTER TWO

BACKGROUND AND JUSTIFICATION FOR THE CHILD LABOUR SURVEY

2.1 National and International Concern

The national concern on the child labour in Tanzania can be traced back to the colonial era. In 1955 while under the British rule, the Government passed Employment Ordinance Cap.366, which among other provisions, prohibits employment of children. The Ordinance was amended by Act No. 5 of 1969 to prohibit employment in any capacity whatsoever of a child below the age of 15 years. Section 9 of the Ordinance empowers the Labour Commissioner, Labour Officers and Labour Inspectors to enter and inspect any work place or private dwelling believed to host or employ a child.

Since independence, Tanzania has put in place both national and sectoral policies to promote the welfare, enhance education opportunities, and protect the rights of children. Some of these legislations and policies are outlined below – but first who is a child in the context of Tanzania?

Who is a Child?

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

The age of Majority Ordinance Cap. 431 and the Age of Majority (Citizenship Laws) Act 1970, the Citizenship Ordinance Cap. 452 and the Registration of Births and Deaths Ordinance Cap. 108 are all general statutes which set the age of majority at 18 years. These statutes provide the general legal mechanism under which a child is given an identity and its nationality or citizenship recognized.

This general definition is further recategorized under such schemes and the definition of a child becomes restricted. For instance, in a statute for pre-school day care, a child will be defined as a person probably between 2 years up to 5 or 6 years of age since the statute deals with a scheme relating only to such children (the Day Care centre Act, No. 17/1981, Section 2).

The Employment Ordinance Cap. 366

The Employment Ordinance, which defines a child as a person under the apparent age of fifteen (15) years (Section 2); however, there are children of the apparent age of twelve (12) years who shall not be employed in any capacity whatsoever (Section 77). The Ordinance goes on further to provide that no child shall be employed in any employment which is injurious to health, dangerous, or otherwise unsuitable.

Adoption Ordinance Cap. 335/1995

Under the Adoption Ordinance Cap. 335 (of 1955) the maximum age of an “infant” to be adopted is 21 years, implying that anyone below this age is an infant also known as a child.

2.2 Legal provisions related to working children

A child is allowed to do work in technical schools or similar institutions which are approved by the Director of Education (Employment Ordinance Cap 366 Section 81(2); this also applies to schools or training shops with regard to employment of young persons on a ship (The Merchant Shipping Act No. 43/1967, Section 96 (1). Prior to a child being engaged under such circumstances, a medical examination is mandatory and is valid for a period of twelve (12) months. Furthermore, the Ordinance restricts the employment of children in work which is injurious to their health, dangerous or otherwise unsuitable.

The Employment (Restriction of Employment of Children) Regulations, 1957 (Government Notice No. 12/1957) specifically addressed the issue of child labour. Section 2 provides that where children are permitted to work as per the Employment Ordinance, certain conditions are to be met. These conditions include:

- (i) Limit to the weight a child shall be allowed to carry (Section 2 (1) (a)).
- (ii) Limit to the consecutive and total number of hours a child may work in a day (Section 2(1) (b)).
- (iii) A child shall not work during the night (Section 2)(1)(c).
- (iv) A child shall not enter a machinery room (Section 2(1) (d)).
- (v) A child shall not work during schooling hours (Section 2(1) (e)).

Other legislative instruments related to child labour include the Children and young people’s ordinance Cap. 13; Children’s homes (regulation) Act 1968; and the Penal code.

Some of important policies and their relevant parts are as follows:

- The Education and Training Policy (1995), which emphasizes education for all children through compulsory enrolment and attendance of seven years of primary education. The Primary School (Compulsory) Enrolment and Attendance Rules (1979) holds parents and guardians criminally liable if they fail to ensure their children are enrolled and attend primary school until completion of their primary education.
- National Employment Policy (1997) aimed at alleviating poverty through increase in per capita income. The policy encourages child work as a socialization process but discourages engagement of a child below 15 years in activities that are exploitative, hazardous to health, or deprive him / her of the right to education and leisure.
- Child Development Policy (1996), which recognizes child rights to, among others, nutrition, health and shelter, education, safety and rights not to be discriminated against

- Other policies include The National Youth Development Policy (1997), The Community Development Policy (1996), The Policy of Cultural Development (1997), The Policy of Sports Development (1995) and The Mineral Development (1997).

Ratification of International Instruments related to child labour

At the international level, Tanzania has ratified 8 ILO conventions pertaining to children and young persons: Conventions No. 5, 7, 15, 16, 58, 59, 138 and 182. The basic conventions focusing on children not ratified by Tanzania are:

- (i) The Minimum Age (Agriculture) Convention No. 118 (1921).
- (ii) The Minimum Age (Non-Industrial Employment) No. 138 (1931).
- (iii) The Minimum Age (Non-Industrial Employment (revised) No. 138 (1937).
- (iv) The Night Work of Young Persons (Industry) Convention (Revised) No. 171 (1948).
- (v) The Minimum Age (Fishermen) Convention No. 112 (1959).
- (vi) The Social Policy (Basic Aims and Standards) Convention No. 117 (1962).
- (vii) The Minimum Age (Underground Work) Convention No. 123 (1965).

2.3 The Problem of Working Children

Despite the existence of these regulations and policies against child labour, the problem is in increase in Tanzania. From activities carried out by ILO's International Programme on the Elimination of Child Labour (IPEC) which has been operating on Tanzania since 1995, there are ample evidences that indicated that child labour and in particular of hazardous and exploitative nature was becoming rampant. These evidences, however, are based on small-scale surveys and qualitative situational assessments and have been used mainly for advocacy campaigns for the sensitization of the general public on the consequences of child labour.

What has been lacking is a comprehensive data that would provide the situation at national, regional, sectoral levels, and analyse the causes and effects and therefore make it possible to develop policies and actions programmes at the appropriate levels. While some progress has been made in sensitization the general public about child labour and in some cases withdrawing children from hazardous work, a lot more success would have been made if more cross-cutting information was available (see ANNEX I - Overview of Child Labour Programmes in Tanzania). For this reason, the Government of Tanzania decided to carry out a comprehensive Child Labour Survey as part of the 2000/2001 Labour Force Survey.

2.4 Objectives of the Survey

The broad objectives of the survey were to provide national data on the nature and extent of child labour in Tanzania; and to serve as a basis for policy making and programming of interventions against child labour, besides establishing a child labour database.

The survey was planned to provide not only statistical count of the number of economically active children but also the needed information on children engaged in

economic and non-economic activities. To provide comprehensive demographic and socio-economic characteristics of all school-age children and for working children, their working condition, safety and health aspects, focusing on injuries / illnesses suffered, their frequency and gravity, as well as reasons for working. To identify the demographic and socio-economic characteristics of parents of any child in the 5-17 age bracket, since there are correlations between these and the incidence of child labour.

2.5 Concepts and Definitions

The following concepts and definitions were used for the National Child Labour Survey:

-

(i). **Child:** For the purpose of the survey a child was any person in the 5-17 age bracket.
(ii). **Economically Active Children:** Children who supply labour for the production of goods and services for the market, barter or for home consumption which fall within the boundary of the United Nations System of National Accounts (SNA). This includes paid and unpaid employment and a wide range of self employed activities. Collection of firewood and fetching water was also included for the first time.

(iii). **Current:** Refers to the calendar week (Monday to Sunday) prior to the date of interview.

(iv). **Currently Economically Active** (In the labour force): Children who were either employed or unemployed as defined below during the reference week: -

(a). **Employed Children:** Children who did some work in the reference period either for payment in cash or kind (paid employees) or who were in self employment for profit or family gain. Unpaid family helpers in family business and children who were temporary absent from these activities but were definitely going to return to them (e.g. on leave or sick) were counted as employed. As mentioned in (ii) above fetching water, collection of firewood in own homes or paid domestic work in other households were counted as economic work (or employment).

(b). **Unemployed Children:** Children who were not employed as defined in (a) above who stated that they were available for work.

(v). **Currently Not Economically Active** (Not in the labour force): This category includes children who were neither employed or unemployed in the reference period. Included are children doing purely unpaid domestic work in their own homes, minding of other younger children, cooking food for own family etc. (i.e. purely household chores) or not working because they were sick or studying. Such activities were regarded as **The Non-economic Activities**.

(vi) **Usual:** Refers to 12 months up to the end of the calendar month preceding the date of interview. Any economic activity taking more than one hour a week or half a day a month was recorded. Like for **Current**, fetching water, collection of firewood in own homes or paid domestic work in other households were counted as economic activities.

(vii). **Usually Economically Active:** Children who either employed or unemployed for six or more of the twelve reference months. These were divided to two categories as follows: -

1. **Usually Economically Active (Employed):** Children who spent half or more of the economically active months working.
 2. **Usually Unemployed:** Children who spent more than half of the economically active months unemployed.
- (viii) **Usually Not Economically Active:** Children who did not work and were not available for work for more than six of the 12 reference months.

CHAPTER THREE

SURVEY METHODOLOGY

3.1 Scope and Coverage

The survey targeted all children in 5-17 age bracket living in private households in Tanzania mainland. However, since the National Master Sample (NMS) developed in 1985 as a generalised sampling system does not include institutional populations, children living within the boundaries of institutions were automatically excluded. Also excluded were the children of all overseas diplomats resident in Tanzania. Children of other non-citizens were included as long as they were living in private households.

The de-jure approach was used for covering all children in 5-17 age group living in sample households. A coverage rule was established to cover all children identified as usual residents (including all temporarily absent children) but to exclude children who are no longer living with the households for the purposes of administering a detailed personal questionnaire. A child was considered as no longer living in the household if (s)he has been away for more than three months or conversely, a child was considered as usual resident if (s)he has stayed with the household for more than three months. For children no longer living in the households only limited particulars were collected from their parents or guardians.

3.2 Questionnaire design

A child labour questionnaire was developed through a participatory process of the main data users and producers. As the survey was the first in kind in Tanzania, a standard or generic questionnaire and few questionnaires from other countries were made available through ILO/SIMPOC in Geneva.

Details of questionnaire design was worked out by an Extended Labour Force Technical Committee consisting of a multi-disciplinary membership from users and producers including development partners (UN and other international agencies).

Users workshop was convened to discuss the contents of the draft questionnaire to ascertain their data needs. Participants were drawn from thirty (30) organisations resident in Dar es Salaam comprising of six key ministries, ten donor and UN Agencies, four research Departments of the University of Dar es Salaam. Others were; NGOs, Social Security Fund agencies, Bank of Tanzania, Economic and Social Research Fund (ESRF), Tanzania Chamber of Commerce, Industry and Agriculture (TCCIA) and Tanzania Federation of Free Trade Union.

The final design consisted of the following four main parts with each part containing sub-sets of questions: -

- (a) Demographic questions on sex, age schooling status, education level and skills training were covered in the household questionnaire or LFS 1 used to collect basic household economic data. Household head was a respondent to this questionnaire.
- (b) Economic questions - covered in the detailed individual Labour force Form (questionnaire) 2 or LFS2. Every child in 5-17 age bracket was personally asked these questions. From this questionnaire information on economic and non-economic status of a child during the last twelve months (Usual activity)

and last seven days (Current activity) was established (i.e. working and non-working children identified).

- (c) Specific sets of questions (CLS 1) asked to parents/guardians about activities of child covering: - earnings and hours of work, household activities, Health and safety aspects, place of work and relationship to employer, parent's or guardian's perceptions and particulars of children living away from household.
- (d) Specific sets of questions (CLS2) asked directly to a child covering: - school attendancy, injuries/illnesses, working conditions, work preference, income from paid employment, relationship with employer and job satisfaction.

3.3 Pilot Test

A pilot test of the survey questionnaires and field procedures was carried out in the town of Bagamoyo near Dar es Salaam. The pilot covered both an urban and rural area. Problems identified from the pilot were used by the Technical Committee to fine-tune the questionnaire and instructions to enumerators. However there were other problems, which were difficult to implement in the questionnaire such as parent/guardian not knowing what the child does when away from home and inability of a child to talk particularly to a stranger. The pilot also indicated that more time was needed for the questionnaire design but this could not be implemented fully due to the tight work schedule tied to HBS work plan as a cost effective measure given the two surveys were being undertaken by the same institution.

3.4 Sampling design

The child labour survey was implemented as module of 2000/2001 Integrated Labour Force Survey based on the National Master Sample (NMS), which is a stratified two-stage sample. The primary sampling units (PSUs) are the villages for rural sample and enumeration areas (EAs) for the urban sample. The ultimate sampling units are the households (or dwelling units in case of the urban sample).

3.5 Stratification

The rural sample of the NMS consists of a total of 150 strata based on agro-ecological zones, cropping pattern and accessibility/remoteness. For the purpose of the survey these were grouped into 50 superstrata of three neighbouring strata each.

For urban sample use was made of the three principal domains of study; City of Dar es Salaam, the nine municipalities and other remaining urban areas. Apart from geographical domain, economic (income) level was another stratification criterion with Low, Medium and High economic level categorisation.

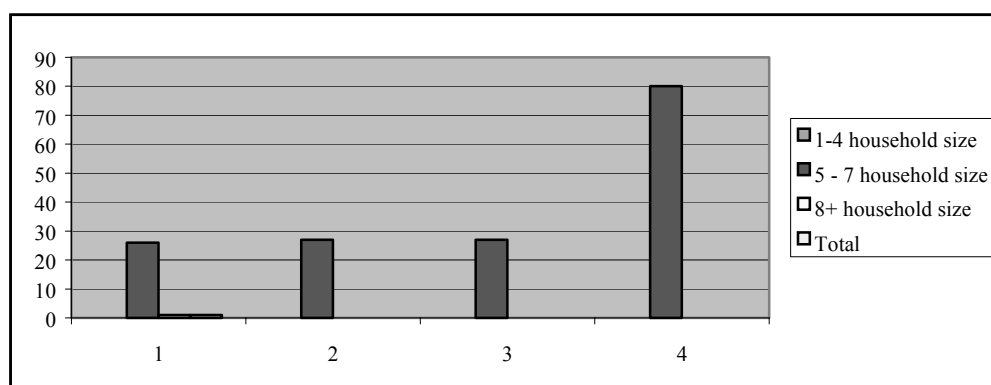
Both the urban and rural samples were drawn in two stages where PSUs were the villages, in case of rural sample, and EAs for urban sample. A probability proportional to size without replacement (ppswor), systematic sampling procedure was used for the selection of PSUs.

In both samples the ultimate sampling units were the households or dwelling units. These were selected from each sample PSU using systematic random sampling procedure. The selection was done according to household size; 1-4, 5-7 and 8 plus.

Rural sample consisted of 100 villages (i.e. 2 villages from each of 50 superstrata). From each village 80 households were selected. For each household size, the following allocation was done: -

Table 3.1: Rural Sample

Household size	Number of selected households
1 - 4	26
5 - 7	27
8+	27
Total	80



The 80 households were allocated 20 per quarter. This was done by dividing the household stratum sample size by 4 to get the corresponding number of households from each household size to be interviewed for each quarter.

In the case of urban sample, NMS provides a total of 122 EAs selected using systematic sampling procedure. The distribution of the sample EAs among the three domains of study was as follows: -

City of Dar es Salaam	52	EAs
Nine Municipalities	40	EAs
Other Urban Areas	30	EAs
Total	122	EAs

It is thus possible to produce estimates for the three domains of study besides national estimates. The quarterly distribution of the sample EAs was done systematically within each stratum above and for Dar es Salaam within districts to have a reasonable balance between the four quarters.

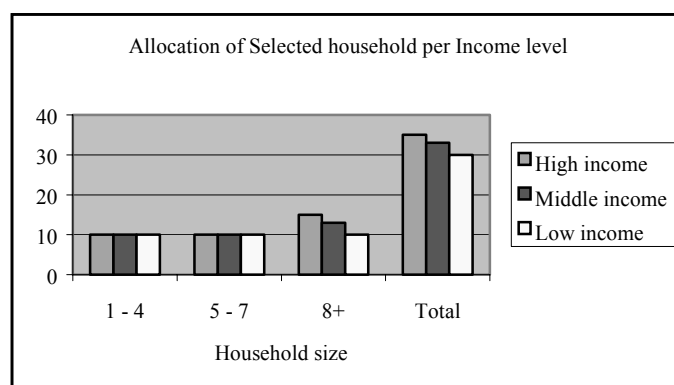
EA household sample size was determined on the basis of economic/income level criterion for further stratification of sample EAs (only in large urban areas: Dar es Salaam and Municipalities) as follows: -

High Income EA	35 households
Middle Income EA	33 households
Low Income EA	30 households

The selection of the households was done by further subdividing the total households listed in an EA according to size with the following allocations: -

Table 3.2: Allocation of selected household per income level

Household size	Allocation of Selected household per Income level		
	High income	Middle income	Low income
1 - 4	10	10	10
5 - 7	10	10	10
8+	15	13	10
Total	35	33	30



For other small urban areas 30 households were drawn from each EA that was selected.

From the sample design it was expected that a total of 8,000 (80x100) rural households and a minimum of 3,660 households in urban areas would be covered. Sample estimates are valid for national, urban and rural level estimates. Although regional estimates can be worked out from the fact that strata were defined within the boundaries of a region, the selection procedure of the sample villages and EAs did not follow regional level representation. The number of sample villages for example is quite small for some of the regions.

The total sample was fairly distributed over the four quarters which resulted in almost uniform coverage of number of : households, adults and children in each quarter.

3.6 Training and Field Organization

Training for the main field work was done in two stages. The first stage involved training of trainers for both labour force and child labour survey. As child labour survey was the first to be conducted in Tanzania, training on child labour component was conducted with technical assistance from ILO/SIMPOC in Geneva. The training was attended by survey team from Ministry of Labour and the National Bureau of Statistics.

Training of Trainers was immediately followed by training of enumerators in six selected centres, on average one each for every three regions to minimize travelling costs. Each centre was attended by two trainers as the training was conducted at the same time in all the centres. A total of 124 enumerators and 21 field (regional) supervisors were trained, one enumerator for each sample village, in case of urban sample one enumerator for an average of 5 EAs. Many enumerators had completed secondary school education but most of them did not have past experience in carrying out interviews. The training also revealed that some important instructions for efficient administration of CLS questionnaire were missing. The problem was

communicated to all training centres and hand written instructions were given to enumerators. These instructions were later incorporated in the questionnaires for the subsequent quarters. Intensive field supervision was thus crucial as explained in section on data processing and rate of error especially during the first quarter.

Field organization consisted of the Ministry of Labour, Youth Development and Sports (MLYDS) as executing agency and National Bureau of Statistics (NBS) as the implementers of the survey. NBS enjoyed administrative and technical support from a national steering committee and a technical committee respectively. It was represented by Regional Statistical Officers at regional level.

MLYDS role was to oversee that NBS implemented survey activities according to agreed work plan and work standards as specified in Memorandum of Understanding signed by the two parties. On satisfaction of the implementation by NBS, MLYDS prepared periodical progress reports to donors for stage-to-stage funding

The role of NBS was to ensure that all survey activities from preparation of survey instruments, training of enumerators, main field work, to data entry and processing are implemented according to the work plan, efficiently and to the standard required. A Steering Committee was put in place to provide NBS with an instrument for making important decisions on overall conduct of the survey.

At national level day to day activities were put under the responsibilities of the Technical Committee. This committee also was responsible for field supervision and payment of enumerator's field allowances. Payment of allowances were made after Head Office Supervisors were satisfied with the quality and coverage of completed interviews. This was done usually during the last month of each quarter. They were responsible for delivering questionnaires to Regional Statistical Offices and to collect the completed questionnaires from the field to Head Office. At the head office the officers were also responsible for manual editing and coding. This created problems of running this activity parallel with other head office and field supervision activities requiring the same people, causing some delays.

At the regional level day-to-day survey activities were put under the responsibility of Regional Statistical Officer (RSO). RSO provided the link between field staff and Headquarter Staff with regard to transmission of information and survey materials to and from the field. Other responsibilities of the Officer was to provide any assistance needed by enumerators and to solve their problems during supervision. One of recommendations from the pilot test required RSO to ensure close supervision especially during the first month of interview due to complex design of child labour questionnaire. This did not happen because funds for supervision were not disbursed on time. As both manual and computer edits revealed, many errors occurred during the first quarter.

The arrangement for donors to disburse funds to NBS through MLYDS created a lot of problems. From what seemed to be a problem of accounting by NBS of project funds already disbursed to them the ministry delayed or even halted further disbursements causing serious delays in the survey programme.

3.7 Data Processing

Integrated Labour Force Survey 2000/01 was the third large-scale survey to be undertaken in the last ten years. The first two – labour force and national informal sector surveys which were undertaken almost at the same time in 1990/91 provided valuable training to local staff in data processing as many of them were quite new and

had no past experience. The experience in data processing that was gained from the two surveys conducted under ILO/SIDA technical assistance was key to the success of child labour data processing from the current survey.

Implementation of data processing was done in five basic activities. The first activity involved manual data editing and coding. This activity was carried out by a team of experienced survey staff who also participated in questionnaire design and training of enumerators. Sometimes were assisted by the Dar es Salaam enumerators with good fieldwork performance. A two day training was conducted to ensure that each member understands thoroughly well the various crosschecks and links to different labour force and child labour questionnaires that needed to be taken into account during editing. This proved to be a complex operation and it took some time for the team to fully master the required editing process as it was later revealed during computer data validation.

The second activity was complex and highly technical. It involved computer system design for data entry, computer editing and tabulation. As this was key to timely production of survey results a provision was made to hire an external consultant to work with two knowledgeable computer counterparts. This arrangement had two advantages. One advantage was that it will expose the two counterparts to more skillful system design methods and options to **improve** their skills. An important other advantage was to establish a computer system design that could be relied upon in similar future undertakings instead of always relying on external technical assistance.

The system design and the subsequent data entry programme utilised an Integrated Microcomputer Processing System (IMPS). Child labour data structure was in line with the general labour force data structure which was divided into eight record types as follows: -

Record Type	Record Identification	Contents
1.	LFS1PG1	LFS 1 Questionnaire page 1
2.	LFS1PG2	LFS 1 Questionnaire page 2
3.	LFS1PG3	LFS 1 Questionnaire page 3
4.	LFS2	LFS 2 Questionnaire pages 1-12
5.	CLS1A	CLS 1 Questionnaire sections 1-3
6.	CLS1B	CLS 1 Questionnaire sec. 4 filter question
7.	CLS1C	CLS 1 Questionnaire section 4 main part
8.	CLS2	CLS 2 Questionnaire pages 1-3

The CONCOR programme (under IMPS environment) was prepared to edit both child labour and Labour force data. Few additional instructions were later incorporated from the recommendations of the consultant.

With computer system design in place the third activity was data entry. This activity was undertaken by a team of experienced data entry ex-NBS staff hired temporarily for the job under supervision of the two computer counterparts.

Cleaning of the data was done as a fourth activity using the CONCOR Programme. It was at this stage that the level of diligence on the part of data editing staff and computing staff was revealed. A high rate of errors was detected from the first quarter batch of questionnaires. As enumerators gained experience and editing measures enhanced in the field and head office, the rate fell by over fifty percent in

the second quarter and ultimately quite a low rate of errors was achieved from the fourth quarter questionnaires.

The fifth activity involved the implementation of the Tabulation Plan. Detail discussions were carried out between computer expert and survey staff in table formatting, classification levels for occupation, industry and training and geographic level. The expert was provided with information on the sample weights by a sampling expert to enable him to prepare a programme that reads survey data and adds into it the appropriate weights for processing of tables and data analysis. Trial tables revealed the need to convert IMPS programme to SPSS programme as it was found to be more convenient for tabulation.

As was the case with labour force, many child labour categories are derived items from not only different questions of a questionnaire, but also from different survey questionnaires. A list of the derived items with corresponding compilation instructions was prepared as a guide to the computer expert in preparing a programme for the derivations. During the implementation of the programme several inconsistencies were identified which led to revision of some derivations and compilation instructions. This occurred especially with items for derivation of current economic status using the new national definition parallel to the standard/international definition.

3.8 Response rate and weighting

As explained in the section on sample design, the National Master Sample is consisted of 100 villages (rural sample) and 122 EAs (urban sample). All the sample villages and EAs were fully covered. At household level a total of 11,739 households were selected and 11,247 responded, indicating a rate of four percent non-response. Most common reasons for non-response were either the dwellings were vacant/occupants no longer living there and could not be traced or listing error/ unknown names. Refusals, non-contact, family problems and useable data as other types of non-response were negligible. This being the case there was no allowance made to adjust the original sample size for non-response.

During listing of households while information on household size was collected, no information was collected on number of children living in the households and it was not possible to establish the rate of child non-response.

The household weight to Village/EA level was thus taken as: -

$$N_{hij}/n_{hij}$$

Where N_{hij} = Total households listed in size j in the i -th Village/EA and h -th stratum
 n_{hij} = sample households in size j in the i -th Village/EA and h -th stratum

The final weight at the Village/EA level to Stratum level was the product of the household weight to Village/EA level, and the Village/EA weight to Stratum level.

$$N_{hij}/n_{hij} \times V_h/v_h$$

Where V_h = Total number of villages/EAs in h -stratum
 v_h = number of sample villages in h -stratum

On the application of these weights to quarterly sample data the resulting estimation of population total was fairly close to 2000/01 population projection from the Population Planning Unit (PPU) in the Panning Commission. The quarterly correction factor was shown to be between 1.09 and 1.14, resulting into a combined factor of 1.15 for the four quarters data. With these results no further benchmark adjustments were thought necessary.

Lessons Learnt

As is usually the case with any survey, the undertaking of child labour survey as a component of an Integrated Labour Force Survey provided some unique experiences. Experiences of particular interest were observed in the following areas: -

- Questionnaire design
- Interview of younger children
- Survey staff workload
- Funding arrangements

Questionnaire design

As explained in section on questionnaire design, child labour survey (CLS) questionnaire was not a single straight forward one. Questions were divided and asked in four different questionnaires targeted to different respondents as opposed to a single/same respondent. Demographic questions were covered under the general household questionnaire (LFS1) with head of household as a respondent. Economic questions were covered under individual/personal questionnaire (LFS2) with individual child as a direct respondent. Specific child labour related questions were asked separately to parent/guardian and individual child. With this overall questionnaire design, it was extremely difficult to imagine the different skips that were necessary to make a logical sequence of questions for a particular individual child. Even where the right sequence was established from the skip pattern, it remained extremely difficult and confusing for enumerators to adequately comprehend during a short time of training. This was well explained from computer error list of the first quarter data indicating 70% of errors coming from CLS data.

It is recommended in future to design a completely separate child questionnaire to be answered wholly by child and parent/guardian separately. This will remove the confusing situation and make the formulation of skipping pattern easier and straight forward. If this is not feasible from cost effective aspects, a reasonable period of field practicals should be worked out from pre-tests before main training.

Interview of younger children

The survey targeted children in 5-17 age bracket. Each child in the sample household was required to respond individually to the questionnaires on economic questions (LFS 2) and specific child labour questions (CLS 2). Children of very young age (e.g. 5-6) not only found it difficult to comprehend the real meaning of a question but also found it similarly difficult to express the answer. Some had genuine problems to express themselves not only in Kiswahili (National language), but also in their own mother tongue. Others were simply shy of any person new to the household.

This made the interview very difficult as getting help from parent/guardian would give chance for obtaining incorrect information, depending on the latter's perceptions different from the child's.

There is no straight solution to this problem as it really depends on the child's problem. If shyness is the problem, one way is to select an interviewer who is known to the area or who knows very well the community's cultural values and is able to take short time to get the child into a talking mood. It was observed in the field that the child becomes more shy if asked questions before their parents/guardians. Getting permission of parents to have private discussion with the individual child could be also of help. When the child can not express her/himself properly in any language that is real problem. One of the suggestion is to try to get as much as possible from the kid before asking for parent'/guardian's help. The role of the parent should be merely to clarify unclear parts and not to answer for the child in order to retain child's own perceptions and thinking. This should be made clear to the parent.

Survey staff workload

Staff at head office were busy with a number of activities that according to the work plan were planned to be executed at the same time. They were required to edit and code completed questionnaires coming from field and at the same time supervise and make payments to the field staff. With only a small number of survey personnel, the two or more activities could not be shared among the staff at the same time, causing for example, two months delay in the programme in data editing and coding.

In the field, House Budget Survey (HBS) was being conducted at the same time with Integrated Labour Force Survey (ILFS) using different enumerators. The Regional Statistical Officers were required to supervise both enumerators at the same time. Considering some of regions have 5 to 6 LFS sample villages and another bigger number for HBS, effective supervision by RSO was not possible in most of the regions. Field supervision by head office supervisors revealed that RSOs did not have time adequate to supervise effectively the big number of enumerators under them.

Lack of close field supervision from RSOs resulted in many poor interviews as it was found out by head office supervisors. Many interview workloads had to be left behind for corrections/reinterviews after on-the-field retraining sessions were conducted, which lead to delay in carrying out head office activities.

In future deliberate and serious efforts should be taken to ensure there were adequate resources for every activity to avoid the disruption of survey programme or avoid conducting two or more large scale surveys at the same time.

Funding arrangements

The funds for the survey were paid by donors directly to the Ministry of Labour, Youth Development and Sports as an Executing Agency. The Ministry transferred the same to NBS for the implementation of activities. Under the Memorandum of Understanding (MOU) signed between the Ministry and Donors and another separate MOU between Ministry and NBS, the Implementing Agency, the Ministry was responsible/accountable for the use of funds while actual financial management and payments for activities was the responsibility of NBS. This financial arrangement for disbursing survey funds created a lot of administrative problems. Conflicting situations arose where the Implementing Agency ran out of funds but funds could not be released immediately either because Donors or/and the Ministry were waiting for physical and financial report or the reports submitted were not satisfactory. It was a difficult situation for NBS and some times the Agency was forced to borrow money from other sources to be able to adhere to survey programme. The problem became

more serious at the end of survey when data analysis and report writing was delayed for about five months after data processing was completed.

There is a need in future to put better arrangements for disbursing of approved funds to enable smooth implementation of the activities as were originally planned.

CHAPTER 4

CHARACTERISTICS OF THE SURVEYED POPULATION (5-17 YEARS)

4.1 Population Distribution of children by Region, Age and Sex

4.1.1 Distribution of children aged 5-17 years by region

It is estimated that, in Tanzania mainland, there were 11,965,146 children aged 5-17 years, accounting for 36.7% of the projected national population of 32.6 million. Majority of these children (79.0%) live in the rural areas; Dar es salaam accounts for 5.4% while 15.6% live in other urban centers (see Table 4.1 below).

Table 4.1: Number of children (5-17 years old) by region

Region	Number of Children	%Total
Dar es Salaam	645,307	5.4
Other Urban	1,865,397	15.6
Rural Areas	9,454,442	79.0
Total	11,965,146	100.0
National Total	32,600,000	36.7

Children aged between 5-9 years account for 41.7% (4,987,615) of the total, most of whom about 3,965,727 (79.5%) are based in the rural areas as compared to 781,098 (15.6%) located in other urban areas, and 240,790 (4.9%) found in Dar es Salaam City (see Table 4.2).

Table 4.2: Distribution of children by age-group and region

Region	Age Group			Total
	5-9	10-14	15-17	
Dar es salaam	240,790	255,569	148,948	645,307
Other Urban	781,098	730,311	353,988	1,865,397
Rural Areas	3,965,727	3,855,830	1,632,885	9,454,442
Total	4,987,615	4,841,710	2,135,821	11,965,146
%Total	41.7	40.5	17.8	100.0

There are 4,841,710 children in the age group 10-14 years accounting for 40.5%. Majority of them, about 3,855,830 (79.6%) are also based in rural areas as compared to 730,311 (15.1%) in other urban areas and 255,569 (5.3%) children of the same age group found in Dar es Salaam City. Lastly, there are about 2,135,821 children from the age group 15-17 years, out of which 1,632,885 (76.4%) are based in rural areas as compared to 353,988 (16.6%) who are located in other urban areas and 148,948 (7%) based in Dar es Salaam City.

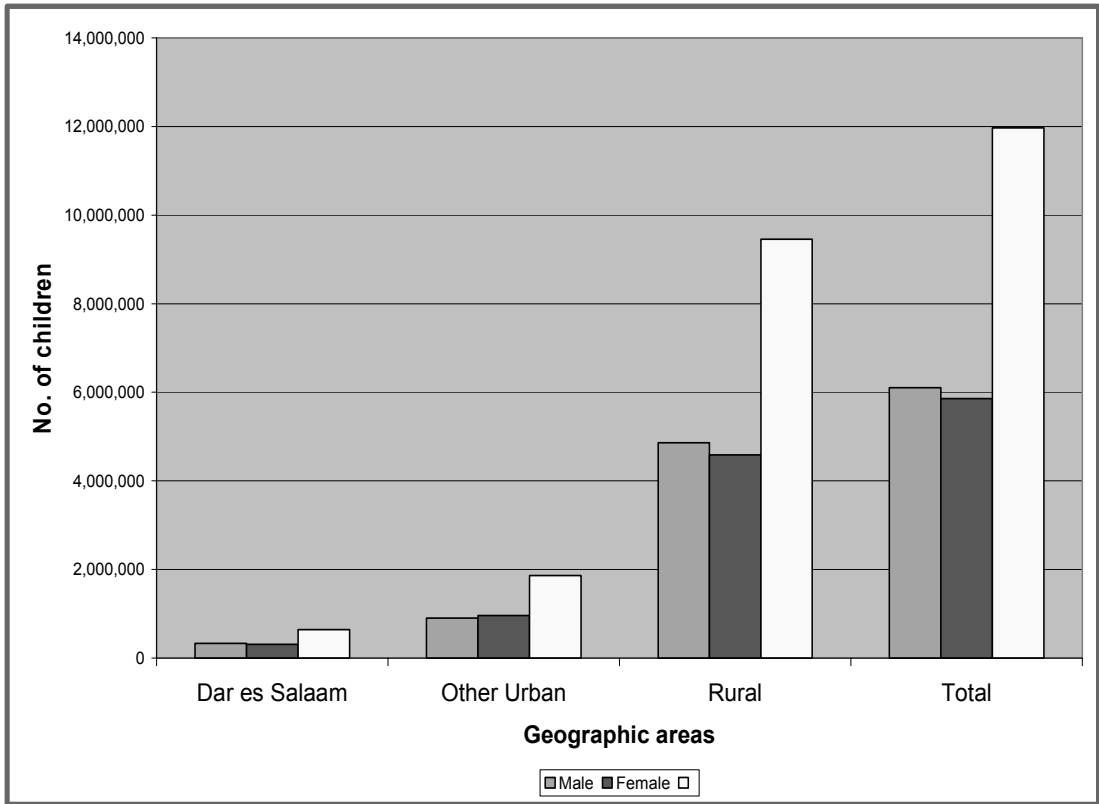
4.1.2 Children profile by age by sex (sex ratio)

Sex ratio is defined as the number of males per every 100 females. Overall, the sex ratio for children, aged between 5-17 years, is 104. The sex ratio is highest (109.8) for children in the age group 15-17 and almost the same (100.9) for age group 10-14. On average from each age group the number of male and female children are almost equal. When comparison is made by geographic area and within age groups it can be noted that the children from the age group 5-9

year are the majority in rural and other urban areas except Dar es Salaam City where majority are from age group 10-14 years (see Table 4.2 above).

Table 4.3: Distribution of children (5-17) by age and sex

Sex	Age Group			Total
	5-9yrs	10-14 yrs	15-17 yrs	
Male	2,556,421	2,431,528	1,118,050	6,105,999
Female	2,431,194	2,410,182	1,017,771	5,859,147
Total	4,987,615	4,841,710	2,135,821	11,965,146
Sex Ratio	105.2	100.9	109.8	104.2



In Table 4.4, the sex ratio for ‘Other Urban areas’ is 94.0, meaning that there are more girls than boys as opposed to the situation in Dar es salaam (108.6) and rural areas (106.0) where boys outnumber the girls.

Table 4.4: Distribution of children (5-17) and Sex ratio by Region

Region	Sex		Total	Sex Ratio
	Male	Female		
Dar es Salaam	336,033	309,274	645,307	108.6
Other Urban	904,016	961,381	1,865,397	94.0
Rural	4,865,950	4,588,492	9,454,442	106.0
Total	6,105,999	5,859,147	11,965,146	104.2

In other words, overall 51% of all children aged 5-17 years in Tanzania are male. The same proportion applies to rural areas where male children account for 51.5%. It is exactly the other way round in other urban areas where majority are female (51.5%) while in Dar es salaam City majority are male (52%).

4.1.3 Male Profile by Age

There are 6,106,000 male children in Tanzania aged between 5-17 years. Out of this number 41.9% of them belong to the age group of 5-9 years (2,556,421), followed by age group are 10-14 years (2,431,528) or 39.8%, and lastly age group 15-17 years (1,118,050) or 18.3%.

Table 4.5: Distribution of male children (5-17) by region and age

Region	Age group			Total
	5-9yrs	10-14 yrs	15-17 yrs	
Dar es Salaam	125,842	132,625	77,566	336,033
Other Urban	394,404	341,822	167,790	904,016
Rural Areas	2,036,175	1,957,082	872,694	4,865,951
Total	2,556,421	2,431,528	1,118,050	6,105,999
%Total	41.9%	39.8%	18.3%	100.0%

More than three quarters (81.7%) of male children are below the age of 15 years, and they account for 41.7% of the total children (5-17) population.

4.1.4 Female Profile by Age

There are 5,859,147 female children in Tanzania aged between 5-17 years. Out of this number 41.5% of them belong to the age group of 5-9 years (2,431,194), followed by age group 10-14 (2,410,182) or 41.1%, and lastly age group 15-17 (1,017,771) or 17.4%.

Table 4.6: Distribution of female children (5-17) by region and age

Region	Age group			Total
	5-9yrs	10-14 yrs	15-17 yrs	
Dar es Salaam	114,948	122,944	71,381	309,274
Other Urban	386,694	388,489	186,198	961,381
Rural Areas	1,929,552	1,898,748	760,191	4,588,492
Total	2,431,194	2,410,182	1,017,771	5,859,146
%Total	41.5%	41.1%	17.4%	100.0%

Like in the case of males, more than three quarters (82.6%) of female children are below the age of 15 years, and they account for 40.5% of the total children (5-17) population.

4.2 Schooling status of the children (5-17)

4.2.1 Children Attending School

The survey sought to establish the schooling status of all children aged 5-17 years. It was found that a total of 6,802,951 (56.9%) children aged between 5-17 years were attending school and

5,162,195 (43.1%) were reported not attending school. The proportion for children going to school was highest in Dar es salaam (78.0) and lowest in the rural areas (53.1), below the national average (see Table 4.7 below).

Table 4.7: Number of Children Attending School by Region

Region	Number Attending	Total Number of children (5-17)	%Total
Dar es salaam	503,095	645,307	78.0
Other Urban	1,278,625	1,865,397	68.5
Rural	5,021,231	9,454,442	53.1
Total	6,802,951	11,965,146	56.9

Majority of the children attending school belong to the 10-14 age group, to the tune of 3,817,223 (or 56%), followed by the younger ones in the 5-9 age group. In other words school attendance appears to peak at the 10-14, the age of completion of primary education and thereafter drops dramatically (see Table 4.8 below).

Table 4.8: Number of children attending school by age group

	Age Group			Total
	5-9	10-14	15-17	
Number Attending	1,784,153	3,817,223	1,201,575	6,802,951
Number of children	4,987,615	4,841,710	2,135,821	11,965,146
%Total	35.8	78.8	56.3	56.9

Out of 6,802,951 children attending school, 3,391,751 (49.8%) of them are male. Majority of these children are from the age group 10-14 years who comprise of 1,901,837 children (56%), followed by children from the age group 5-9 years 833,772 (25%) and lastly from age group 15-17 who comprise of 656,143 children (19%). A similar distribution is observed for female children.

However, it is apparent that female children begin school at earlier age (5-9) than their male counterparts, but tend drop out of school after completion of primary education (age 10-14). But overall, the proportion of girls attending school is higher than that for boys (see Table 4.9).

Table 4.9: Distribution of children attending school by sex

Sex	Age group			Total
	5-9	10-14	15-17	
Male	833,772	1,901,837	656,143	3,391,751
Male population	2,556,420	2,431,528	1,118,050	6,105,998
% population	32.6	78.2	58.7	55.5
Female	950,381	1,915,386	545,433	3,411,199
Female populatio	2,431,194	2,410,182	1,017,771	5,859,147
% population	39.1	79.5	53.6	58.2
Total	1,784,152	3,817,223	1,201,575	6,802,951

Cross tabulation was made to establish any relationship between school attendance and household size. Table 4.10 shows the distribution of children attending school by household size.

Table 4.10: Distribution of children attending school by household size

Region	Household Size					Total
	<3	3-4	5-6	7-8	9+	
Dar es salaam	13,558	29,042	145,117	133,810	181,568	503,095
Other Urban	56,510	110,563	298,811	410,384	402,357	1,278,625
Rural	168,615	305,031	1,414,401	1,649,974	1,483,210	5,021,231
Total	238,683	444,636	1,858,329	2,194,168	2,067,135	6,802,951
Popn. of Children	418,044	814,489	3,245,154	3,678,265	3,809,194	11,965,146
% population	57.1	54.6	57.3	59.6	54.3	56.9

The results do not indicate the existence of clear relationship between school attendance and household size. However, with the exception of single parent families (household size <3), children from a normal/average Tanzanian household (5-8 persons) have highest chances of attending school than those from either too small (3-4 persons) or too large (9+ persons) households. Next with better chances of attending school are the children from single parent households.

4.2.2 Children Not Attending School

It was established that 5,162,195 children were not attending school, which account for 43.1% of all children aged 5-17 years in Tanzania. Majority (62%) of them are from the younger age group of 5-9, followed by age group 10-14 (19.9%) and 934,245 children (18.1%) from the age group 15-17 (see Table 4.11). Their chances of not attending school by age show in every five children, three in age group 5-9 and 2 in age group 15-17 do not attend school compared to one in age group 10-14. Overall two out of five children do not attend school.

Table 4.11: Number of children not attending school by age group

		Age Group			Total
		5-9	10-14	15-17	
Number	not	3,203,462	1,024,487	934,245	5,162,195
Attending					
Popn. of children		4,987,615	4,841,710	2,135,821	11,965,146
% population		64.2	21.2	43.7	43.1

Various reasons were collected during the survey why some of children do not attend school. Among the reasons given by the children why they do not attend school include being too young, poor school environments, family problems, unaffordable school expenses, school located too far etc. The number of children from the age group 5-9 years who were reported not to attend school because they are too young is only 950,634. Therefore it can be estimated that about 2,252,828 children aged 5-9 years are not in school not because they are too young but because of other reasons.

Table 4.12 shows the distribution of children not attending school by age and sex. Boys accounted for more than half (52.6%) of them. Majority of these belong to the age group 5-9 years because this group comprise of 1,722,649 male children (63%) as compared to children from other age groups such as 10-14 years comprising of 529,691 (20%) and 15-17 years 461,908 (17%) children. A similar proportion is observed for girls. As is indicated I table 4.12 below, generally boys have a higher proportion of not attending than girls. This is particularly true for age groups 5-9 and 10-14. Girls have a higher proportion of not attending at older age (15-17).

Table 4.12: Distribution of children not attending school by sex

Sex	Age group			Total
	5-9	10-14	15-17	
Male	1,722,649	529,691	461,908	2,714,248
Male population	2,556,421	2,431,528	1,118,050	6,105,999
% population	67.4	21.8	41.3	44.5
Female	1,480,813	494,795	472,338	2,447,947
Female population	2,431,194	2,410,182	1,017,771	5,859,147
%Total	60.9	20.5	46.4	41.8
Total	3,203,462	1,024,487	934,245	5,162,195

Like for children attending school, there is no clear relationship between household size and non-attendance of school. The results show that children from a normal/average Tanzanian household (5-8 persons) have lowest chances of not attending school than those from either small (<5 persons) or too large (9+ persons) household (see Table 4.13 below).

Table 4.13: Distribution of children not attending school by household size

Region	Household Size					Total
	<3	3-4	5-7	7-8	9+	
Dar es salaam	3,980	11,459	34,376	29,488	62,907	142,210
Other Urban	21,433	61,658	139,630	181,485	182,569	586,775
Rural	153,948	296,735	1,212,819	1,273,125	1,496,583	4,433,210
Total	179,361	369,852	1,386,825	1,484,098	1,742,059	5,162,195
Total No. Children	418,044	814,489	3,245,154	3,678,265	3,809,194	11,965,146
%Total	42.9	45.4	42.7	40.4	45.7	43.1

From the above table, one out of every three children (34%) not attending school comes from the family sizes of 9+ members and majority of them live in rural areas.

Not attending school by sex

- *Male children*

From the survey it was found that 2,714,248 (44.5%) male children were not attending school and majority (86%) of them are based in the rural areas. The rest live in other urban centres, 299,329 (11%) and Dar es Salaam City 72,913 (3%).

- *Female children*

The child labour survey estimated that about 2,447,947 female children were reported not to be attending and majority (85%) of them are also based in rural. The next majority female children who do not attend school live in other urban areas 287,445 (11.7%) and Dar es Salaam City 69,298 (2.8%).

When this comparison is based on the family/household size, it can also be noted that higher proportion of both male and female children from small families of less than 5 persons and big families of nine or more persons do not attend school as compared to normal/average family/household and majority of them are based in rural area (see Table 4.14 below). Female children have lower proportion of not attending as compared to male children In all household sizes

Table 4.14: Distribution of children not attending school by sex , household size and region

Sex	Region	Household Size					TOTAL
		<3	3-4	5-6	7-8	9+	
Male	Dares Salaam	2,391	4,873	17,131	13,608	34,910	72,913
	Other urban	10,458	25,431	67,845	102,625	92,971	299,329
	Rural	77,030	161,887	634,135	662,586	806,368	2,342,006
	Total	89,879	192,190	719,111	778,819	934,249	2,714,248
	Male popn.	201,035	407,743	1,637,142	1,900,833	1,959,245	6,105,998
Proportion	Male child	44.7	47.1	43.9	41.0	47.7	44.4
Female	Dares Salaam	1,589	6,587	17,244	15,880	27,997	69,297
	Other urban	10,975	36,227	71,785	78,860	89,598	287,445
	Rural	76,918	134,848	578,684	610,539	690,215	2,091,204
	Total	89,482	177,662	667,713	705,280	807,810	2,447,947
	Female popn.	217,010	406,745	1,608,011	1,777,433	1,849,948	5,859,147
Proportion	Female child	41.24	43.7	41.5	39.7	43.7	41.8

None School Attendance and marital status of head of household

The survey results show that majority (86%) children not attending school live with heads of household who are married. The next majority live with widowed 7%, divorced or separated 4% and single 2%. When comparison is made according to age groups, it can be observed that majority of the children who were reported not attending school are in the age group of 5-9 years (62%) and 87% of them live with married heads of household.

This trend is the same for other age groups, that is, majority of them live with married heads of household in all age groups. For example 86% and 83% of all children who were reported not attending school in age groups 10-14 years and 15-17 years respectively live with married heads of household (see Table 4.15 below). It may be concluded that marital status of the heads of household does not influence or affect school status of a child.

Table 4.15: Distribution of children not attending school by age and marital status of heads of household

Marital status of head of household	Age Group			Total	%Total
	5-9	10-14	15-17		
Single	69,649	22,781	24,751	117,180	2.3
Married	2,801,754	881,419	773,006	4,456,179	86.3
Widowed	197,920	71,546	92,997	362,463	7.0
Divorced/ separated	134,140	48,742	43,492	226,373	4.4
Total	3,203,462	1,024,487	934,245	5,162,195	100.0

None School Attendance and education level of heads of household

Education level of heads of household may be one of the factors having effect on the education status of a child. It is believed that an illiterate parent or head of household may not see the importance of education for a child.

From the survey it was noted that about 38% of all children who were reported not attending school live with heads of household who completed primary school. Others live with parents

who never attended school 34%, primary school not completed 25% and completed secondary school and above 3% (see Table 4-16 below). When those who live with heads of household who did not attend school and those who did not complete it means that, majority of the children who were reported not attending school, live with heads of households who have no primary school education (i.e. 34% + 25% = 59%).

Table 4.16: Distribution of children not attending school by age and education levels of heads of household

Education level of head of household	Age Group			Total	%Total
	5-9	10-14	15-17		
Never attended	986,446	438,421	331,107	1,755,974	34.0
Primary not complete	733,558	279,747	262,418	1,275,723	24.7
Primary complete	1,380,811	286,494	290,930	1,958,235	37.6
Secondary	102,647	19,824	49,790	172,261	3.4
Total	3,203,462	1,024,487	934,245	5,162,195	100.0

Heads of household with education above primary school live with fewer children who were reported not to be attending school. This may be interpreted that the higher the literacy level the lower the number of children reported not attending school and the lower the literacy level the high the number of children reported not attending school.

When comparison is made between different age groups for the children not attending school, it is found that for the children in age group 5-9 years majority of them live with H/holds who completed primary school (43%). In the age group of 10-14 years, majority of them live with heads of household who never attended school 43% and lastly in the age group of 15-17 years, majority of them also live with heads of household who never attended school 35%. The same trend is true for heads of households with education at the level of secondary school and above who live with few children who were reported not attending school of all age groups.

CHAPTER 5

WORKING CHILDREN

During the survey both parents and children were asked whether they carried out any work for pay, profit or family gain during the reference week (and in the last twelve months) – commonly referred to being economic activities and/or involve in housekeeping activities (non-economic activities) within the same households. Where a person was involved in both economic and non-economic activities, the economic activity took precedence, and hence the person would be classified as economically active¹. This chapter presents the findings with respect to children aged 5-17 years of age.

5.1 Participation rate of children

Table 5.1 shows the number of children who were engaged in economic activities and housekeeping activities broken down by region.

Table 5.1: Activity status of all children (5-17) by region

Activity	Dar es salaam	Other Urban	Rural	Total
Economic Activities	41,892	374,174	4,319,462	4,735,528
Housekeeping	530,319	1,149,532	4,041,645	5,721,496
Schooling only	49,179	137,896	239,526	426,601
Idle	23,917	203,794	853,809	1,081,520
Total	645,307	1,865,396	9,454,442	11,965,145
Participation Rates				
Economic Activities	6.5	20.0	45.7	39.6
Housekeeping	82.2	61.6	42.7	47.8

Out of the total estimated 11,965,145 children of the age between 5-17 years in Tanzania, 4,735,528 (39.6%) were reported to have worked in economic activities, while 5,721,496 (47.8%) were engaged in housekeeping activities. The participation rate in economic activities is highest in rural areas (45.7%) compared to Dar es salaam (6.5%) and Other urban areas (20.0%). In Dar es salaam, a high proportion (82.2%) are engaged in housekeeping activities.

The participation rate increases with age in the case of economic activities, rising from 25.5% for children between 5-9 years, to 58.9 for those aged 15-17 years. However, for housekeeping activities the participation rate peaks at age 10-14 and then drops for those in the age band 15-17 years (see Table 5.2 below).

Slightly more than one quarter 26.8% (1,271,814) of all children engaged in economic activities belong to the age group of 5-9, 46.6 % (2,204,685) belong to age group 10-14 and 26.6% are from 15-17 years (see Table 5.2 below).

Table 5.2: Activity status of all children (5-17) by age

Activity	5-9	10-14	15-17	Total
Economic Activities	1,271,814	2,204,685	1,259,031	4,735,530

¹ Throughout the report the words “economically active” and “working children” are used interchangeable and mean the same.

Housekeeping	2,448,073	2,454,538	818,884	5,721,495
Schooling only	278,953	118,969	28,678	426,600
Idle	988,775	63,518	29,227	1,081,520
Total	4,987,615	4,841,710	2,135,820	11,965,145
Participation Rates				
Economic Activities	25.5	45.5	58.9	39.6
Housekeeping	49.1	50.7	38.3	47.8

The participation rate also varies between those children attending (36.1%) and those not attending (44.1%) in economic activities. It is apparent that children not in school participate more in economic activities than household keeping activities (see Table 5.3).

Table 5.3: Activity status of all children (5-17) by school attendance

Activity	Attending	Not Attending	Total
Economic Activities	2,459,126	2,276,404	4,735,530
Housekeeping	3,917,224	1,804,271	5,721,495
Schooling only	426,600	0	426,600
Idle	0	1,081,520	1,081,520
Total	6,802,951	5,162,195	11,965,145
Participation Rates			
Economic Activities	36.1	44.1	39.6
Housekeeping	57.6	35.0	47.8

It can be argued that, the working status of the children in Tanzania is influenced by many factors including sex, age, geographic area, family status, education level and schooling status.

5.2 Economically Active Children

Children engaged in economic activities by sex

More than half (52.4%) of the children engaged in economic activities are males. In absolute numbers there 2,479,637 male children compared to 2,255,895 female children aged.

The distribution of these children according to age group indicates that male children are majority as compared to female children in all the age groups (see Table 5.4)

Table 5.4: Distribution of Economically Active Children by Age and Sex

Sex	5-9	10-14	15-17	Total
Male	668,842	1,136,144	674,650	2,479,636
Female	602,970	1,068,540	584,382	2,255,892
Total	1,271,812	2,204,684	1,259,021	4,735,528
Proportions:				
Proportion Male	52.6	51.5	53.6	52.4
%Male	27.0	45.8	27.2	100.0
%Female	26.7	47.4	25.9	100.0
%Total	26.9	46.6	26.6	100.0

Economically active children by region

Table 5.5 shows the distribution of economically active children by region. In Dar es salaam and rural areas, almost equal proportion of economically active children are attending school compared to those not attending. However, in ‘Other urban’ area , higher proportion (almost two third 63%) combine work with schooling.

Table 5.5: Distribution of economically active children by region

Region	Attending	Non Attending	Total
Dar es salaam	21,132	20,760	41,892
Other Urban	236,270	137,904	374,174
Rural	2,201,724	2,117,738	4,319,462
Total	2,459,126	2,276,402	4,735,528
Dar es salaam	50.4	49.6	100.0
Other Urban	63.1	36.9	100.0
Rural	51.0	49.0	100.0

Economically active children by working status

During the survey, questions were asked to establish the working status of the children. More than three quarter of them (78.8%) work as unpaid family members in their won farm or *shamba*, another 17.99% work as un-paid family members in non-agricultural establishment (see Table 5.6 below).

Table 5.6: Distribution of economically active children by work status and sex

Status at work	Male	Female	Total	Sex Ratio
Paid Employee	46'473	33'138	79'611	140.2
Self-employed with others	-	890	890	-
Self-employed without others	33'468	26'971	60'439	124.1
Unpaid family helper (non-agric)	342'127	509'625	851'752	67.1
On own farm or shamba	2'052'592	1'678'862	3'731'454	122.3
Not stated	4'977	6'407	11'384	77.7
Total	2'479'637	2'255'893	4'735'530	109.9
Paid Employee	1.9	1.5	1.7	
Self-employed with others	-	0.4	0.0	
Self-employed without others	1.4	1.2	1.3	
Unpaid family helper (non-agric)	13.8	22.6	18.0	
On own farm or shamba	82.8	74.4	78.8	
Not stated	0.2	0.3	0.2	
Total	100.0	100.0	100.0	
Paid Employee	58.4	41.6	100.0	
Self-employed with others	-	100.0	100.0	
Self-employed without others	55.4	44.6	100.0	
Unpaid family helper (non-agric)	40.2	59.8	100.0	
On own farm or shamba	55.0	45.0	100.0	
Not stated	43.7	56.3	100.0	
Total	52.4	47.6	100.0	

Reasons for working

About 30.1 percent of parents with working children reported that they released their schooling children to work in order to help in either family business or family farm. Another 27.5 percent gave the main reason as augmenting the household income.

Table 5.7: Number of households Giving Main Reason for Working

Reason	Number of Households	Percentages
Augment household income	157,732	27.5
Help in family business/farm	172,277	30.1
Child to be self-reliant	27,424	4.8
Education/training environment not suitable	1,711	0.3
Other	205,456	35.9
Not stated	8,470	1.5
Total	573,070	100

Children also gave their reasons for working, which are summarised in Table 5.8. More than one quarter (28% or 638,000) of the working children (in both economic and non-economic activities) who do not attend school said they worked because they were too young to go to school. About 80,000 or 4% said that they chose to work so as to help in housekeeping chores. This reason was close to helping in family business/farm (120,000 or 5%). Another 212,000 or 9% reported to have worked so as to augment household income. Other important reasons include being poor in studies (195,000 or 9%), failed at school (160,000 or 7%) and unable to afford schooling/training (144,000 or 6%).

Table 5.8: Main Reason for Working by Children

Reason	Number of Children	Percentages		
		Total	Male	Female
Augment household income (support family)	211,591	9.3	8.9	1.6
Help in family business/farm	119,741	5.3	5.4	9.7
Child to be self-reliant (work on own business)	15,071	0.7	0.9	6.2
To work for wages/salaries	12,195	0.5	0.4	8.9
Education/training environment not suitable	35,861	1.6	1.6	6.0
To help in household chores	79,855	3.5	3.1	1.2
Can't afford school/training	144,477	6.3	6.5	2.6
Poor in studies/not interested	194,711	8.6	8.2	3.9
Failed at school	160,659	7.1	8.0	5.0
Afraid of teachers	36,913	1.6	2.0	0.6
Illness/Disabled	46,053	2.0	1.5	0.4
Too young	637,662	28.0	30.1	4.7
Family does not permit schooling	111,229	4.9	5.0	25.6
Other	470,385	20.7	18.2	23.5
Total	2,276,403	100	100	100
			(1,218,112)	(1,058,291)

While the most common economic reason given by out-of-school children was to augment household income followed by inability to afford schooling/training, quite a good number of

non-schooling children reported to have worked so as to help in either family business/farm or housekeeping chores.

Analysis of reasons for working by hours of work shows that schooling children who worked for less than 25 hours during the reference week were helping in household chores, while out-of school children who worked longest (for more than 41 hours during that week) were working to support themselves.

Relationship between economically active children and household sizes

Generally, the proportion of working children increases with household size, rising from 3.8% for households where there are less than three members, to 35.2% for households with 9 or more members (see Table 5.9 below).

Table 5.9: Distribution of economically active children by school attendance and household size

School Attendance	Household size (number of persons)					Total
	<3	3-4	5-6	7-8	9+	
Attending	88,319	139,272	646,781	781,443	803,311	2,459,126
Non Attending	91,887	137,846	545,323	639,133	862,213	2,276,402
Total	180,206	277,118	1,192,104	1,420,576	1,665,524	4,735,528
Proportions:						
Proportion Attending	49.0	50.2	54.2	55.0	48.2	51.9
%Attending	3.6	5.7	26.3	31.8	32.7	100.0
%Not Attending	4.0	6.0	24.0	28.1	37.9	100.0
%Total	3.8	5.8	25.2	30.0	35.2	100.0

5.3 Children engaged in housekeeping activities

Children carry out various housekeeping activities such as cooking, washing utensils, cooking, looking after young ones or the elderly, shopping for the household, washing and so on. From the survey, it is estimated that the number of 5,721,496 children do carry out these activities, which is equivalent to 47.8% of all children aged 5-17 years in Tanzania.

Housekeeping by age

Majority of the children who participate in housekeeping activities belong mainly to the 10-14 age group (42.9%), and the younger age group 5-9, (42.8%). It can be noted that only few children from the higher age group are engaged in housekeeping activities (Table 5.10).

Table 5.10: Distribution of children in housekeeping activities by sex and age

	5-9	10-14	15-17	Total
Male	1,193,678	1,183,402	404,508	2,781,588
Female	1,254,395	1,271,136	414,376	2,939,907
Total	2,448,073	2,454,538	818,884	5,721,495
%Male	48.8	48.2	49.4	48.6
%Female	51.2	51.8	50.6	51.4
%Total	42.8	42.9	14.3	100.0
Prop. Male	42.9	42.5	14.5	100.0
Prop. Female	42.7	43.2	14.1	100.0

There is no significant difference in trend of participation between girls and boys. As the children grow older, they tend to participate less and less in housekeeping activities – although in absolute numbers the girl child continues to dominate.

Relationship between housekeeping, school attendance and household size

Table 5.11 shows that normal households, there is relationship between household size and probability of a child participating in household chores. As household size increases, so does the probability. However, it is interesting to note that more than two third (68.5%) of the children attend school.

Table 5.11: Distribution of children in housekeeping activities by school attendance and household size

School Attendance	Household size (number of persons)					Total
	<3	3-4	5-6	7-8	9+	
Attending	134,041	269,506	1,093,011	1,283,314	1,137,352	3,917,224
Non Attending	55,001	152,438	528,114	513,346	555,374	1,804,273
Total	189,042	421,944	1,621,125	1,796,660	1,692,726	5,721,497
Proportions:						
Proportion Attending	70.9	63.9	67.4	71.4	67.2	68.4
%Attending	3.4	6.9	27.9	32.8	29.0	100.0
%Not Attending	3.0	8.4	29.3	28.4	30.8	100.0
%Total	3.3	7.4	28.3	31.4	29.6	100.0

However, when children attending school are compared with those not attending within individual household size band, those not in schools have higher probability of working within the households.

Housekeeping by region and school attendance

About 70.6% (4,041,645) of children aged 5-17 years who are engaged in house keeping activities are based in the rural area, followed by ‘Other urban’ area which accounts for about 20.1% (1,149,532) and Dar es Salaam City 9.3% (530,319).

Table 5.12: Housekeeping Activities by region and school attendance

School Attendance	Region			Total
	Dar es salaam	Other Urban	Rural	
Attending	432,785	904,456	2,579,983	3,917,224
Not Attending	97,534	245,076	1,461,662	1,804,272
Total	530,319	1,149,532	4,041,645	5,721,496
Proportion Attending	81.6	78.7	63.8	68.5
%Attending	11.0	23.1	65.9	100.0
%Not Attending	5.4	13.6	81.0	100.0
%Total	9.3	20.1	70.6	100.0

In the rural area, most of the children 45% (2,579,983) also were reported to attend school and the rest 25.5% (1,461,662) of all children engaged in housekeeping activity not attending school.

In the other urban areas about 15.8% (904,456) both attend school and perform housekeeping activities whereas those who do not attend school but engaged in housekeeping activities are 4.3% (245,076).

In Dar es Salaam City those who were reported attending school and perform housekeeping activities are 7.6% (432,785) and those who were reported not attending school yet performing housekeeping activities are 1.7% (97,534).

Housekeeping by region and household size

From Table 5.13 below, it can be further deduced that the bigger the household size, the higher the number of children engaged in the housekeeping activities. This trend is similar for both children and households based in Dar es Salaam, other urban and rural areas. For Dar es Salaam City, households with 9+ members have 38% of all children who are engaged in housekeeping activities.

Table 5.13: Distribution of children in housekeeping by school attendance by region and household size

School Attendance	Household size (number of persons)					Total
	<3	3-4	5-6	7-8	9+	
Dar es salaam	13,738	34,920	146,131	133,817	201,714	530,320
Other Urban	50,068	95,459	285,464	365,141	353,401	1,149,533
Rural	125,237	291,564	1,189,531	1,297,702	1,137,610	4,041,644
Total	189,	421,943	1,621,126	1,796,660	1,692,726	5,721,497
Proportions:						
% Dar es Salaam	2.6	6.6	27.6	25.2	38.0	100.0
% Other Urban	4.4	8.3	24.8	31.8	30.7	100.0
% Rural	3.1	7.2	29.4	32.1	28.1	
%Total	3.3	7.4	28.3	31.4	29.6	100.0

This trend is the same for the children from other urban areas. Almost two third (62.5%) of all children engaged in housekeeping activities in 'Other urban' areas come from big families of 7 or more members as compared to 4.4% who come from small families of 3 members only.

5.4 Children engaged in schooling only

A total of 426,600 (4% of the total population of all children aged 5-17) children were reported to be engaged in schooling only. Majority (65.4%) of these children belong to the age group 5-9 (see Table 5.14).

Table 5.14: Distribution of children in schooling only by sex, age and region

	5-9	10-14	15-17	Total
Male	142'384	72'226	17'754	232'364
Female	136'569	46'743	10'924	194'236
Total	278'953	118'969	28'678	426'600
%Male	51.0	60.7	61.9	54.5
%Female	49.0	39.3	38.1	45.5
%Total	65.4	27.9	6.7	100.0

Regional Distribution - Number		Percentage
Dar es salaam	51,192	12.0
Other Urban	136,512	32.0
Rural	238,896	56.0
Total	426,600	100.0

5.5 Children reported idle

It is estimated that 1,081,520 children which is equivalent to 9% of all children aged 5-17 years were idle at the time of the survey, i.e. they were neither going to school, nor engaged in economic and housekeeping activities. Almost all these children (91.4%) belong to age group 5-9 (see Table 5.15). The table shows that girls become active at an early age compared to boys and their participation increases with age.

Table 5.15: Distribution of idle children by sex, age and region

	5-9	10-14	15-17	Total
Male	551'516	39'756	21'139	612'411
Female	437'259	23'762	8'088	469'109
Total	988'775	63'518	29'227	1'081'520
%Male	55.8	62.6	72.3	56.6
%Female	44.2	37.4	27.7	43.4
%Total	91.4	5.9	2.7	100.0

Regional Distribution - Number		Percentage
Dar es salaam	23'917	2.2
Other Urban	203'794	18.8
Rural	853'809	78.9
Total	1'081'520	100.0

CHAPTER 6

WORKING CHILDREN BY INDUSTRY AND OCCUPATION

6.1 Working children by industry and sex

Majority of the children (79.9%) are engaged in the agricultural/forestry /fishing sector, followed by personal services (17.4%). Similar pattern is illustrated by sex, where three quarter of the girls are engaged in agricultural sector compared to boys at 84.3%. The proportion of girls engaged in the manufacturing sector and personal services is notably higher than for boys (see Table 6.1 below).

Table 6.1: Working children by industry and sex

	Male	Female	Total	Sex ratio
Agriculture/forestry/fishing	2'091'161	1'694'520	3'785'681	123.4
Mining and Quarrying	2'279	-	2'279	-
Manufacturing	6'383	9'017	15'400	70.8
Construction	1'977	-	1'977	-
Trade	50'140	55'078	105'218	91.0
Transport	1'261	-	1'261	-
Personal Service	326'436	497'278	823'714	65.6
Total	2'479'637	2'255'893	4'735'530	109.9
Proportions				
Agriculture/forestry/fishing	55.2	44.8	100.0	
Mining and Quarrying	100.0	0.0	100.0	
Manufacturing	41.4	58.6	100.0	
Construction	100.0	0.0	100.0	
Trade	47.7	52.3	100.0	
Transport	100.0	0.0	100.0	
Personal Service	39.6	60.4	100.0	
Total	52.4	47.6	100.0	
Agriculture/forestry/fishing	84.3	75.1	79.9	
Mining and Quarrying	0.1	0.0	0.0	
Manufacturing	0.3	0.4	0.3	
Construction	0.1	0.0	0.0	
Trade	2.0	2.4	2.2	
Transport	0.1	0.0	0.0	
Personal Service	13.2	22.0	17.4	
Total	100.0	100.0	100.0	

6.2 Working children by industry and age

When the analysis is done by age, a noticeably pattern develops where engagement in agriculture as the main sector increases with age – from 71.28% for children aged 5-9 to 80.97% for children aged 10-14 years to 86.89% for the older children aged 15-17. This pattern, however, is reversed in the case of Personal services, where it drops from 27.8% for children aged 5-9 to 7.8% for children aged 15-17.

Table 6.2: Working children by industry and age

Sector/Age	5-9	10-14	15-17	Total
Agriculture/forestry/fishing	906'604	1'785'083	1'093'994	3'785'681
Mining and Quarrying	-	-	2'279	2'279
Manufacturing	907	5'351	9'142	15'400
Construction	105	407	1'464	1'976
Trade	10'340	41'874	53'004	105'218
Transport	-	417	844	1'261
Personal Service	353'856	371'554	98'304	823'714
Total	1'271'812	2'204'686	1'259'031	4'735'529
Percentage				
Agriculture/forestry/fishing	23.9	47.2	28.9	100.0
Mining and Quarrying	0.0	0.0	100.0	100.0
Manufacturing	5.9	34.7	59.4	100.0
Construction	5.3	20.6	74.1	100.0
Trade	9.8	39.8	50.4	100.0
Transport	0.0	33.1	66.9	100.0
Personal Service	43.0	45.1	11.9	100.0
Total	26.9	46.6	26.6	100.0
Agriculture/forestry/fishing	71.3	81.0	86.9	79.9
Mining and Quarrying	-	-	0.2	0.1
Manufacture	0.1	0.2	0.7	0.3
Construction	0.0	0.0	0.1	0.0
Trade	0.8	1.9	4.2	2.2
Transport	-	0.0	0.1	0.0
Personal Service	27.8	16.8	7.8	17.4
Total	100.0	100.0	100.0	100.00

Older children (15-17) dominate in most of the sectors except in agriculture and personal services, which is dominated by children aged 10-14 (46.6% and 45.1% respectively).

6.3 Working children by industry and region

The predominant sector in which working children in the rural areas are engaged is agriculture (82.1%), which is also the major sector for “Other Urban” areas (62.4%). For Dar es salaam the major sector in which working children are engaged is Trade (51.7%) and Personal service (25.2%).

Table 6.3: Working children by industry and region

Sector/Region	Dar	Urban	Rural	Total
Agriculture/forestry/fishing	7'182	233'460	3'545'039	3'785'681
Mining and Quarrying	-	-	2'279	2'279
Manufacture	907	6'351	8'142	15'400
Construction	1'569	407	-	1'976
Trade	21'669	43'650	39'899	105'218
Transport	-	1'261	-	1'261
Personal Service	10'564	89'046	724'104	823'714
Total	41'891	374'175	4'319'463	4'735'529
Percentage				
Agriculture/forestry/fishing	0.2	6.2	93.6	100.0
Mining and Quarrying	0.0	0.0	100.0	100.0
Manufacturing	5.9	41.2	52.9	100.0
Construction	79.4	20.6	0.0	100.0
Trade	20.6	41.5	37.9	100.0
Transport	0.0	100.0	0.0	100.0
Personal Service	1.3	10.8	87.9	100.0
Total	0.9	7.9	91.2	100.0
Agriculture/forestry/fishing	17.1	62.4	82.1	79.9
Mining and Quarrying	-	-	0.1	0.1
Manufacturing	2.2	1.7	0.2	0.3
Construction	3.8	0.1	-	0.0
Trade	51.7	11.7	0.9	2.2
Transport	-	0.3	-	0.0
Personal Service	25.2	23.8	16.8	17.4
Total	100.0	100.0	100.0	100.0

6.4 Working children by sector and school attendance

The distribution of working children between those attending school and those out of school show similar pattern by sector where they are almost equally represented, except in mining, construction and transport sectors. In mining, the majority of the working children are attending school (57.2%), while in Trade, more than half (52.8%) are out of school, and in Construction, eight of ten (81,9%) working children are out of school (see Table 6.4 below).

Table 6.4: Working children by industry and school attendance

Sector/Schooling	Not		Total	%Total
	Attending	Attending		
Agriculture/forestry/fishing	1'909'463	1'876'217	3'785'680	79.94
Mining and Quarrying	1'304	975	2'279	0.05
Manufacture	7'543	7'857	15'400	0.33
Construction	358	1'618	1'976	0.04
Trade	49'619	55'599	105'218	2.22
Transport	587	674	1'261	0.03
Personal Service	490'253	333'463	823'716	17.39
Total	2'459'127	2'276'403	4'735'530	100.00

Percentage			
Agriculture/forestry/fishing	50.4	49.6	100.0
Mining and Quarrying	57.2	42.8	100.0
Manufacture	49.0	51.0	100.0
Construction	18.1	81.9	100.0
Trade	47.2	52.8	100.0
Transport	46.6	53.4	100.0
Personal Service	59.5	40.5	100.0
Total	51.9	48.1	100.0
Agriculture/forestry/fishing	77.6	82.4	79.9
Mining and Quarrying	0.1	0.0	0.0
Manufacture	0.3	0.3	0.3
Construction	0.0	0.1	0.0
Trade	2.0	2.4	2.2
Transport	0.0	0.0	0.0
Personal Service	19.9	14.6	17.4
Total	100.0	100.0	100.0

6.5 Working children by industry and employment status

Majority of working children (97.0%) are unpaid family non-agricultural and farm-workers on their (family) farm or *shamba*. Only a small proportion (1.7%) of working children are paid employees. Although most of paid employees are found in the agricultural sector (by virtue of high number of children there), the sectors with relatively high proportion of paid working children are: Construction (81.9%), Mining and Quarrying (61.9%), and Manufacturing (25.0%).

The category of children who were reported to be self-employed was highest in the Transport sector (93.2%), followed by Trade (45.5%), and Manufacturing (38.9%) – see Table 6.5 below.

Table 6.5: Working children by industry and employment status

Sector/status	Paid employees	Self employed(w)	Self employed(ww (non-agric)	Unpaid Own farm Shamba	Total
Agriculture/forestry/fishing	39'490	-	1'841	4'158	3'740'192
Mining and Quarrying	1'410	-	869	-	2'279
Manufacturing	3'852	-	5'984	5'564	15'400
Construction	1'618	-	-	358	1'976
Trade	10'167	890	47'855	44'206	2'100
Transport	86	-	1'175	-	1'261
Personal Service	22'988	-	2'715	797'465	546
Total	79'611	890	60'439	851'751	3'742'838
Percentages					
Agriculture/forestry/fishing	49.6	-	3.0	0.5	99.9
Mining and Quarrying	1.8	-	1.4	-	0.0
Manufacturing	4.8	-	9.9	0.7	0.3
Construction	2.0	-	-	0.0	0.0
Trade	12.8	100.0	79.2	5.2	0.1
Transport	0.1	-	1.9	-	0.0

Personal Service	28.9	-	4.5	93.6	0.0	17.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture/forestry/fishing	1.0	-	0.0	0.1	98.8	100.0
Mining and Quarrying	61.9	-	38.1	-	-	100.0
Manufacturing	25.0	-	38.9	36.1	-	100.0
Construction	81.9	-	-	18.1	-	100.0
Trade	9.7	0.8	45.5	42.0	2.0	100.0
Transport	6.8	-	93.2	-	-	100.0
Personal Service	2.8	-	0.3	96.8	0.1	100.0
Total	1.7	0.0	1.3	18.0	79.0	100.0

6.6 Working children by occupation and sex

More than two thirds (69.2%) of working children are engaged as agricultural and fisheries workers, and those in elementary occupations account for more than quarter (27.2%) of the working children. Similar pattern is demonstrated by sex, although fewer boys are engaged as service and shop workers compared to girls. However, more boys were found in craft and related workers category compared to girls (see Table 6.6 below).

Table 6.6: Working children by occupation and sex

Occupation/Sex	Male	Female	Total	Sex Ratio
Administrators and Managers	5'981	7'228	13'209	82.7
Service & Shop workers	55'478	82'757	138'235	67.0
Skilled agricultural & Fisheries workers	1'730'561	1'546'613	3'277'174	111.9
Craft & related workers	10'146	3'471	13'617	292.3
Plan & Machine operators	900	3'283	4'183	27.4
Elementary occupations	676'568	612'542	1'289'110	110.4
Total	2'479'634	2'255'894	4'735'528	109.9
Percentages				
Administrators and Managers	0.2	0.3	0.3	
Service & Shop workers	2.2	3.7	2.9	
Skilled agricultural & Fisheries workers	69.8	68.6	69.2	
Craft & related workers	0.4	0.2	0.3	
Plan & Machine operators	0.0	0.1	0.1	
Elementary occupations	27.3	27.2	27.2	
Total	100.0	100.0	100.0	
Administrators and Managers	45.3	54.7	100.0	
Service & Shop workers	40.1	59.9	100.0	
Skilled agricultural & Fisheries workers	52.8	47.2	100.0	
Craft & related workers	74.5	25.5	100.0	
Plan & Machine operators	21.6	78.4	100.0	
Elementary occupations	52.5	47.5	100.0	

6.7 Occupations preferred by working children

During the survey, working children were asked what kind of activity(ies) they prefer to be undertaking now given their current mental and physical abilities and in the future after the completion of highest level of education.

Occupations preferred currently

Generally, more than half (55%) of them currently prefer schooling as their main activity. The second majority preference is to be farmers 20%, domestic helpers, cleaners and farm hands and labourers 10% associate professionals 2%, animal and poultry farmers 2%, personal service workers 1%, salesperson 1% and others 6%.

In terms of gender, it is generally noted that female children prefer marginal jobs/occupations which are related to the current gender roles and division of labour between men and women within many families. From the survey, more than two third (70%) of female children prefer to be secretaries and clerks as compared to male children preference on the same 30%, personal service workers 72% as compared to male children 28%, equipment repairs, handcraft workers and food processing traders 59% as compared to male children 41%, machine operators 100% female as compared to 0% for male children, stationary machine operators 94% against 6% male, street vendors, and other street services 59% against 41% male and domestic helpers, cleaners and farm hand and labourers 52% against 48% male children (see Table 6.7 below).

Table 6.7: Occupations preferred by children now by sex

Occupation	Total No.	%Male	%Female	%Total
Administrators & Managers	157	100.0	-	0.00
Village Leaders & Senior Administrators	157	100.0	-	0.00
Small Business managers and supervisors	32'746	57.0	43.0	0.44
Professionals	8'766	55.0	45.0	0.12
Associate Professionals	119'802	50.0	50.0	1.63
Secretaries and Clerks	15'852	30.0	70.0	0.22
Personal service workers	96'446	28.0	72.0	1.31
Salespersons	78'641	57.0	43.0	1.07
Farmers-Crop	1'444'033	52.0	48.0	19.60
Animal & Poultry Farmers	123'797	77.0	23.0	1.68
Forestry & Fisheries Workers	14'751	93.0	7.0	0.20
Miners, Blasters & Quarry	435	100.0	-	0.01
Building & Related trades	36'317	80.0	20.0	0.49
Metal Trade Workers	18'070	95.0	5.0	0.25
Equip. Repairers, Handcraft Workers and Food Processing Trades	31'534	41.0	59.0	0.43
Machine operators (plant)	234	-	100.0	0.00
Stationary Machine Operators & Assemblies	4'716	6.0	94.0	0.06
Drivers & Mobile Machine Operators	34'837	87.0	18.0	0.47
Street Vendors & Other Street Services (e.g. shoe shine)	46'293	41.0	59.0	0.63
Domestic Helpers, cleaners & Farm hands & Labourers	757'447	48.0	52.0	10.28
Transport, mining and construction Labourers	614	53.0	47.0	0.01
Schooling	4'059'339	50.0	50.0	55.10
Other occupations	441'890	52.0	48.0	6.00
Total	7'367'982	51.0	49.0	100.00

On the other hand when the same comparison is made between male and female children, it can be noted that male children prefer occupations, which require higher education level to perform as compared to female children. For example male children prefer to be legislators and senior government administrators 100% against 0% for female children, village leaders and male children prefer to be senior administrators of specialized organs 100% against 0% female, small business managers and supervisors 57% against 43% for female. Other occupations preferred mostly by male children as compared to female children are professionals 55%, associate professionals 50% salesperson 57%, farmers crop 52%, animal and fisheries workers 93%, miners, blasters and quarry 100%, building and related trade 80% metal trade workers 95% drivers and mobile machine operators 87% transport, mining and construction workers 53%. Schooling 50% and other occupations 52%.

6.8 Occupation currently preferred by by age group

The current preference in any occupation can also be influenced by age. The comparison across all age groups in each occupation was made and the results are quite impressive to indicate the main differences. For example comparatively, the children from the age group 5-9 years prefer mostly in certain occupations than the other children from other age groups do. The only occupations which they prefer mostly is domestic helpers, cleaners and farm hands/labourers 47% as compared to 40% for the 10-14 age group and 13% for 15-17 age group. Children from this age group of 5-9 also prefer other occupations, than the rest preferred by other children from other age groups.

Table 6.8: Distribution of children by occupation currently preferred by age

Occupation	Number	%	5-9	10-14	15-17
Administrators & Managers	157	100	0	0	100
Village Leaders & Senior Administrators of specialized organ	157	100	0	0	100
Small Business managers and supervisors	32,746	100	17	33	50
Professionals	8,766	100	29	53	18
Associate Professionals	119,802	100	24	48	28
Secretaries and Clerks	15,852	100	7	53	40
Personal service workers	96,446	100	23	45	32
Salespersons	78,641	100	12	38	51
Farmers-Crop	1,444,033	100	21	46	33
Animal & Poultry Farmers	123,797	100	38	45	16
Forestry & Fisheries Workers	14,751	100	6	50	45
Miners, Blasters & Quarry	435	100	0	0	100
Building & Related trades	36,317	100	11	45	44
Metal Trade Workers	18,070	100	17	46	37
Equip. Repairers, Handcraft Workers and Food Processing Trades	31,534	100	8	31	61
Machine operators (plant)	234	100	0	100	0
Stationary Machine Operators & Assemblies	4,716		27	35	38
Drivers & Mobile Machine Operators	34,837	100	16	36	47
Street Vendors & Other Street Services (e.g. shoe shine)	46,293	100	23	48	29
Domestic Helpers, cleaners & Farm hands & Labourers	757,447	100	47	40	13

Transport, mining and construction labourers	614	100	0	60	40
Schooling	4,059,339	100	29	51	20
Other occupations	441,890	100	39	39	22
Total	7,367,982	100	29	48	23

Children from the age group 10-14 mostly prefer to be professionals 53%, associate professionals 48% secretaries and clerks 53%, personal service workers 45%, farmers crop 46%, animal and poultry farmers 45%, forestry and fisheries workers 50%, buildings related trades 45%, machine operators 100%, street vendors and other street services 48% transport, construction and mining 60%, and schooling 51%,

The children at the high age group of 15-17 years prefer currently occupations such as legislators and senior government administrators 100%, village leaders and senior administrator of specialized organizations 100%, small business managers and supervisors 50%, sales person 51% miners, blasters and quarry 100%, equipment repairers, handcraft workers and food processing traders 61%, stationary machine operators and assemblers 38%, drivers, mobile machine operators 47% as compared to other children from other age groups.

From the above analysis it can be noted that administrative and political roles are preferable mostly by male than female children. This means that if no awareness or relevant policy is made women will continue to be left behind in future in decision making processes. This will undermine the current efforts being made to involve women in decision making to achieve gender equality.

6.9 Occupations preferred in future by the working children

Children have future occupation preferences and expectations. Their future preference is also determined or influenced by sex, age and their education level. The analysis on occupation preferred by the children in future may be helpful for future planning and can help to put in place good policy to help meet their future expectation. Also it can help to detect in time negative or positive impact and put in place intervention measures to reverse or support them.

Generally the occupations which are preferred by the working children in future are quite different from what is preferred currently. The main occupations preferred by the working children in future fall under the Technicians and Associate professionals Group which accounts for about 31% of all children (Table 6.9). These occupations are mainly to perform technical or administrative tasks usually requiring theoretical and practical understanding acquired through formal education up to secondary level plus specialised training in colleges leading to an award equivalent to a diploma and/or on the job training. Agricultural activities are the next major occupations preferred by children, accounting for over one quarter (28%). This means at least one child out of four would choose agriculture as his/her source of livelihood and probably also willing to live in rural areas. It is surprisingly shown that not many children prefer occupations which require higher skill levels such as senior management and professional jobs. Only 6% of the children prefer professional jobs which require formal education and training that leads to a university or postgraduate university degree or the equivalent. A negligible number of children aspire for senior management jobs.

The distribution of occupations by gender shows there are some differences in the aspirations of male and female children. Children preferences indicate that more male than female children

aspire for occupations which require higher skill levels. These are professional and top administrative or managerial jobs. Female children instead prefer occupations which generally do not require high skills and responsibilities such as technical and associate professional jobs, secretarial, clerical or personal service workers.

These results put a challenge to type of interventions and policies that are called for to address the imbalances in the aspirations of both female and male children.

Table 6.9: Distribution of children by occupation preferred in the future by sex

Occupations	Total		Sex	
	Total		% Distribution	
	No.	%	Female	Male
Legislators & Senior Government Administrators	10,916	0.1	0.1	0.2
Village Leaders & Senior Administrators of Specialized organ	9,663	0.1	0.1	0.2
Directors of management of companies	742	0.0	-	0.0
Small Business managers and supervisors	130,287	1.8	1.6	2.0
Professionals	421,482	5.7	4.9	6.5
Associate Professionals	2,307,519	31.3	35.5	27.3
Secretaries and Clerks	73,540	1.0	1.1	0.9
Personal service workers	380,212	5.2	5.9	4.4
Salespersons	147,071	2.0	1.7	2.3
Farmers-Crop	2,028,140	27.5	28.5	26.6
Animal & Poultry Farmers	115,830	1.6	0.9	2.2
Forestry & Fisheries Workers	20,395	0.3	0.1	0.5
Miners, Blasters & Quarry	2,396	0.0	0.0	0.0
Building & Related trades	178,864	2.4	0.9	3.9
Metal Trade Workers	97,669	1.3	0.4	2.2
Equip. Repairers, Handcraft Workers and Food Processing Trades	170,135	2.3	3.3	1.3
Machine operators (plant)	559	0.0	0.0	-
Stationary Machine Operators & Assemblies	3,307	0.0	0.0	0.1
Drivers & Mobile Machine Operators	326,501	4.4	1.3	7.4
Street Vendors & Other Street Services (e.g. shoe shine)	32,913	0.4	0.6	0.3
Domestic Helpers, cleaners & Farm hands & Labourers	122,150	1.7	1.9	1.4
Transport, mining and Construction Labourers	1,773	0.0	0.0	0.0
Schooling	313,927	4.3	4.5	4.0
Other occupations	469,736	6.4	6.5	6.2
Total	7,367,982	100	100	100
			3,603,650	3,764,332

CHAPTER 7

WORKING HOURS

7.1 The Concept of Working Hours

During the survey, respondents who reported to have worked during the reference week were asked how many hours they actually spent on the job. Data on hours of work cross-classified by sex, age, family status, occupation, industry, status in employment, and other socio-demographic characteristics enable various kinds of analyses to be made for social and family policies. However, it should be kept in mind that the hours of work variable measures the time spent on an activity and does not reflect the efficiency or intensity with which the work was performed – although in the case of children, it reflects their relative time use compared to and the impact it will have on other activities like schooling and leisure. There are two concepts of hours of work that are often used, namely: actual hours worked and usual hours work which were both measured.

Actual hours of work

Hours actually worked should include hours actually worked during normal periods of work; time worked in addition to hours worked during normal periods of work, generally paid at higher than normal rates (overtime); and time spent at the place of work on activities such as the preparation of the workplace, repairs and maintenance, the preparation and cleaning of tools, and the preparation of receipts, time sheets and reports. Therefore, the actual hours of work in a given job cover all types of employment (paid, self employed or unpaid employment). The measurement of actual hours of work is based on the same reference period.

Usual hours of work

Usual hours of work refer to a typical period rather than to a specified reference period as in the case of actual hours worked. Therefore usual hours of work per week or day may be defined as the hours worked during a typical week or day in that activity. The concept applies both to persons at work and to persons temporarily absent from work. Therefore actual hours worked may differ from usual hours of work if the reference period does not reflect the typical working situation of the person, due for example illness, vacation, holidays, reduction in economic activity, strike, lock-out, flexible working hours, overtime work, change of job or similar reasons.

7.2 Analysis of Actual Hours of Work in Economic Activities

In generating the number of actual hours of work, the respondents were probed into whether they worked in each day of the reference week and the number of hours they actually worked in the main and secondary (economic) activities if they had more than one. Children in paid employment were also asked whether the activities are carried out during the day, evening and at night. Hours worked in housekeeping activities were asked to all children aged 5-17 years regardless whether they worked in economic activities or not. The analysis that follows gives that aggregate situation.

7.2.1 Actual Hours worked by children in industrial sectors

In chapter 5 it was indicated that 4,735,528 children worked in economic activities. Table 7.1 shows the distribution of these children by the number of actual hours they worked in different sectors of the economy. The results from the national child labour survey show majority (65.2% or 3.1 million) of the children work for less than 30 hours a week or not more than 4 hours per day. About one child in four children (22.4% or 1.1 million) work for 40 or more hours a week or 6 or more hours per day. If 4 hours is used as a cut of point, about 1.6 million children work for more than 4 hours per day.

Although generally there is no apparent difference in the work duration among male and female children, male children tend to work for longer hours than the females. About 39.1% (or 1.0 million) male children work for more than 4 hours per day (30+ hours per week) compared to 30.1% (or 1.6 million) female children.

Table 7.1: Number of children by actual hours worked by industry and sex

Total		Female							
Sector/No. of hours		<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Agriculture/forestry/fishing		263,678	144,877	372,518	337,275	238,924	209,850	57,338	70,060
Mining and Quarrying		-	-	-	-	-	-	-	-
Manufacturing		989	1,506	2,184	490	609	2,487	751	-
Construction		-	-	-	-	-	-	-	-
Trade		5,254	5,339	10,539	10,915	6,036	3,151	4,381	9,463
Transport		-	-	-	-	-	-	-	-
Personal Service		28,962	98,276	183,895	111,673	33,136	18,970	8,739	13,627
Total	2,255,893	298,883	249,998	569,136	460,353	278,706	234,458	71,209	93,150
		Male							
Industry/ Actual hours		<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Agriculture/forestry/fishing		287,110	136,087	396,713	362,571	284,803	328,450	126,160	169,266
Mining and Quarrying		-	-	975	869	435	-	-	-
Manufacturing		-	1,168	1,286	583	583	952	638	1,173
Construction		-	-	358	-	-	49	1,569	-
Trade		5,877	4,809	10,396	7,591	2,828	2,299	4,285	12,055
Transport		1,175	-	-	-	-	-	-	86
Personal Service		18,320	60,861	139,408	74,746	13,305	9,034	5,003	5,758
Total	2,479,636	312,482	202,925	549,136	446,360	301,954	340,784	137,655	188,338
		Total							
Agriculture/forestry/fishing	79.9	550,788	280,964	769,231	699,847	523,727	538,300	183,498	239,326
Mining and Quarrying	0	-	-	975	869	435	-	-	-
Manufacturing	0.3	989	2,674	3,470	1,073	1,193	3,439	1,389	1,173
Construction	0	-	-	358	-	-	49	1,569	-
Trade	2.2	11,130	10,148	20,935	18,507	8,865	5,450	8,666	21,519
Transport	0	1,175	-	-	-	-	-	-	86
Personal Service	17.4	47,282	159,138	323,302	186,419	46,441	28,005	13,743	19,386
Total	100	611,364	452,924	1,118,272	906,715	580,661	575,243	208,865	281,490
Percentage	100	12.9	9.6	23.6	19.1	12.3	12.1	4.4	5.9

Children are shown to work for relatively longer hours in trade and manufacturing activities.

7.2.2 Actual Hours worked by industry and age

Actual hours worked by children show that one child in three children of age 5-9 years work for 30 or more hours a week (more than 4 hours per day). Approximately one quarter (28.7%) of children of age 10-14 years work for 30 or more hours a week. Close to half (47.9%) of the oldest group (15-17 years) of children also work that long. Comparatively, the oldest group of children put more hours of work followed by the youngest group because these two groups have more children who do not attend school. Many of these children either have completed or are still too young for schooling.

Table 7.2: Number of children by actual hours of work by industry and age:Both

Sector/No. of hours	Total	<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Agriculture/forestry/fishing									
5-9		96,646	74,735	205,640	162,700	118,276	135,640	44,168	68,799
10-14		268,896	152,701	406,893	368,917	239,589	182,335	71,535	94,217
15-17		185,246	53,528	156,698	168,229	165,862	220,325	67,795	76,311
Total	3,785,680	550,788	280,964	769,231	699,846	523,727	538,300	183,498	239,327
Mining and Quarrying									
10-14		-	-	-	435	435	-	-	-
15-17		-	-	975	435	-	-	-	-
Total	2,279	-	-	975	870	435	-	-	-
Manufacturing									
5-9		435	579	-	-	-	-	-	-
10-14		-	589	2,773	490	-	-	-	-
15-17		555	1,506	697	583	1,193	3,439	1,389	1,173
Total	15,400	989	2,674	3,470	1,073	1,193	3,439	1,389	1,173
Construction									
10-14		-	-	358	-	-	49	1,046	-
15-17		-	-	-	-	-	-	523	-
Total	1,977	-	-	358	-	-	49	1,569	-
Trade									
5-9		972	2,869	3,353	2,039	481	627	-	-
10-14		5,654	5,862	10,754	10,857	1,464	206	2,030	5,047
15-17		4,504	1,417	6,828	5,611	6,920	4,618	6,636	6,472
Total	105,218	11,130	10,148	20,935	18,507	8,865	5,450	8,636	21,519
Transport									
15-17		1,175	-	-	-	-	-	-	86
Total	1,261	1,175	-	-	-	-	-	-	86
Personal Service									
5-9		24,469	99,889	121,443	65,001	23,451	11,654	3,978	3,971
10-14		19,130	51,595	172,232	94,948	15,396	7,889	3,851	6,513
15-17		3,683	7,653	29,628	26,470	7,594	8,462	5,914	8,901
Total	823,714	47,282	159,138	323,303	186,419	46,441	28,005	13,743	19,385
Grand Total: 5-9		122,521	178,072	330,436	229,740	142,208	147,920	48,146	72,770
10-14		293,680	210,747	593,010	475,646	256,884	190,479	78,461	105,777
15-17		195,163	64,104	194,826	201,328	181,568	236,844	82,257	102,942
Total	4,735,529	611,364	452,924	1,118,272	906,714	580,660	575,243	208,864	281,489

7.2.3 Actual Hours worked by children by industry, age and sex:

Table 7.3a: Number of male children by actual hours of work by industry and age:

Sector/No. of hours	Total	<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Agriculture/forestry/fishing									
5-9	530,020	53,513	38,271	106,926	91,965	70,678	84,342	33,414	50,911
10-14	956,115	135,572	67,091	204,859	179,738	134,476	117,967	46,979	69,433
15-17	605,026	98,025	30,725	84,927	90,869	79,649	126,142	45,767	48,922
Total	2,091,161	287,110	136,087	396,712	362,572	284,803	328,451	126,160	169,266
Mining and Quarrying									
10-14	869				435	435			
15-17	1,410			975	435				
Total	2,279			975	870	435			
Manufacturing									
5-9	579		579						
10-14	1,178		589	589					
15-17	4,627			697	583	583	952	638	1,173
Total	6,383		1,168	1,286	583	583	952	638	1,173
Construction									
10-14	1,453			358			49	1,046	
15-17	523							523	
Total	1,977			358			49	1,569	
Trade									
5-9	5,263	701	1,182	1,688	583	481	627		
10-14	23,232	4,549	2,797	5,255	4,916	1,180	206	960	3,369
15-17	21,645	627	830	3,452	2,092	1,167	1,466	3,325	8,686
Total	50,140	5,877	4,809	10,396	7,591	2,828	2,299	4,285	8,347
Transport									
15-17	1,261	1,175							86
Total	1,261	1,175							86
Personal Service									
5-9	132,981	7,729	38,140	51,780	21,922	5,493	3,698	1,634	2,584
10-14	153,297	9,421	19,012	74,332	42,208	5,017	1,303	1,482	523
15-17	40,158	1,170	3,709	13,296	10,615	2,795	4,034	1,888	2,651
Total	326,436	18,320	60,861	139,408	74,746	13,305	9,035	5,004	5,758
Grand Total:									
5-9	668,843	61,943	78,173	160,395	114,470	76,652	88,666	35,048	53,495
10-14	1,136,144	149,542	89,489	285,394	227,296	141,107	119,524	50,466	73,325
15-17	674,649	100,997	35,265	103,347	104,594	84,194	132,594	52,141	61,519
Total	2,479,636	312,482	202,926	549,136	446,360	301,953	340,784	137,655	188,339

Table 7.3b: Number of female children by actual hours of work by industry and age:

Sector/No. of hours	Total	<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Agriculture/forestry/fishing									
5-9	376,584	43,133	36,464	98,714	70,735	47,598	51,298	10,754	17,888
10-14	828,968	133,324	85,611	202,033	189,180	105,113	64,368	24,556	24,783
15-17	488,968	87,221	22,802	71,771	77,361	86,213	94,184	22,028	27,389
Total	1,694,520	263,678	144,877	372,518	337,276	238,924	209,850	57,338	70,060
Manufacturing									
5-9	435	435							
10-14	2,674			2,184	490				
15-17	5,908	555	1,506			609	2,487	751	
Total	9,017	989	1,506	2,184	490	609	2,487	751	
Trade									
5-9	5,077	271	1,687	1,664	1,456				
10-14	18,642	1,105	3,065	5,499	5,941	284		1,070	1,678
15-17	31,359	3,878	587	3,375	3,519	5,753	3,151	3,311	7,784
Total	55,078	5,254	5,339	10,538	10,915	6,037	3,151	4,381	9,462
Personal Service									
5-9	220,875	16,740	61,749	69,663	43,079	17,958	7,956	2,344	1,386
10-14	218,257	9,709	32,584	97,900	52,740	10,379	6,586	2,369	5,990
15-17	58,147	2,513	3,944	16,332	15,854	4,799	4,428	4,026	6,249
Total	497,278	28,962	98,276	183,895	111,673	33,136	18,970	8,739	13,625
Grand Total: 5-9	602,971	60,578	99,900	170,041	115,270	65,556	59,254	13,098	19,274
10-14	1,068,541	144,138	121,259	307,617	248,350	115,776	70,954	27,995	32,452
15-17	584,382	94,166	28,840	91,478	96,734	97,374	104,250	30,116	41,423
Total	2,255,893	298,883	249,998	569,136	460,354	278,706	234,458	71,209	93,149

7.2.3.1 Actual Hours worked by occupation and sex

The distribution of actual hours worked by children in different occupations shows highest proportions of children work longest hours (30 or more) in building trades and transport/mining and construction workers (62% each), plant machine operators and metal trades (52% each), animal and poultry (48%) and sales activities (47%). Self employed managers, forestry/fisheries and food processing workers also contain a high proportion (more than 41%) of children who work long hours (Table 7.4).

Table 7.4: Number of children by actual hours worked by occupation and sex

Occupation/ No. of hr	Total	Female							
		<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Self employed									
Managers & Sup'visors	7,228	271		1,691	1,041	940	442	639	2,204
Personal service workers	61,765	1,611	17,496	11,936	11,446	3,757	4,222	2,781	8,515
Salespersons	20,992	3,354	587	3,255	5,637		3,018	2,411	2,729
Farmer-Crop	1,471,983	247,494	125,018	337,792	288,385	211,633	177,451	43,819	40,391
Animal & Poultry	73,273	3,213	9,575	12,602	21,670	9,642	4,751	5,155	6,665
Forest and Fisheries	1,357		901		456				
Building & related	592	592							
Food processing, Hand-Craft & Equip. repair	2,879	989		1,171			512	207	
Machine operator (plant)	805		805						
Stationery machine Operator & Assemblers	2,478		701	1,014	490			273	
Street vendors/services	26,667	1,663	3,790	5,523	5,437	5,514	1,296	1,324	2,121
Helpers, Cleaners and Farm hands & Labourers	583,616	39,695	90,537	194,152	125,790	46,612	41,705	14,599	30,524
Transport, Mining & Construction labourers	2,259		588			609	1,061		
Total	2,255,893	298,883	249,998	569,136	460,353	278,706	234,458	71,208	93,149

Male									
Self employed									
Managers & Sup'visors	5,981			1,667	2,845			878	592
Personal service workers	30,624	901	10,276	5,745	10,276			843	2,583
Salespersons	24,855	3,323	1,531	3,627	2,923	1,627	2,102	3,096	6,624
Farmer-Crop	1,520,230	250,226	119,797	325,838	262,360	209,391	221,328	67,457	31,158
Animal & Poultry	205,071	12,790	8,373	33,315	36,426	29,172	27,672	16,689	40,635
Forest and Fisheries	5,259	1,782			574	1,578	1,199	125	
Miners,Blasters &Quarry	1,304			435	435	435			
Building & related	1,977			358			49	1,569	
Metal trade workers	3,348		589	1,178			725	157	699
Food processing, Hand-Craft & Equip. repair	3,519		283	109	1,166	583	1,377		
Machine operator (plant)	900								900
Stationery machine Operator & Assemblers									
Street vendors/services	22,774	3,323	2,797	5,397	3,083	1,761	924	1,364	4,126
Helpers, Cleaners and Farm hands & Labourers	651,964	40,137	59,279	170,928	125,837	56,797	85,408	45,478	68,100
Transport, Mining & Construction labourers	1,830			540	435	609			246
Total	2,479,636	312,482	202,925	549,137	446,360	301,953	340,784	137,656	112,376

Table 7.4 (Cont.):Number of children by actual hours worked by occupation: Total

Sector/No. of hours	Total	<1	1-9	10-19	20-29	30-39	40-49	50-59	60+
Self emp. Manager/ Supervisors	13,209	271		3,358	3,886	940	442	1,517	2,796
Personal service workers	92,388	2,512	27,772	17,680	21,722	3,757	4,222	3,625	11,099
Salespersons	45,847	6,677	2,119	6,882	8,561	1,627	5,120	5,507	9,354
Farmers-crop	2,992,213	497,720	244,814	663,630	550,746	421,024	398,779	111,276	104,224
Animal& Poultry	278,345	16,003	17,948	45,917	58,096	38,814	32,424	21,844	42,299
Forestry/Fisheries	6,616	1,782	901		1,030	1,578	1,199	125	
Miners/Blasters	1,304			435	435	435			
Building trades	2,569	592		358			49	1,569	
Metal trades	3,348		589	1,178			725	157	699
Food processing	6,397	989	283	1,279	1,166	583	1,889	207	
Machine operator -plant	1,706		805						900
Stationery machine op. & A	2,478		701	1,014	490			273	
Street vendors	49,441	4,986	6,587	10,920	8,521	7,274	2,219	2,687	6,247
Helpers/Cleaners	1,235,580	79,832	149,816	365,081	251,626	103,409	127,114	60,077	98,625
Trans/Mining & Constr. Labourers	4,089		588	540	435	1,219	1,061		246
Total	4,735,529	611,364	452,924	1,118,272	906,714	580,660	575,243	208,864	276,489

7.2.5: Actual hours of work by sex and school attendance

The pattern of actual hours of work is different between children attending school and those not attending. Children attending school generally work for short durations of time unlike children who are not attending. Results show that about 371,490 or 15.1% of children attending school (2,459,126) work for 30 hours or more (more than 4 hours per day) compared to 1,221,223 or 53.6% out of 2,276,403 children not attending school (Table 7.5). A total of 470,189 or 19.1 %? Children attending schooling and working said their work affected their school attendance. Another 698,070 or 30.7% of the children working and not attending school said they left schooling because of economic reasons such as: to support family or help in family business, work on own business or unable to afford schooling/training costs.

Table 7.5: Number of children by actual hours of work by school attendance-Total

Age/ Sex	Number of actual hours of work								Total
	Attending								
Age	<1	1-9	10-19	20-29	30-39	40-49	50-59	60+	
5-9	41,308	56,871	163,089	73,384	36,706	14,092	7,661	5,952	399,013
10-14	203,475	180,283	523,896	379,355	148,948	58,505	25,298	18,434	1,538,173
15-17	90,291	54,529	152,953	114,680	57,223	36,913	9,724	5,628	521,941
Total	333,073	291,683	839,938	567,399	185,654	109,510	42,633	33,693	2,459,126

Table 7.5 :(Cont.)

Age/Sex	Not attending								Total
	<1	1-9	10-19	20-29	30-39	40-49	50-59	60+	
5-9	81,214	121,202	167,347	156,356	105,502	133,828	40,535	66,818	872,801
10-14	90,205	30,464	69,115	96,311	107,935	131,974	53,164	87,344	666,512
15-17	104,872	9,575	41,873	86,648	124,345	199,931	72,532	97,315	737,090
Total	276,291	161,241	278,335	339,315	337,782	465,733	166,231	251,477	2,276,403
Male	Attending								
5-9	17,947	25,088	70,514	32,648	20,483	6,965	6,266	4,385	184,295
10-14	102,159	75,398	255,441	186,328	86,227	39,288	14,050	13,594	772,486
15-17	54,538	32,955	89,429	62,752	29,092	24,486	7,032	4,459	304,742
Total	174,644	158,529	415,384	281,728	135,802	70,738	27,348	22,438	1,261,523
	Not attending								
5-9	43,996	53,085	89,881	81,822	56,169	81,702	28,783	49,110	484,547
10-14	47,383	14,090	29,952	40,968	54,881	80,237	36,416	59,731	363,658
15-17	46,459	2,310	13,918	41,842	55,102	108,108	45,109	57,059	369,907
Total	137,838	69,458	133,751	164,632	166,152	270,047	110,308	165,900	1,218,112
Female	Attending								
5-9	23,360	31,783	92,575	40,736	16,224	7,128	1,345	1,567	214,717
10-14	101,316	104,885	268,454	193,007	62,721	19,217	11,248	4,840	765,687
15-17	35,753	21,575	63,524	51,928	28,131	12,407	2,692	1,169	217,199
Total	160,429	158,243	424,553	285,671	107,076	38,772	15,285	7,576	1,197,603
	Not attending								
5-9	37,218	68,117	77,466	74,534	49,332	52,126	11,752	17,707	388,254
10-14	42,822	16,374	39,162	55,343	53,055	51,737	16,748	27,613	302,854
15-17	58,413	7,265	27,954	44,806	69,243	91,822	27,424	40,254	367,183
Total	138,443	91,756	144,582	174,683	171,630	195,685	55,924	85,574	1,058,291

7.3: Analysis of Actual Hours of Work in Housekeeping Activities

The measure of actual hours spent by children indicate that three in four children spend less than 3 hours per day in household chores. The number of hours spent tend to increase with the age of the child. Unlike in economic activities, generally female children spend more hours than male children in household duties. A total of 201,189 out of 2,939,907 female children (6.8%) spend more than four hours per day in household duties compared to 146,422 in 2,781,588 male children (5.3%).

Table 7.6: Number of children by actual hours spent in housekeeping activities

Sex	Age group	Total	Actual Hours Spent in Housekeeping Activity per day					
			<1	1-2	3-4	5-6	7-8	9+
Male	5-9	1,193,678	614,460	391,235	134,535	26,978	10,583	15,878
	10-14	1,183,402	389,162	501,482	239,643	41,570	4,827	6,718
	15-17	404,508	94,641	166,716	103,293	26,530	8,030	5,299
	Total	2,781,588	1,098,263	1,059,433	477,471	95,087	23,440	27,895
Female	5-9	1,254,395	601,250	418,646	171,717	39,815	9,339	13,629
	10-14	1,271,136	346,504	534,590	305,755	56,619	17,932	9,736
	15-17	414,376	85,028	153,833	121,395	31,136	16,117	6,866
	Total	2,939,907	1,032,782	1,107,069	598,867	127,570	43,388	30,231
Total	5-9	2,448,073	1,215,710	809,881	306,252	66,802	19,921	29,506
	10-14	2,454,538	735,666	1,036,073	545,398	98,189	22,759	16,454
	15-17	818,884	179,669	320,549	224,688	57,666	24,147	12,165
	Total	5,721,496	2,131,045	2,166,503	1,076,338	222,656	66,827	58,125

Table 7.6 (Cont.): Percentage distribution of children by actual hours of work

Sex	Age group	Total	Actual Hours Spent in Housekeeping Activity per day					
			<1	1-2	3-4	5-6	7-8	9+
Male	5-9	100	51	33	11	2	1	1
	10-14	100	33	42	20	4	0	1
	15-17	100	23	41	26	7	2	1
	Total	100	39.5	38.1	17.2	3.4	0.8	1.0
Female	5-9	100	48	33	14	3	1	1
	10-14	100	27	42	24	4	1	1
	15-17	100	21	37	29	8	4	2
	Total	100	35.1	37.7	20.4	4.3	1.5	1.0
Total	5-9	100	50	33	13	3	1	1
	10-14	100	30	42	22	4	1	1
	15-17	100	22	39	27	7	3	1
	Total	100	37.2	37.9	18.8	3.9	1.2	1.0

Table 7.6: (Cont.)

Sex	Age group	Total	Actual Hours Spent in Housekeeping Activity per day					
			<1	1-2	3-4	5-6	7-8	9+
Male	5-9	43	56	37	28	28	45	57
	10-14	43	35	47	50	44	21	24
	15-17	15	9	16	22	28	34	19
	Total	100	100	100	100	100	100	100
Female	5-9	43	58	38	29	31	22	45
	10-14	43	34	48	51	44	41	32
	15-17	14	8	14	20	24	37	23
	Total	100	100	100	100	100	100	100
Total	5-9	43	57	37	28	30	30	51
	10-14	43	35	48	51	44	34	28
	15-17	14	8	15	21	26	36	21
	Total	100	100	100	100	100	100	100

7.3.2: Actual hours of work in household activities by sex and school attendance

Table 7.7 below shows the distribution of children attending school and those not attending school by their actual hours of engagement in household activities. As noted in the earlier sections, a higher proportion of children attending put less hours in household chores than those not attending. The proportion of children not attending school who work for more than four hours is about twice as much. Female children whether attending school or not spend longer hours than male children.

Table 7.7: Number of Children by actual hours spent in housekeeping activities by school attendance and sex

Number of Hours worked	Attending School			Not Attending School			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
>1	712,491	652,375	1,364,865	385,772	380,408	766,180	1,098,262	1,032,782	2,131,045
1-2	782,853	833,293	1,616,146	276,581	273,776	550,357	1,059,434	1,107,069	2,166,503
3-4	338,872	450,032	788,905	138,598	148,835	287,434	477,471	598,867	1,076,338
5-6	51,652	63,847	115,498	43,435	63,723	107,158	95,087	127,569	222,656
7-8	8,406	14,883	23,289	15,034	28,505	43,539	23,439	43,388	66,827
9+	3,590	4,931	8,521	24,304	25,300	49,604	27,894	30,231	58,125
Total	1,897,864	2,019,360	3'917'224	883,724	920,547	1'804'272	2,781,588	2,939,908	5'721'496

Percent Hours worked	Attending School			Not Attending School			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
< 1	38	32	35	44	41	42	39	35	37
1-2	41	41	41	31	30	31	38	38	38
3-4	18	22	20	16	16	16	17	20	19
5-6	3	3	3	5	7	6	3	4	4
7-8	0	1	1	2	3	2	1	1	1
9+	0	0	0	3	3	3	1	1	1
Total	100	100	100	100	100	100	100	100	100
>1	52	48	100	50	50	100	52	48	100
1-2	48	52	100	50	50	100	49	51	100
3-4	43	57	100	48	52	100	44	56	100
5-6	45	55	100	41	59	100	43	57	100
7-8	36	64	100	35	65	100	35	65	100
9+	42	58	100	49	51	100	48	52	100
Total	48	52	100	49	51	100	49	51	100

CHAPTER 8

REMUNERATION OF WORKING CHILDREN

In Chapter 5, it was established out the 4,735,530 children who are economically active, 79'611 (1.7%) work for pay in main activity and other 43,376 in secondary activity. This Chapter analyses the mode of pay, its use and motives for saving (if any).

8.1 Modality of Pay

During the survey, attempts were made to categorized the mode of payment of wages and salaries to working children, which could either be on piece rate according to the tasks to be performed; on hourly basis; daily; on weekly or monthly basis. Almost two third (65.9%) of paid children workers get their pay on monthly basis, followed by piece rate (19.8%) – see Table 8.1 below. Payment on hourly basis is the least practiced (1.9%).

Table 8.1: Modality of pay by age group

Modality of Pay	Age Group			Total
	5-9	10-14	15-17	
Piece Rate	3'035	9'674	11'636	24'345
Hourly	-	623	1'737	2'360
Daily	-	2'026	3'925	5'951
Weekly	1'026	1'427	4'616	7'069
Monthly	670	30'644	49'683	80'997
Other	-	-	2'265	2'265
Total	4'731	44'394	73'862	122'987
Percentage				
Piece Rate	64.2	21.8	15.8	19.8
Hourly	0.0	1.4	2.4	1.9
Daily	0.0	4.6	5.3	4.8
Weekly	21.7	3.2	6.2	5.7
Monthly	14.2	69.0	67.3	65.9
Other	0.0	0.0	3.1	1.8
Total	100.0	100.0	100.0	100.0
Piece Rate	12.5	39.7	47.8	100.0
Hourly	0.0	26.4	73.6	100.0
Daily	0.0	34.0	66.0	100.0
Weekly	14.5	20.2	65.3	100.0
Monthly	0.8	37.8	61.3	100.0
Other	0.0	0.0	100.0	100.0

Analysis by Age

Further analysis shows that there are variations in the mode of payment by age. For example the most common mode of payment for children of age 10 and above is monthly (67%-69%), while piece rate is the most common mode of payment for kids of age 5-9 years. However, children in 15-17 age bracket are the majority in all modes of pay (Table 8.1) as they outnumber children in other age groups.

Analysis by Sex

When the comparison is made within each age by sex, it is generally shown in Table 8.2 that mode of pay does not differ by sex as the two distributions are quite similar, indicating monthly as the most common mode of pay for both male and female children of age 10 years and above, followed by piece rate. However, the latter is the most common among children 5-9 years old and seems to be the only mode of pay for female children of this age.

Table 8.2: Percentage of working children by age group by sex by type of pay

Percentage of working children by age group by sex by type of pay								
Type of Pay	Row % share							
	5-9		10-14		15-17		Total	
	M	F	M	F	M	F	M	F
Piece rate	10	2	20	20	24	24	54	46
Hourly	0	0	17	10	48	26	64	36
Daily	0	0	29	5	32	34	62	38
Weekly	15	0	20	0	49	16	84	16
Monthly	1	0	22	16	34	27	57	43
Column % share								
Piece rate	52	12	11	11	8	8	11	9
Hourly	-	-	1	-	2	1	1	1
Daily	-	-	4	1	3	2	3	2
Weekly	22	-	3	-	4	2	5	1
Monthly	14	-	40	29	37	30	38	28
Other	-	-	-	-	2	1	1	-
Total	88	12	59	41	56	44	59	41

Analysis by marital status of heads of households

The essence of this analysis is to establish if there is any correlation between mode of payment and marital status of head of household. The results show that majority of the children who are paid on piece rate come from married H/heads (71%), and similar pattern is demonstrated for the other modes of payment. What is striking, however, the proportion of children paid at piece rate increases from married head of household to that who is widowed (30%) and increases further for those divorced/separated (42%). It appears that this increase is due to degree of financial vulnerability that such household s face.

Table 8.3: Percentage of working children by marital status of H/heads and mode of payment

Type of Pay	% of children by marital status of H/heads				
	Single	Married	Widowed	Divorced or Separated	Total
Piece rate	1	71	12	16	100
Hourly	0	100	0	0	100
Daily	0	93	0	7	100
Weekly	0	67	28	5	100
Monthly	2	87	6	5	100
Other	0	73	0	27	100
% Vertically					
Piece rate	15	17	30	42	
Hourly	0	2	0	0	
Daily	0	5	0	4	
Weekly	0	5	21	4	
Monthly	85	69	50	44	
Others	0	2	0	6	
Total	100	100	100	100	

Analysis by education level of head of household

The aim of this analysis in this section is to determine if there is any correlation between the level of education of the heads of household and mode of payment of children. It was found that about half (49%) majority of the children who work and are paid at piece rate come from H/heads who never attended school.

Table 8.4: Percentage of working children by type of pay and education level of H/heads

Type of Pay	Never attended School	% of children by education level of H/heads			
		Primary School not Completed	Primary School Completed	Secondary and above	Total
Piece rate	49	12	38	1	100
Hourly	17	36	48	0	100
Daily	17	53	22	8	100
Weekly	28	29	43	0	100
Monthly	24	18	41	17	100
Others	50	23	27	0	100

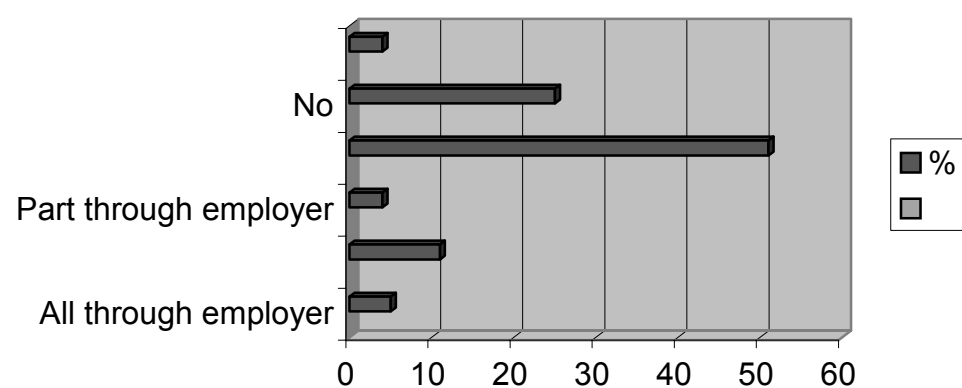
For children who are paid on monthly basis, majority (41%) of them come from H/heads with primary school education (see Table 8.4 above).

8.2: Use of income from paid work

Information was collected on whether children give part or all their earnings from work to their parents to buy, food and other basic needs for the families, to pay debts etc. And if they do, what is the commonly used medium for channeling this support – by self or through the employer?

From the survey, it was found that almost three quarters (71%) give all or part of their pay to their parents. The common medium of delivering this support is by the children themselves (51%). It is indicated that one out of four children do not give any support to their parents (see Chart 8.5 below).

Chart 8.5: Distribution (%) of Working Children by Whether Give Part of Income to Parents



When comparison is made among age groups, it can be noted that the working children from the age group 10-14 and 15-17 years are the majority of all working children who give part of their income to their parents through either the employers or directly by themselves.

Table 8.6: Percentage of working children whether give part of their income to parents by age group

Medium of Support	% of children by age group			
	5-9	10-14	15-17	Total
Yes, all directly through the employer	6	47	47	100
Yes, all by self	0	45	55	100
Yes, part through the employer	7	54	39	100
Yes, part by self	5	35	60	100
No.	6	43	50	100
Other	7	19	73	100
Total	5	39	56	100

Both male and female working children give part or all of their income to their parents through the employer or directly by themselves and there are no significant difference between boys and girls. This means that the responsibility to help parents or familiesh fall on both male and female children.

8.3 The Propensity to Save

The Survey results show that less than half of paid working children (48%) do save their income. Most of the younger children (5-9 years of age) do not save compared to older ones. Majority of the working children who save regularly are from the age group 15-17 years (61%), followed by

age group 10-14 years (36%) and 5-9 years only (3%). Similar pattern is found for children who save occasionally belong from the children who come from the same age group 15-17 years (60%), and next are from age group 10-14 years (36%) and 5-9 years (4%) – see Chart and Table 8.7 below.

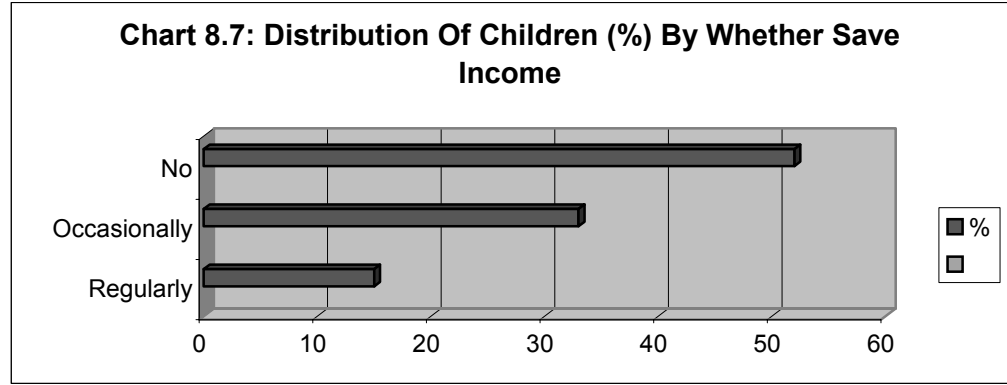


Table 8.7: Number of working children whether save their income by age group (%)

Age-group	5-9	10-14	15-17	Total
Yes Regularly	3	36	61	100
Yes Occasionally	4	36	60	100
No	7	39	54	100
Yes Regularly	9	15	17	
Yes Occasionally	25	31	34	
No	66	54	49	
	100	100	100	

When the analysis of the survey is made on gender and age, it is found that female children from the age group 5-9 years do not prefer to save at all. They are 83% of all female children from that age group as compared to 55% of male children from same age group. From both female and male working children, majority of them who save regularly and occasionally belong to age groups 10-14 and 15-17 years –see Table 8.8 below.

Table 8.8: Gender distribution of the working children by savings by age

Whether save income	% of children by age group							
	5-9		10-14		15-17		Total	
	M	F	M	F	M	F	M	F
Yes, regularly	3	4	27	48	70	48	100	100
Yes, Occasionally	6	1	43	27	50	72	100	100
No	7	8	41	35	53	56	100	100
Total	6	85	40	35	55	60	100	100

Reasons for saving

During the survey, three reasons were suggested as to why children may be saving part of their income. The results show that close to half (46%) were saving in order to start their own business and about an equal proportion (41%) saved for other reasons. About one child out of ten (13%) saved in order to go to school (see Table 8.9 below).

Table 8.9: Number of working children by reasons for saving and age group (%)

Whether Save in come	No. of Surveyed Children			%
Start own business	47,788			46
Go to school/institution	13,501			13
Other reasons	43,280			41
Total	104,569			100
Age-group	5-9	10-14	15-17	Total
Start own business	6	39	55	100
Go to school/institution	0	32	68	100
Other reasons	2	34	64	100
Total	4	36	60	100
Start own business	74	50	42	
Go to school/institution	0	11	15	
Other reasons	26	39	44	
	100	100	100	

When the analysis is made within same age groups, it is found that children in the age group 5-9 prefer mostly to keep income in order to own their own business 74% rather than to go to school 0% and for other reasons 26%. Children from other age groups for example 10-14 year equally prefer to start own business 50% as compared to school 11% and other reasons 39%. Also children from age group 15-17 years prefer to keep income in order to start own business 42% as compared to school 15% and other reasons 44%

When Gender wise analysis is made (Table 8.10), it can be observed that the highest proportion of both male and female children in age group 5-9 and 10-14 save in order to start own business. On the other hand highest proportion of both male and female children who belong to the age group of 15-17 prefer to save in order to go to school/institution.

Table 8.10: Gender distribution of the working children by reasons for savings by age

Whether save income	% of children by age group							
	5-9		10-14		15-17		Total	
	M	F	M	F	M	F	M	F
Start own business	10	2	41	36	49	62	100	100
Go to school/institution	0	0	31	34	69	66	100	100
Other reasons	3	1	36	31	61	68	100	100
Total	6	2	38	34	57	65	100	100

8.4 Satisfaction with the current paid work

During the survey children were asked whether they are satisfied by the current activities or not in terms of the monetary gains that they get from the job as well as from the perspective of the stress and pressure that work exert on them. Overall, the response was almost equally divided between children who reported not to be satisfied (51%) and those who were happy with their jobs (49%).

However, when analysis is made by age and sex, some differences emerge. Almost 3 out of 4 children in the age group 5-9 reported they were not satisfied with their work while in other age groups they were fairly divided (– see Table 8.11 below).

Within the age group 10-14, boys were more dissatisfied with their work (78%) compared to girls, while in age group 15-17, it is the girls that were more dissatisfied (53%) compared to boys.

Table 8.11(a): Number (and%) of working children whether they are satisfied with work

Whether satisfied	Total		Age group (%)		
	No.	%	5-9	10-14	15-17
Yes	126,162	49	26	51	50
Not satisfied	131,188	51	74	49	50
Total	257,350	100.0	100	100	100

Table 8.11 (b): Percentage of working children whether they are satisfied by age and sex

Whether satisfied	5-9		10-14		15-17	
	Male	Female	Male	Female	Male	Female
Yes	48	50	13	50	54	47
No	52	50	87	50	46	53
Total	100	100	100	100	100	100

Reasons for dissatisfaction

Four reasons were advanced for not being satisfied – too low wages; work too tiring, employer too demanding and earning from self-employment too low. The results show that two out of every five children (42.7 %) complained about wages being too low and a third (34.2%) said the work was too tiring – see Table 8.12(a) and (b). It should be noted that children in the age groups 10-14 and 15-17 complained relatively stronger about low wages and the tiring work they were doing where as those less than 10 years of age complained more of too low earnings from self employment.

Table 8.12(a): Reasons why working children are not satisfied with their work by age (%)

Reason for not being satisfied	Total		Age group (%)		
	No.	%	5-9	10-14	15-17
Wages too low	56,064	42.7	43	33	49
Work too tiring too hard	44,905	34.2	9	42	32
Employers too hard/too demanding	1,624	1.2	0	2	1
Earning from self employment too low	19,874	15.1	42	15	12
Other	8,721	6.6	6	8	6
Total	131,188	100.0	100	100	100

Further analysis by gender shows that male children from age group 5-9 years gave the reason as too low wages, and from age group 10-14, it was because the work is too tiring/too hard. Female children of age group 5-9 years faced a relatively different situation. Those from age group 10-14 years; the main reasons are low wages and too hard work. Lastly, the female workers from age group 15-17 years raise the question of low wages as the main reason for not being satisfied with their work (see Table 8.12b below).

Table 8.12(b): Reasons why working children are not satisfied with their work by age (%)

Reasons/Age	Age group					
	5-9		10-14		15-17	
	Male	Female	Male	Female	Male	Female
Wages too low	52	16	35	31	45	55
Work too tiring	8	12	50	31	37	26
Employer too demanding	0	0	0	5	0	2
Earning from self-employment too low	39	0	9	22	13	11
Other	0	48	6	11	5	7
Total	100	100	100	100	100	100

Relation with their employers

The survey also tried to establish the relation between the working children with their employers as a measure of mental and physical well-being and detect any form of physical or emotional abuse. The results show that three quarters (76%) reported that they had good relations with their employers; 23% said it was neither good nor bad. A very insignificant number reported bad relations.

Table 8.13: Number (and%) of working children by working relations with their employers

Working relations	Total		Age group (%)		
	No.	%	5-9	10-14	15-17
Good	92,931	75.6	36	78	77
Indifferent	28,741	23.4	64	20	23
Bad	1,220	1.0	0	1	1
Total	122,892	100.0	100	100	100

CHAPTER 9

HEALTH AND SAFETY OF WORKING CHILDREN

During the survey, children who were reported to be working were asked whether they have ever been injured at their workplace or suffered illness due to work conditions or occupation/job at any time in the past (twelve months). This Chapter presents the findings but caution is required in its interpretation as it was extremely difficult to directly associate particularly the illnesses to work. Moreover, there was no control group (non-working children) to whom similar conditions could have been compared. Nonetheless, the results show the vulnerability and the health and safety problems that working children face.

9.1 Illnesses

Out of the estimated 4,735,530 working children, 1,087,368 (22.9%) reported to have ever suffered from one form of illness over the last twelve months. Out of the 1,087,368, more than half - 613,585 (56.4%) were male and 473,783 (43.6%) female. Overall, close to half (47.7%) of working children complained of common cold and fever although it was difficult to establish from their responses whether there was direct linkage with the work they were carrying out. The other common illnesses reported were skin problem, eye infection and back pain (see Table 9.1 below).

Table 9.1: Types of Illness reported by working children by sex

Illness	Male	Female	Total	In Percentages		
				Male	Female	Total
General fever and cold	270'731	247'487	518'218	52.2	47.8	100.0
Eye infection	30'327	13'429	43'756	69.3	30.7	100.0
Ear infection	1'942	3'342	5'284	36.8	63.2	100.0
Skin problem	46'823	25'394	72'217	64.8	35.2	100.0
Breathing problem	8'816	11'171	19'987	44.1	55.9	100.0
Stiff neck	8'166	4'650	12'816	63.7	36.3	100.0
Back problem	19'396	16'373	35'769	54.2	45.8	100.0
Anaemia	6'003	6'315	12'318	48.7	51.3	100.0
Other	221'381	145'622	367'003	60.3	39.7	100.0
Total	613'585	473'783	1'087'368	56.4	43.6	100.0
In Percentages						
General fever and cold	44.1	52.2	47.7			
Eye infection	4.9	2.8	4.0			
Ear infection	0.3	0.7	0.5			
Skin problem	7.6	5.4	6.6			
Breathing problem	1.4	2.4	1.8			
Stiff neck	1.3	1.0	1.2			
Back problem	3.2	3.5	3.3			
Anaemia	1.0	1.3	1.1			
Other	36.1	30.7	33.8			
Total	100.0	100.0	100.0			

Similar pattern is observed when the analysis is carried out between boys and girls, both of whom complained about fever and cold, followed by skin problem and eye infection. However, a close examination of each of the reported illnesses shows that the relative incidence between boys and girls vary and in some cases significantly. For example, over two thirds of the children who

complained about eye infection were boys (69.3%), while girls suffered more (63.2%) than boys from ear infection. Boys were suffering more from skin infection, stiff neck compared to girls. And girls had more problem with respiratory system (breathing) compared to boys.

In terms of age group, the proportion of children aged 5-9 who reported to have suffered from fever and cold (52.1%) and eye infection (6.2%) were higher than the ‘national’ average. In general most of the vulnerable children in terms of the incidence of reported illness are those aged 10-14. From Table 9.2 below, they dominate all the reported cases of illnesses, except ear infection, which is more common among younger children (5-9 years old). Older children (15-17 years) were found to dominate cases of children complaining of stiff neck and back pain.

Table 9.2: Types of Illness reported by working children by age

Type of Illness	Age				Percentage			
	5-9	10-14	15-17	Total	5-9	10-14	15-17	Total
General fever and cold	121'254	254'031	142'933	518'218	23.4	49.0	27.6	100.0
Eye infection	14'385	17'381	11'990	43'756	32.9	39.7	27.4	100.0
Ear infection	2'101	1'987	1'196	5'284	39.8	37.6	22.6	100.0
Skin problem	13'438	40'977	17'802	72'217	18.6	56.7	24.7	100.0
Breathing problem	2'076	11'877	6'034	19'987	10.4	59.4	30.2	100.0
Stiff neck	1'869	6'621	4'326	12'816	14.6	51.7	33.8	100.0
Back problem	4'097	19'851	11'821	35'769	11.5	55.5	33.0	100.0
Anaemia	2'483	7'059	2'776	12'318	20.2	57.3	22.5	100.0
Other	71'069	185'114	110'820	367'003	19.4	50.4	30.2	100.0
Total	232'772	544'898	309'698	1'087'368	21.4	50.1	28.5	100.0
Percentage								
General fever and cold	52.1	46.6	46.2	47.7				
Eye infection	6.2	3.2	3.9	4.0				
Ear infection	0.9	0.4	0.4	0.5				
Skin problem	5.8	7.5	5.7	6.6				
Breathing problem	0.9	2.2	1.9	1.8				
Stiff neck	0.8	1.2	1.4	1.2				
Back problem	1.8	3.6	3.8	3.3				
Anaemia	1.1	1.3	0.9	1.1				
Other	30.5	34.0	35.8	33.8				
Total	100.0	100.0	100.0	100.0				

Further analysis of illnesses suffered by male working children by age

Further analysis of male working children, shows that the highest incidence of illness is amongst children aged 10-14 years. This age group accounts for over two thirds (67.2%) of cases of children who complained of anaemia (see Table 9.3 below). Other illnesses common in this age group are stiff neck, back pain, and skin infection. For older male children (15-17 years), apart from fever and cold, they also suffer from eye infection, skin infection and back pain. One out of every three children who reported to have had breathing problem came from this age group. Although younger male children (5-9 years old) reported comparatively lower incidence of falling ill, skin problems and eye infection were common among them.

Table 9.3: Types of Illness reported by working children by age - Male

Type of Illness	Age				Percentage			
	5-9	10-14	15-17	Total	5-9	10-14	15-17	Total
General fever and cold	64'774	135'049	70'908	270'731	23.9	49.9	26.2	100.0
Eye infection	8'093	12'732	9'502	30'327	26.7	42.0	31.3	100.0
Ear infection	483	896	564	1'943	24.9	46.1	29.0	100.0
Skin problem	8'799	25'607	12'417	46'823	18.8	54.7	26.5	100.0
Breathing problem	1'334	4'260	3'222	8'816	15.1	48.3	36.5	100.0
Stiff neck	1'021	4'765	2'380	8'166	12.5	58.4	29.1	100.0
Back problem	2'058	10'621	6'717	19'396	10.6	54.8	34.6	100.0
Anaemia	931	4'033	1'039	6'003	15.5	67.2	17.3	100.0
Other	41'268	107'103	73'010	221'381	18.6	48.4	33.0	100.0
Total	128'761	305'066	179'759	613'586	21.0	49.7	29.3	100.0
Percentage								
General fever and cold	50.3	44.3	39.4	44.1				
Eye infection	6.3	4.2	5.3	4.9				
Ear infection	0.4	0.3	0.3	0.3				
Skin problem	6.8	8.4	6.9	7.6				
Breathing problem	1.0	1.4	1.8	1.4				
Stiff neck	0.8	1.6	1.3	1.3				
Back problem	1.6	3.5	3.7	3.2				
Anaemia	0.7	1.3	0.6	1.0				
Other	32.1	35.1	40.6	36.1				
Total	100.0	100.0	100.0	100.0				

Further analysis of illnesses suffered by female working children by age

The overall pattern of the incidence of illness for girls is pretty much the same as for male working children described above, with girls in the age group 10-14 reported the highest rate (50.6%) – see Table 9.4 below. For this age group, their most frequent complaint, apart from fever and cold, were breathing problems, back pain and skin infection. They account for more than two thirds (68.2%) of all the female children who complained about having breathing problems. Older girls (15-17 years old also complained about skin infection, although in terms of proportion, they form the highest group (41.8%) of working female children who complained about having suffered from stiff.

Further, among the female working children in the age group 5-9, the major complaints were: eye infection (46.8%) and ear infection (48.5%) as compared to other age groups. Recall that eye and ear illness for the male working children of the same age group of 5-9 as compared to other age groups was 25% and 27% respectively.

Table 9.4: Types of Illness reported by working children by age - Female

Type of Illness	Age				Percentage			
	5-9	10-14	15-17	Total	5-9	10-14	15-17	Total
General fever and cold	56'479	118'982	72'026	247'487	22.8	48.1	29.1	100.0
Eye infection	6'291	4'649	2'489	13'429	46.8	34.6	18.5	100.0
Ear infection	1'620	1'091	632	3'343	48.5	32.6	18.9	100.0
Skin problem	4'639	15'370	5'385	25'394	18.3	60.5	21.2	100.0
Breathing problem	742	7'617	2'812	11'171	6.6	68.2	25.2	100.0
Stiff neck	848	1'856	1'946	4'650	18.2	39.9	41.8	100.0

Back problem	2'039	9'230	5'104	16'373	12.5	56.4	31.2	100.0
Anaemia	1'552	3'026	1'737	6'315	24.6	47.9	27.5	100.0
Other	29'800	78'011	37'811	145'622	20.5	53.6	26.0	100.0
Total	104'010	239'832	129'942	473'784	22.0	50.6	27.4	100.0
Percentage								
General fever and cold	54.3	49.6	55.4	52.2				
Eye infection	6.0	1.9	1.9	2.8				
Ear infection	1.6	0.5	0.5	0.7				
Skin problem	4.5	6.4	4.1	5.4				
Breathing problem	0.7	3.2	2.2	2.4				
Stiff neck	0.8	0.8	1.5	1.0				
Back problem	2.0	3.8	3.9	3.5				
Anaemia	1.5	1.3	1.3	1.3				
Other	28.7	32.5	29.1	30.7				
Total	100.0	100.0	100.0	100.0				

9.2 Seriousness of the illnesses

The seriousness of the most recent illness was measured in terms of whether it did not require any medical treatment (and therefore light), required medical treatment, stopped work temporarily; the child was hospitalized, and/or prevented work permanently. Overall, 3 out of ten children reported that the illness did not require medical attention. But more than a third reported that they were prevented from work permanently – see Table 9.5 below.

There is no significant difference between boys and girls in terms of the relative seriousness of the illnesses. However, for male working children dominated each category of severity, with highest occurring in those working children who were hospitalized (63.7%).

Table 9.5: Types of Illness reported by working children by sex

Illness	Male	Female	Total	In Percentages		
				Male	Female	Total
No medical treatment needed	184'287	150'005	334'292	55.1	44.9	100.0
Medically treated and released	138'182	91'227	229'409	60.2	39.8	100.0
Stopped work temporarily	38'758	37'085	75'843	51.1	48.9	100.0
Hospitalised	11'146	6'355	17'501	63.7	36.3	100.0
Prevented work permanently	225'161	173'411	398'572	56.5	43.5	100.0
Others	15'594	15'700	31'294	49.8	50.2	100.0
Not Stated	456	-	456	100.0	0.0	100.0
Total	613'584	473'783	1'087'367	56.4	43.6	100.0
In Percentages						
No medical treatment needed	30.0	31.7	30.7			
Medically treated and released	22.5	19.3	21.1			
Stopped work temporarily	6.3	7.8	7.0			
Hospitalised	1.8	1.3	1.6			
Prevented work permanently	36.7	36.6	36.7			
Others	2.5	3.3	2.9			
Other	0.1	0.0	0.0			
Total	100.0	100.0	100.0			

Analysis by Age

Analysis by age shows that working children in the age group 10-14 years were predominant in each of the severity cases (excluding the not stated cases), with the highest proportion (60.7%) recorded in the case of those children who were hospitalized – see Table 9.6 below. In all the three age groups, the probability of a child getting injured to the extent to stopping work was highest. Many of the working children prevented work permanently due to illness belonged to aged group of 10-14 years (52.8%), followed by 15-17 years (27.5%), and 5-9 years (19.7%).

Table 9.6: Seriousness of Illness reported by working children by age

	5-9	10-14	15-17	Total	Percentages			
					5-9	10-14	15-17	Total
No medical treatment needed	76'861	166'221	91'210	334'292	23.0	49.7	27.3	100.0
Medically treated and released	47'854	111'461	70'094	229'409	20.9	48.6	30.6	100.0
Stopped work temporarily	19'309	30'029	26'506	75'844	25.5	39.6	34.9	100.0
Hospitalised	3'038	10'616	3'847	17'501	17.4	60.7	22.0	100.0
Prevented work permanently	78'409	210'504	109'659	398'572	19.7	52.8	27.5	100.0
Others	6'842	16'068	8'384	31'294	21.9	51.3	26.8	100.0
Not Stated	456	-	-	456	100.0	0.0	0.0	100.0
Total	232'769	544'899	309'700	1'087'368	21.4	50.1	28.5	100.0
Percentages								
No medical treatment needed	33.0	30.5	29.5	30.7				
Medically treated and released	20.6	20.5	22.6	21.1				
Stopped work temporarily	8.3	5.5	8.6	7.0				
Hospitalised	1.3	1.9	1.2	1.6				
Prevented work permanently	33.7	38.6	35.4	36.7				
Others	2.9	2.9	2.7	2.9				
Not Stated	0.2	0.0	0.0	0.0				
Total	100.0	100.0	100.0	100.0				

9.3 First source of medical advice

The survey also inquired where children seek medical help and advise whenever they fall sick or ill. The results show that the formal medical establishment (hospital and dispensary) was the major source of help and advice (58.9%). Close to a third (31.6%) of the medical help was being provided at home, where the children live – which was more popular for the boys than girls (see Table 9.7 below). The work place provided the least medical advice (1.9%).

Table 9.7: Number of working children by source of medical advice and sex

	Male	Female	Total	Percentage		
				Male	Female	Total
At home	146'658	91'664	238'322	61.5	38.5	100.0
Work place	7'180	6'788	13'968	51.4	48.6	100.0
Hospital	80'520	79'147	159'667	50.4	49.6	100.0
Dispensary	161'090	122'594	283'684	56.8	43.2	100.0
Clinic	10'395	10'221	20'616	50.4	49.6	100.0
Others	23'455	13'364	36'819	63.7	36.3	100.0
Total	429'298	323'778	753'076	57.0	43.0	100.0

Percentages			
At home	34.2	28.3	31.6
Work place	1.7	2.1	1.9
Hospital	18.8	24.4	21.2
Dispensary	37.5	37.9	37.7
Clinic	2.4	3.2	2.7
Others	5.5	4.1	4.9
Total	100.0	100.0	100.0

9.4 Injuries suffered by working children

A total of 893,531 working children are estimated to have sustained injuries in the last twelve months, prior to the survey. Table 9.8 below gives the breakdown by industry and age group. Majority of them (81.5%) were working in the agricultural sector. The next sectors were Personal service 15.5%, and Trade 2.0%.

For children in the age group 5-9 years, in addition to agriculture, they are more prone to injuries in the Personal service sector (22.9%). For the children from the age group 10-14 years, they take the lead for the number of children injuries in the agriculture (49.2%), transport (65.4%) and personal service (47.1%) as compared with other children from other age groups. The children from age group 15-17 years dominate injuries in mining and quarry (100%), construction (60.9%), trade (45.9) and manufacture (50.2%).

Table 9.8: Number of working children ever injured by age

	Age Group				Percentages			
	5-9	10-14	15-17	Total	5-9	10-14	15-17	Total
Agriculture/Forestry/Fishing	146'142	357'888	223'964	727'994	20.1	49.2	30.8	100.0
Mining and Quarrying	-	-	869	869	0.0	0.0	100.0	100.0
Manufacturing	-	2'092	2'107	4'199	0.0	49.8	50.2	100.0
Construction	878	429	2'032	3'339	26.3	12.8	60.9	100.0
Trade	1'881	7'545	8'000	17'426	10.8	43.3	45.9	100.0
Transport	-	810	429	1'239	0.0	65.4	34.6	100.0
Personal Services	44'255	65'187	29'023	138'465	32.0	47.1	21.0	100.0
Total	193'156	433'951	266'424	893'531	21.6	48.6	29.8	100.0
Percentages								
Agriculture/Forestry/Fishing	75.7	82.5	84.1	81.5				
Mining and Quarrying	0.0	0.0	0.3	0.1				
Manufacturing	0.0	0.5	0.8	0.5				
Construction	0.5	0.1	0.8	0.4				
Trade	1.0	1.7	3.0	2.0				
Transport	0.0	0.2	0.2	0.1				
Personal Services	22.9	15.0	10.9	15.5				
Total	100.0	100.0	100.0	100.0				

The incidence of injuries also varies with sex. In the agriculture sector, the incidence of male working children getting injured was 61% as compared to female working children 39%. In the personal service, more female working children (57%) were injured compared to males (43%). Within the trade industry male working children injuries accounts for about 63% as compared to 37% for female working children hurt in the trade industry – see Table 9.9 below.

Table 9.9: Percentage Distribution of injured children by industry by sex and age

Sector	Age group							
	5-9		10-14		15-17		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Agriculture/Forestry/Fishing	14	6	29	30	18	13	61	39
Mining and Quarry	0	0	0	0	100	0	100	0
Manufacture	0	0	28	22	50	0	78	22
Construction	26	0	13	0	44	17	83	17
Trade	4	7	30	16	29	14	63	37
Transport	0	0	0	65	35	0	35	65
Personal services	11	21	21	26	11	11	43	57
Total	13	9	28	21	18	12	58	42

Male working children aged 5-9 years are more hurt or injured in the construction 26% and agriculture 14% as compared to 0% and 6% for female working children respectively. In the age group 10-14 years the male working children leads in the number of working children inure in manufacture 28% and trade 30% as compared to 22% and 16% for female working children respectively. In the age group 15-17 years, the male working children lead in all industries for being injured/hurt as compared to the female working children in the same age group.

The female working children in the age group 5-9 years are more injured in trade 7% and personal services 21% as compared to trade 4% and personal service 11% for male working children in the same age groups. Also in the age group 10-14 years the female working children are more hurt/injured in agriculture 30%, transport 65% and personal services 26% as compared to 29%, 0 and 21% for male children respectively. Female working children aged 15-17 years are least hurt/injured in all industries in all industries as compared to male working children in the same age groups.

CHAPTER 10

CHILD LABOUR IN TANZANIA

10.1 Conceptual framework

Not all work undertaken by the 4.7 million working children constitute child labour. housekeeping chores carried out in the family within reasonable secure surrounding may be safe for children while work carried out in mines or construction sites can be unsafe for children. Therefore, a distinction has to be made between child work and child risky labour concepts.

Child work refers to certain types of light work undertaken by children, such as helping parents care for the home and family for short periods in the day, or teenagers working for a few hours before or after school or during holidays. This is considered to be part of the growing up process for boys and girls, a means of acquiring basic survival and practical skills.

Child labour, on the other hand, is considered as work performed by children under 18 years of age which is exploitative, hazardous or inappropriate for their age, and which is detrimental to their schooling, or social, mental, spiritual and moral development. Thus by working the young children unduly reduce their present economic welfare or/and their future incoming earning capabilities. Work shrinks their opportunities for schooling or future external choice set. It may require them to assume the multiple burdens of schooling and work at home and in other work places, or it enslaves them and separates them from their families. In most cases such work is undertaken in violation of international laws and national legislation.

10.2 Distinguishing work from child labour

The survey questionnaire did not directly distinguish between working child and child labour. However, information collected provides indicators that may be used to filter child labour from working children. The filtering process provides indicators that are absolute or foolproof indicators of child labour, it provides the clearest indication of activities that potentially fall within the qualitative definition of child labour. Through the process, the indicators of child labour identified were:

- Children below 15 years of age
- Schooling status;
- Status in employment;
- Hours of work;
- Type of work (hazardous work and risky occupation and industry);
- Working conditions (pay level, provision of food, medical attention, transport and safety gadgets);
- Risks and dangers at work (ailments due to work and injuries sustained at place of work); and use of tools and equipment.

A combination of the first four and last factors have been used to derive an estimate of child labour under different scenarios by excluding as far as possible in each case (where applicable) children working under socially acceptable growing up process.

Children under 15 years of age

The Employment Ordinance defines a child as a person under the apparent age of fifteen (15) years (Section 2); however, there are children of the apparent age of twelve (12) years who shall not be employed in any capacity whatsoever (Section 77). The Ordinance goes on further to provide that no child shall be employed in any employment which is injurious to health, dangerous, or otherwise unsuitable. Therefore for the purpose of estimating child labour – is taken as all children reported to be working for others and they are less than 15 years of age. In this category, a total of 79,611 in the age group 5-17 were reported as working for others; 30,493 of them were under 15 years of age. The unpaid family workers especially in family businesses work under regulated work environment with specified duties similar to employee and are considered to fall under this category. They were 851,751 unpaid family workers (Non-agriculture) in the 5-17 age bracket; 747,216 of them under 15 years. On the basis of Employment Ordinance a total of 777,708 were in child labour.

Schooling status

The schooling status is in-built in the child labour concept in the phrase “Works .. which is detrimental to their schooling, --“. It is also reflected in the phrase “by working, the young children unduly reduce their present economic welfare or their future income earning capabilities either by shrinking their future external choice set or reducing their own individual productive capabilities”.

Therefore, children who preferred to work at the expense of schooling due to economic reasons were in child labour. That is children of school going age (5-17) who did not attend school during the school year but were reported to have worked. These children were asked to give reasons as to why they do not attend school and among their responses, the following reasons were considered as economic: to support family, family unable to afford schooling or training costs and to help in family business. Others were to assist in household chores, to work for wage/salary and to work in own business for income. Children who said their families did not allow them to go to school were also considered to be in child labour as it is likely that such families face shortage of labour or earnings and needed the assistance of their children. All these reasons have one thing in common, they are detrimental to child schooling and thus to child social and mental development.

Table 5.5 shows that there were 2,276,402 working children aged 5-17 years who were not attending school during the referenced schooling year. Among them, 698,070 children in 5-17 age bracket did not attend school in order to work. The rest of the children gave non-economic reasons such as failed at school, illness/disabled, too young or being poor in studies/not interested. Majority of these work as a growing up process in order to acquire basic means of survival and skills from their elders.

Going by schooling indicator, and by eliminating child work, it can be stated that child labour in Tanzania stood at 698,070 among children in the 5-17 age bracket or 17,132 among children below 15 years of age. This number can be adjusted by adding the number of children attending school who said work affected their school attendance (children combining work and schooling). There were 470,189 such children in 5-17 age bracket and 351,473 were under 15 years of age. This estimates child labour among children in 5-17 age bracket to 1,168,259 or 368,605 among children less than 15 years of age.

Status in employment

Status in employment was categorised into paid employee, unpaid family worker in family farms or business, and worker in own farm/enterprise with or without employees, and apprentices. The status in employment is in-built in the child labour concept in the sense that wage employment is in-built in the child labour concept in the sense that wage employment for young children is known to be exploitative in terms of low pay and long working hours as results presented in Table 5.6 affirm. Also, wage employment is in most cases of permanent way. Also, self employment at such tender ages imposes undue responsibility, which is associated with both mental and physical stress. In addition the self-employed children forfeit advancement in schooling, and by so doing “—reduce their present economic welfare or their future income earning capabilities either by shrinking their future external choice set or reducing their own individual productive capabilities”.

Therefore, children who worked for pay (both schooling and out of school) plus children who operated their own farms/enterprises are considered in this filtering framework to be in child labour. As given in Table 5.6, about 79,611 children reported to have worked for pay during the reference week, while 61,329 reported to have operated their own farm/businesses during the same period. Using this indicator, about 140,940 children were child labourers during the week preceding the survey.

Hours of work

The hours of work criterion is embodied in the child labour concept at both the lower risk and higher risk (worst form) levels. It is obviously exploitative when the child works for long hours. Also, working long hours endangers the health of children and affects school performance of full time students.

Even though, the working hours criterion is a contentious issue, varying from country to country and between economic activities. Continuing the filtering process from section 5.6, and noting that the average hours for the Tanzanian adult work force lies between 39 and 42 hours in a week, a cut-off point is set for both child labour of where

- Children who worked for more than 4 in a day (at least 24 hours in a 6 day working week) would be considered to be in child labour. In Table 5.1 it was indicated that a total of 5,721,496 children worked in housekeeping activities. Of these, 347,608 comprising of 201,189 female and 146,422 male children respectively worked for more than 4 hours per day. Among children who worked for more than 4 hours per day, 147,308 attend school and 200,300 not attending.

10.3 Estimate of Child Labour

The challenge is combining the four indicators above into a single estimate while at the same time discounting for child work, which is quite desirable. This is because although both the ‘out –of school’ and ‘hours of work’ indicators give very close results, the former has two reference periods giving two different estimates. The status in employment filter is limited by the fact that it omits unpaid family workers, who are majority in the Tanzanian setting, contributing 78.8 percent of the working children during the reference week. Therefore the estimates have been provided under different circumstances and scenarios – as illustrated in Table 10.1 below. Using the minimum age criterion, there are 1.2 million children involved in

child labour (by excluding child work as far as data allow). This gives child labour risk rate of 0.25 or one child in four is likely to be in child labour.

Table 10.1: Estimates of child labour in Tanzania

	Dar es salaam	Other Urban	Rural	Total
Working Children	41'892	374'174	4'319'462	4'735'528
Child Labour (in economic activities)				
Working for Others + Unpaid 5-17 yrs old	28,146	120,538	782,678	931,362
Working for Others + Unpaid < 15 yrs old	13,315	84,638	679,755	777,708
Not attending school on economic (poverty) reasons plus attending: Age 5-17 years	6,765	93,979	1,063,604	1,164,348
Not attending school on economic (poverty) reasons plus attending: Age less than 15 years	888	51,263	718,634	770,785
Work more than 4 hours per day	17,663	112,606	1,515,985	1,646,254
Injured at work	1,566	42,937	849,028	893'531
Housekeeping-total engaged: 5-17 yrs	530'319	1'149'532	4'041'645	5'721'496
Not attending school	97'534	245'076	1'461'662	1'804'272
More than 4 hours per day (plus attending)	15,168	63,228	269,212	347,608

CHAPTER 11

POLICY RECOMMENDATIONS AND SUGGESTED AREAS FOR FURTHER RESEARCH

School Attendance

1. The Child labour Survey has established that the school attendance rate among children in 5-17 age bracket is quite low (56.9%). A total of 5,162,195 (or 43.1%) children in this age group were out of school for various reasons including being too young (18.8%) and poverty (22.6%). This can be interpreted that, children who do not attend school due to their age being too young need pre school centres. Majority of these children are based in rural area. Therefore there is a need to help and mobilize local communities in rural areas to establish and operate pre school centres for the children under 7 years before they join primary schools.

Similarly much is required to be done to solve problems which cause the children not attend school. Some of the reasons include lack of schools or training institution close to their home, poor school environments including lack of desks, tables and punishments (leading to poor performance and lack of motivation). It is recommended that the number of schools and training institutions should be increased while at the same time the environments of the existing lot be improved.

Therefore from the above analysis it can be recommended that staying without attending school encourages children to migrate from rural to urban areas where they are either employed in hazardous works or being street children. Enrolment and retention of all children to school must be emphasized and enforced as stipulated in the Education Act 1978 (sec.35) and the Primary School (Compulsory Enrolment and Attendance) Rules 1979. What is required is to re-enforce the existing Education and Training Policy programmes of the Ministry of Education under BEMP. This will help to curb the number of street children and the worst forms of child labour.

2. The survey has established, as indicated in No.1 above, that poverty is one of the major causes of discontinuity in schooling by children. More than one child in five discontinue schooling owing to reasons due to poverty. The situation is worse in rural areas where 46.9% of the children are out of school compared to 31.5% and 22% in other urban areas and Dar es Salaam respectively. In this regard, policy on poverty alleviation should target more the rural population through among other things provision of credit facilities and training in entrepreneurship skills for small income generating activities.
3. It has been established that about 1.6 million and 348,000 children work for more than 4 hours each day in economic and housekeeping activities respectively. It is obviously undesirable as well as detrimental to schooling, social, mental, spiritual and moral development when the child works for long hours. Also working for long hours endangers the health of the child. This could be one of important causes of the on-going debate on the falling of education standards in Tanzania. It might prove to be very difficult to improve the education standard when the children continue to combine school and working for long hours in their economic

and household responsibilities. Therefore while measures are sought to improve the education standard in Tanzania, there is a need to educate parents/guardians on this problem to remove these obstacles because they don't give the children ample time to revise their books.

Recommended Areas for further research

Child labour has collected a lot more information than what has been presented in this report. Users are encouraged to identify specific analytical information they would like to have based on the survey questionnaire in order to maximise the usefulness of this survey. However the following areas were not addressed and can provide another useful information if they can also be covered in future:

1. Information on street children, domestic child workers and child prostitution.
2. The particulars of orphans on working status (sex and age groups), family background, education status etc.
3. Information on school environments. This will enable to identify problems faced by children in their schooling in relation to what they do away from school.
4. The generalization of rural areas does not give a clear picture which regions are more affected by child labour incidences than the other. There is a need to give special attention to those rural areas who are potential source of child labour. Also rural areas differ economically, there are those who are better off and others more poorer. Therefore since poverty is singled out as the main cause of child labour; it is more sensible to obtain regional estimates of child labour.
5. There is a need to research more on the education performance for the children who attend school only, and who combine both school and other duties such as economic and non-economic activities only. More research is also required to know the number of hours worked by the children in domestic works.

ANNEX I

Overview of Child Labour Programmes in Tanzania

In 1990, the Government of Tanzania requested assistance from the ILO to develop a strategy for tackling child labour. Tanzania's efforts to combat child labour started with the introduction of the IPEC programmes following the signing of the Memorandum of understanding (MOU) between the Government of Tanzania and the ILO in 1994 with the following broad objectives:

- To bring about increased capacity for the social partners and the stakeholders to identify child labour problems.
- To assist the government and the social partners to design and implement short and long term strategic interventions for the protection, prevention and withdrawal of working children from exploitative and hazardous sites and provide them with suitable alternatives.

Since 1994, IPEC Tanzania has played a key role in assisting the Government and other social partners, which include trade unions, NGOs and employer organizations to design and implement specific action programmes aimed at the protection of working children and the elimination of child labour. The main focus of these programmes were on capacity-building and direct action. The following approaches were used:

- Identify and analyze child labour situation in various sectors.
- Design short and long strategic interventions for protection, prevention and the withdrawal of working children from exploitative and hazardous work sites.
- Rehabilitation and provision of alternative life opportunities for former working children and poor parents who depended on child labour.
- Public awareness raising, with a particular attention to the nature and magnitude of the problem, negative effects of child labour, and possibility for improving the situation.
- Community mobilization and information campaigns to promote the understanding of the problem and sense of ownership with the view to stimulate community based intervention for a sustainable campaign against child labour.

At the beginning of the ILO IPEC Programmes in Tanzania, the main activities by partners' begin with community mobilization. Local communities and community-based organization were able to analyze the causes of child labour and developed solutions to the problem with those directly affected by it. Grassroots Child Labour Committee in rural areas composed of parents, employers, trade union members, teachers, local leaders and NGO representatives were formed to identify children who are not attending school and take measures for prevention and withdrawal of children from work. Some have been successful in making the elimination of child labour an integral part of the District Development Plan. Trade Unions have been instrumental in formulating by-laws and signing agreements with employers to restrict the employment of children under 18 years in commercial agriculture, mining and domestic sectors.

A significant achievement has been the resultant of broad range of actors, apart from IPEC partners agencies and collaborators on child labour, comprising of NGOs network, media institutions, local community leaders, parent groups and other civic organization. This in

effect means that the IPEC in Tanzania has succeeded to put in place both at the community and institutional-policy making levels, self-propelling initiatives to combat child labour.

The ILO/IPEC's strength in leading the fight against child labour lies primarily in the ILO's tripartite structure, the key partners here being the governments, employers and workers organisations. NGOs and CBOs are also close partners as they form broad-based alliance at the local and international levels.

Positive measures towards preventing the WFCL have also been initiated in close collaboration with Association of Tanzania Employers. These include raising awareness of the plantation owners and employers on the consequences and negative aspects of child labour and the subsequent enlisting of their support in programme activities to prevent child labour on plantations.

Similarly sectoral trade unions have been able to initiate local community actions to prevent child labour and to withdraw children from hazardous work sites through collective bargaining arrangements with employers and dialogues with community leaders.

Partners who implemented the ILO IPEC programmes in Tanzania

Thus partners, in the combat against child labour included a significant cross-section of society because abolition of child labour is too large a task for any government to go it alone. The combat against child labour in Tanzania until 1994 was in the domain of the government through the Employment Ordinance Cap. 366 which prohibits employment of children under specified age and work conditions. The campaign against child labour reinforced and invigorated the combat by the emergence of new partners especially after the launching of IPEC programmes in the country. The following were the partners in the combat against child labour in Tanzania.

Government institutions

The partners directly involved in the combat against child labour in the government are the Ministries of Labour and Youth Development, Education and Culture, Prime Ministers' Office, (i.e. Department of Information Services) and Community Development, Women Affairs and Children.

Non-Government Organizations (NGOs) Agents

These include those supported by IPEC and Non-IPEC supported. Those with programmes supported by IPEC were ANPPCAN, Dogodogo Centre, TACOSODE, KIWOHEDE and TAMWA, while Non-IPEC ones, for examples, include "Tumaini" Love and Hope Centre, CHISWEA, Kuleana and Agape Street Children and Orphans Centre.

Employers Association and Trade Unions

The ATE and TFTU/OTTU have played an important role in the combat against child labour in their capacities as umbrella organizations. ATE is an umbrella organization which has been in the forefront in the campaign against child labour. ATE reaches its

members through sectoral employers associations like Tanzania Sisal Growers Association, Tea Growers Association, and Coffee Growers Association all being within the commercial Agriculture. However, the other two divisions, namely commerce and industry have not been involved in the on-going programmes mainly because child labour is not significant in these sectors. TFTU has used its sectoral members like CHODAWU, TAPWU and TAMICO in the campaign against child labour.

Private sector agents

This is a fast growing sector but its involvement in the campaign against child labour was still in the initial stages. Independent Television (ITV), sisal, tea, tobacco and coffee plantation associations are private sector partners in the campaign against child labour.

Parastatal organizations

The number of parastatals in Tanzania is fast decreasing following the government policy of liberalizing and privatising most of the parastatals. Even at the peak of their predominance, the parastatal sector in Tanzania took a passive role in the campaign against child labour. The National Social Welfare Training Institute (NSWTI) has so far been actively involved in the combat against child labour.

The new approach to combat child labour in Tanzania

Since the elimination of child labour cannot be achieved in the short term, efforts were made to protect some working children by offering them essential social services and withdrawing them from the most hazardous work and dehumanizing working conditions as transitional measures. Tanzania has decided to take the long-term perspective of problem. Accordingly, Tanzania is among of the first three countries in the world who will implement a Time Bound Programme since 2002. Other countries include El Salvador and Nepal. The Time Bound Programme will combine sectoral, thematic and country based approaches. It will link child labour to National Development Policy. TBP aims to prevent and eliminate all incidences of the worst forms of child labour within a defined period of time. The objective is to eradicate these forms of child labour within a period of 5-10 years depending on the magnitude and complexity of child labour in each country.

The strategic approach of the TBP in Tanzania will focus in the prevention from engagement of children in any worst form of child labour; provision of direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration. It will also involve ensuring access to free basic education and appropriate vocational training for all children removed from the worst forms of child labour, and identification and reach out to children at special risk, taking account of the special situation of girls. TBP programme in Tanzania is specifically targeting the following sectors/themes: mining, commercial agriculture (tea, tobacco, coffee); and children in prostitution.

Identification:

The diagram shows four rectangles arranged horizontally. From left to right: 1. A rectangle with its top edge on the horizontal line and its bottom edge below it. 2. A rectangle with its top edge on the horizontal line and its bottom edge below it, appearing taller than the first. 3. A rectangle with its top edge on the horizontal line and its bottom edge below it, appearing wider than the second. 4. A rectangle with its top edge on the horizontal line and its bottom edge below it, appearing wider than the third.

SECTION I: EARNINGS AND HOURS OF WORK OF CHILDREN 5 – 17 YEARS DURING LAST WEEK

(INT: ASK THESE QUESTIONS FOR CHILDREN WHO ARE INDICATED TO BE IN PAID EMPLOYMENT LAST WEEK I.E. Q. 18 CODE 1 OR Q. 36 CODE 1 FROM LFS 2)

ASK RESPONSIBLE PARENT/GUARDIAN		ENTER SERIAL NUMBER OF A CHILD FROM LFS1 PAGE 2					
1.1 If currently in paid employment, how is (name of child) paid							
Piece rate.....	1	1	1	1	1	1	1
Hourly.....	2	2	2	2	2	2	2
Daily.....	3	3	3	3	3	3	3
Weekly.....	4	4	4	4	4	4	4
Monthly.....	5	5	5	5	5	5	5
Other (specify).....	6	6	6	6	6	6	6
1.2 What was the amount paid to (name of child) for the latest pay period ?							
Shs.....in-cash (without cents)	1	1	1	1	1	1	1
Indicate the pay period (day).....	2	2	2	2	2	2	2
Shs.....in-kind (estimates of all payments)	3	3	3	3	3	3	3
Pay period (day).....	4	4	4	4	4	4	4
Total earnings: in-cash and in-kind (1a and 2b).....	5	5	5	5	5	5	5
1.3 During which time and how many hours does (name of child) usually work?							
Day time for hours per day.....	1	1	1	1	1	1	1
Evening time for hours per evening.....	2	2	2	2	2	2	2
Night time for hours per night.....	3	3	3	3	3	3	3

SECTION II: USUAL ECONOMIC ACTIVITY OF CHILDREN 5 – 17 YEARS DURING LAST 12 MONTHS:

(INT: ASK THIS QUESTION FOR CHILDREN WHO ARE INDICATED TO HAVE WORKED EITHER IN PAID, UNPAID OR IN SELF-EMPLOYMENT (LFS 2 Q 5))

2.1 Was (name of child) also attending school while he/she was engaged in economic activities during the last 12 months ?					
Yes.....1.	1	1	1	1	1
No.....2.	2	2	2	2	2

SECTION III: NON - ECONOMIC ACTIVITY OF CHILDREN 5 – 17 YEARS DURING LAST WEEK. (ASK FOR ALL CHILDREN)

3.1 Has (name of child) been engaged in housekeeping activities or household chores in own parents'/guardians' home on a regular basis during last week?					
Yes.....1	1	1	1	1	1
Less than 1 hour each day	3	3	3	3	3
1 - 2 hours each day	4	4	4	4	4
3 - 4 hours each day	5	5	5	5	5
5 - 6 hours each day	6	6	6	6	6
7 - 8 hours each day	7	7	7	7	7
9 hours or more	8	8	8	8	8
No.....2	2	2	2	2	2

ENTER SERIAL NUMBER OF A CHILD FROM LFS1 PAGE 2

4.1	Has (name of child) ever been hurt at work/work place or suffered from illnesses/injuries due to his/her work at any time?	Yes..... 1 No..... 2 (Go to Q4.6)						
4.2	How often was (name) hurt or suffered from illnesses/injuries?	Often/frequently 1 Occasionally 2 Seldom/rarely 3						
4.3	What were the activities/industries in which (name) was injured/hurt or from which he/she suffered illness? (List up to 3 activities/industries):							
4.4	What were the occupations or jobs held by (name) when the accident happened or from which he/she suffered illness? (List up to 3 occupations or jobs):							
4.5	Who paid for medical treatment? (more than one answer acceptable)	No treatment 1 Employer..... 2 Parents/guardians 3 Self 4 Free 5 Other, please specify..... 6						
4.6	Does (name) use any of the following protective wear while working? (more than one answer acceptable).	Glasses..... 1 Helmet..... 2 Earplugs 3 Special shoes 4 Gloves 5 None 6 Other, please specify..... 7						
4.7	Do other people doing the same work use protective wear while working?	Yes 1 No 2 (Go to Section V)						
4.8	Which of the following do they usually use? (more than one answer acceptable)	Glasses..... 1 Helmet..... 2 Earplugs 3 Special shoes 4 Gloves 5 Other, please specify..... 6						

SECTION VIII: PERCEPTIONS OF PARENTS/GUARDIANS OR OTHER RELATIVES WITH WHOM THE WORKING CHILD USUALLY RESIDES:

(INT: ASK THESE QUESTIONS FOR CHILDREN WHO WORKED I.E. Q.18 AND Q.36 IN LFS 2)

		ENTER SERIAL NUMBER OF CHILD FROM LFS 1 PAGE 2									
7.1	What does (name) do for fun, when not working? (more than one answer acceptable)	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3
7.2	If (name) is working, what is the main reason for letting him/her work?	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4
		5	5	5	5	5	5	5	5	5	5
		6	6	6	6	6	6	6	6	6	6
7.3	If (name) stops working, what will happen?	1	1	1	1	1	1	1	1	1	1
		2	2	2	2	2	2	2	2	2	2
		3	3	3	3	3	3	3	3	3	3
		4	4	4	4	4	4	4	4	4	4
7.4	If given a choice, what would you prefer (name) to do in the future?	01	01	01	01	01	01	01	01	01	01
		02	02	02	02	02	02	02	02	02	02
		03	03	03	03	03	03	03	03	03	03
		04	04	04	04	04	04	04	04	04	04
		05	05	05	05	05	05	05	05	05	05
		06	06	06	06	06	06	06	06	06	06
		07	07	07	07	07	07	07	07	07	07
		08	08	08	08	08	08	08	08	08	08
		09	09	09	09	09	09	09	09	09	09
		10	10	10	10	10	10	10	10	10	10
7.5	At what age did (name of child) start to work for the first time (i.e., in economic or non-economic activity for the first time)?										
		Age.....(in completed years)									

SECTION IX: MIGRATION STATUS OF CHILDREN 5-17 YEARS OF AGE:

8.1	Has (name) always been living with the present household/family?	1	1	1	1	1	1
		2	2	2	2	2	2
8.2	Where was the last place of usual residence of (Name) prior to coming to this household's/family's residence ?	1	1	1	1	1	1
		2	2	2	2	2	2
8.3	What was (name) doing in the last place of usual residence prior to coming to this household ?	1	1	1	1	1	1
		2	2	2	2	2	2
		3	3	3	3	3	3
		4	4	4	4	4	4
8.4	How long has (name) been living/residing in the present place of residence/ present household?	1	1	1	1	1	1
		2	2	2	2	2	2

ENTER SERIAL NUMBER OF A CHILD FROM LFS1 PAGE 2									
8.5	What was the main reason that (Name) came to live/reside with the present household/family ?	1 Job transfer1	1	1	1	1	1	1	1
		2 Found a job2	2	2	2	2	2	2	2
		3 Looking for a job.....3	3	3	3	3	3	3	3
		4 Attending school/training institution.....4	4	4	4	4	4	4	4
		5 Family problem/No parents.....5	5	5	5	5	5	5	5
		6 Other (specify).....6	6	6	6	6	6	6	6

SECTION VII: CHILDREN 5-17 YEARS OLD LIVING AWAY FROM THIS HOUSEHOLD (PARENTS' OR GUARDIANS' HOUSEHOLD):

9.1	Is there any child (or children) of this household who does (do) not usually live or reside here (i.e., not listed in the LFS1 Questionnaire)	1	1	1	1	1	1	1	1
	1. Yes, please give the number of children and their names, sex, age and where they live or reside now:								
		NAME							
		SEX							
		AGE							
		ADDRESS							
2.	No	END OF INTERVIEW FOR THIS CHILD	2	2	2	2	2	2	2
9.2	Do you know where this child lives or resides at the present time?	1	1	1	1	1	1	1	1
	Yes.....1								
	No.....2 (Go to Q9.4)								
9.3	With whom and where does (name) live or reside now? Please specify as much as possible:	1	1	1	1	1	1	1	1
	With (name of person/institution)								
	Where (Address):								
9.4	What does (name) do where he/she is now?	1	1	1	1	1	1	1	1
	Working for someone.....1								
	Working independently/as self-employed.....2								
	Attending school/training institution.....3								
	Other (specify)4								
	Unknown.....5								
9.5	Does (name) get in touch with this household ?	1	1	1	1	1	1	1	1
	Yes.....1								
	No.....2 END OF INTERVIEW								
9.6	When was the last time he/she contacted this household (i.e., most recent contact)?	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
9.7	Does (name) sometimes send money/goods, etc., to this household?	1	1	1	1	1	1	1	1
	Yes.....1								
	No.....2 (THIS INTERVIEW IS TERMINATED FOR THIS CHILD)								
9.8	When was the last time he/she sent money/goods, etc.?	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year	Month/Year
	Give the month and year...../.....								

CHILDREN 5 – 17 YEARS OLD

QUESTIONS TO BE ADDRESS TO CHILDREN 5 – 17 YEARS OLD

INTERVIEWER: INTERVIEW IS TERMINATED FOR A CHILD WHO DID NOT PERFORM ANY ECONOMIC ACTIVITY.		ENTER SERIAL NUMBER OF A CHILD FROM LFS1 PAGE 2																	
1. Are you currently attending school or training institution?	Yes, full-time.....1 Yes, part-time.....2 No.....3	1	2	3	1	2	3	1	2	3	1	2	3						
2. what is the main reason for not going to school or training institution?	No suitable school or training institutions available.....01 To support self.....02 Cannot afford schooling or training.....03 Poor in studies/not interested in schooling or training.....04 Failed at school.....05 Afraid of teachers.....06 Illness/disabled.....07 To help in household chores/housekeeping.....08 To assist in household enterprise/business.....09 To work for wages/salaries.....10 To work in own business for income.....11 Family does not permit schooling or training.....12 Too young (pre-school).....13 Other, please specify.....14	01	02	03	04	05	06	07	08	09	10	11	12	13	14				
3. If attending school or training institution on a full-time or part-time, but also working, does your work affect your regular attendance or studies?	Yes.....1 No.....2	1	2	1	2	1	2	1	2	1	2	1	2						
4. Have you ever been injured at your workplace or suffered illness due to the work conditions or occupation/job at any time in the past, including previous work or occupation/job?	Yes.....1 No.....2	1	2	1	2	1	2	1	2	1	2	1	2						
5. What was/were the nature of your illnesses/injuries?	General, such as fever, cold, etc.....1 Eye infection.....2 Ear infection.....3 Skin problem.....4 Breathing problem.....5 Stiff neck.....6 Back problem.....7 Anaemia.....8 Other, please specify.....9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
6. Referring to the most serious injury/illness, how serious was the injury/illness?	Did not need any medical treatment.....1 Medically treated and released immediately.....2 Stopped work temporarily.....3 Hospitalised.....4 Prevented work permanently.....5 Other, please specify.....6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

		ENTER SERIAL NUMBER OF A CHILD FROM LFS 1 PAGE 2									
18. Referring to the latest/most recent payment, what is the approximate amount you were paid by your employer?		Shs.									
Give amount and indicate the period for which this amount was paid:											
Amount received.....1											
Period paid for.....2		Days									
19. Do you give a part or all of your earnings to your parents/guardians or other relatives you usually reside with?											
Yes, all directly through the employer.....1											
Yes, all by self.....2											
Yes, part through the employer.....3											
Yes, part by self.....4											
No.....5											
Other, please specify.....6											
20. Do you save any part of your earnings?											
Yes, regularly.....1											
Yes, occasionally.....2											
No.....3											
21. What is the main reason for saving:											
To start own business.....1											
To go to school/training institution.....2											
Other, please specify.....3											
22. Are you satisfied with your present job?											
Yes.....1											
No.....2											
23. Why not?											
Wages too low.....1											
Work too tiring/too hard.....2											
Employer too hard/too demanding.....3											
Earning from self-employment very low.....4											
Other, please specify.....5											
INT: IF (NAME) IS SELF EMPLOYED GO TO Q25											
24. If working for someone else other than your parents or guardians, where and for whom do you usually work?											
Address or locality of workplace - (please be as precise as possible):		ADDRESS									
Name of employer/establishment/enterprise:		NAME OF EMPLOYER									
INTERVIEW TERMINATED FOR THIS CHILD											
25. If working independently, please specify address or locality:		ADDRESS									
LOCALITY											
INTERVIEW FOR THIS CHILD IS TERMINATED											
INTERVIEWER: Please provide below any general or specific comments/remarks concerning this interview:											

