



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

Amani Abisai Lyanga^{a*}

^a *College of Teacher Education, Zhejiang Normal University, Jinhua, Zhejiang Province, 321004, China.*

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ABSTRACT

This study aimed to assess free basic compulsory education on schooling and the reduction of child labor in Tanzania. In late 2015 the government of Tanzania, under late president John Pombe Joseph Magufuli, announced the cancellation of school fees from pre-primary to lower secondary schools. The main goal was to ensure all children of school age attended the school. In January 2016, the implementation of free basic compulsory education commenced despite those efforts initiated by the government to tackle the problem of child labor hampering them from attending school. Unfortunately, child labor is still becoming out of control within society. This study employed qualitative methodology whereby secondary data (documentary review) from the Tanzania national bureau of statistics and the international labor organization were used to collect data. Data were analyzed through thematic content.

The findings revealed that, across areas in the country, the most significant proportion of children who attend school only is found in Dar es Salaam, with 86.7 percent (88.8 percent of boys and 84.8 percent of girls), followed by other urban areas with 68.2 percent and 39 percent for children in Rural areas. However, ignorance and lack of awareness from the parents and guardians in the society led to the increase of child labor among Tanzanians, especially in rural areas, where most

*Corresponding author: Email: amaniabisay@yahoo.com;

people are not educated enough. The people in rural areas do not regard education as the most important for the future development of children. As a result, they do not send their children to schools, especially girls who always face early marriages due to cultural beliefs. In Tanzania, some tribes encourage only boys to go to school, while girls are supposed to remain home to take care of their siblings and wash dishes. Another reason that led to the increase of child labor in the country is that parents and guardians do not understand the importance of education to their children. Therefore, the government must educate the mass, especially in rural areas so, to make them aware of eradicating the problem. Thus, a researcher suggested that the government rethink the funding mechanism for students from poor and wealthy families. It means that children from low-income families must be considered by exercise, books, uniforms, and pens to reduce the burden on their parents and guardians. To sum up, the government should increase the education budget to reduce parents' burdens.

Keywords: Assessment; free education; schooling; reduction; child labor; Tanzania.

1. INTRODUCTION

Child labor is a form of labor that hurts children's health and hinders their education, growth, and ability to make a living in the future. Work that harms, abuses, or exploits a child or prevents the child from receiving an education is known as child labor. The distinction between child labor and child labor must be made. In accordance with Article 1 of the Convention on the Rights of the Child, which defines a child as any human being under the age of 18, some statutes in Tanzania provide a broad definition of the term "child." These include the Interpretation and General Clauses Act of 1972, which states that the terms "infant" and "infant child" should be interpreted in the same way and defines a "minor" (section 3 (1)) as a person who has not attained the apparent age of 18 years. Child labor, on the other hand, tends to take place outside of the family and can sometimes be exploitative, whereas child labor is thought to serve essential socialization functions [1]. Child labor is considered work performed by children under 18 years of age exploitative, hazardous inappropriate for their age, and detrimental to their schooling, social, mental, spiritual, and moral development. According to Johansson [2], this shrinks their education opportunities, enslaves them, and separates them from their families.

The practice frequently contravenes both national and international child rights legislation. One of the obstacles to reaching the Millennium Development Goals (MDGs) by 2015 for all developing nations, including Tanzania, is child labor. Child labor, on the other hand, is a difficult problem to solve because it is connected to poverty and social injustice and cannot be solved on its own. As a result, child labor is any job or

activity that young children do because, by doing it, they unfairly harm their current economic well-being or future income earning capabilities by shrinking [3,4] their future external choice set or reducing their productive capacities.

According to history, Tanzanians have been concerned about child labor since the colonial era. During English rule, the public authority sanctioned the Business Law Cap.366, which precludes the work of youngsters, in addition to other things. Act No. 11 amended the Ordinance. 5 of 1969, which made it illegal to hire a child under the age of 15 in any capacity. Segment 9 of the Law enables the Work Chief, Work Officials, and Work Monitors to enter and examine any work environment or confidential dwelling associated with facilitating or utilizing a youngster. Tanzania has implemented national and sectoral policies to protect children's rights, expand educational opportunities, and promote welfare since its independence[5].

Globally, economists and policymakers in developing countries with a large number of child laborers are concerned about the effects of child labor on educational attainment and poverty. Given that empirical findings show a positive relationship between education quantity and income, it's possible that working as a child, if it replaces school, could be a significant negative predictor of a person's future earnings. [6,7]. However, suppose low-income families normally send their kids to engage out of economic need. In that case, the most disadvantaged group used to park in an intensive poverty line: poor households tend to send their folks to work in different manual labor jobs, who obtain less school achievement and find themselves under low production, unskilled jobs for their future

development. Policymakers should develop robust policies that will protect children from the right to education, and those policies should emphasize the responsibilities of parents and guardians to their children [8].

International instruments started to recognize the child's rights for the first time. It was born during the Geneva Declaration of the Rights of the Child in 1924 and embraced in 1959 by the U.N. General Assembly of the Rights of the Child through Resolution 1386 (xiv). The crucial significance was ensuring that each child enjoys the benefits of a good life for the good of society. Later on, the 1989 U.N. Convention stresses that the child's best interests must form the basis of judgment when considering a child's rights to develop their academic potential [9,10] fully. One among children's rights agreed upon by the Member States is the right to both primary and secondary education and the right to be protected from work that threatens the child's health, education, or development. Farther more, it emphasizes that children should not be permitted to leave primary school until they have completed schooling. Likewise, it prohibits children's employment or any work likely from interfering with their education [11].

High-quality and current education in the 21st century prepares young people for meaningful participation in global and national development. As a result, education is an essential human right that contributes significantly to the growth of any society. Without a doubt, training resembles a house's critical in our day to day existence. Increased education that enhances students' social benefits from schooling, increased agricultural productivity, improved health, and decreases in fertility and child mortality rates are all examples of the values of education [12,13]. Many developing nations have implemented policies in recent years with the intention of reducing trends in child labor and encouraging school attendance by eliminating educational subsidy cost-sharing. Brazil's Bolsa Escola, India's Mid-day Meals, and Mexico's Progres a are three of the most well-liked programs for reducing child labor and increasing education. The relative costs of education are reduced by these subsidy programs while family incomes are increased, children's participation in economic activities is decreased, and school enrollment is increased. [14]. academically, children who engage in economic activities have significant academic disadvantages, which may hinder their

accumulation of human capital and future wages. Consequently, these school sponsorship programs will generally reduce delayed show neediness to encouraging the development of the human resources of individuals encountering destitution.

1.1 Problem Statement

Dropping out of school is a widespread issue in Tanzania, and it is a major impediment to the government's goal of becoming a middle-income, high-income country by 2025. The primary reason for children's absence from school is poverty in their families. Many children work as child laborers as a result of poverty. NGOs have been identified as possibly the most significant human rights challenge in Tanzania in recent years. In Tanzania, children, particularly girls, end up working as child domestic workers for about 15 hours a day, denying them the right to an education. To address the root cause of children not attending school, the Tanzanian government, led by the late John Pombe Joseph Magufuli, announced the cancellation of the school year in late 2015. [15]. Bad enough, more than three million children are doing hazardous jobs, including at illegal mines near Nyaligongo Village in northern Tanzania, where they are exposed to mercury and heavy dust and work long shifts without safety gear.

An excellent example is an interview conducted by (Reuters.com, 2020) in Nyaligongo village; one of the education officers said, *"I feel very frustrated when children leave and go to the mines instead of going on to secondary school, the education officer for the ward."* *They don't even have enough knowledge to mine safely."* *A poster on the school office wall is a testament to the number of children who leave to work when they are old enough. This year, in Class 1, there are 236 students aged six and seven, while in Class 7, there are only 40 students aged 13 and 14.* The occurrence of this situation has raised many questions to people about whether free basic education has reduced child labor or not. Most parents misunderstand this policy and think everything would be free, including student uniforms, exercise books, pens, and other materials. This study is on that line to assessment on free basic compulsory education on schooling and reduction of child labor in Tanzania.

1.2 Objectives

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

1.3 Research Questions

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

2. LITERATURE REVIEW

One of the world's most widely heralded educational policy reforms of the past few years has been eliminating basic school fees in countries where pupils and parents have been responsible for such costs. Consistent with the Education for All (EFA) goals, international organizations and national governments in many African countries, including Tanzania, have joined this race to increase access to schooling by abolishing fees and other mandatory contributions. The logic for such a policy change is clear if the cost of education is too high, parents and their children will join to find labor work to get money for school fees [16]. The introduction of free basic education in Tanzania is grassroots from the plan of education for all initiated in the early 1990s. The aim was to reduce illiteracy and increase literacy. Apart from that was to encourage citizens to be independent by engaging them in different activities after receiving skills and knowledge from school. The cancellation of school fees has reduced the burden on students who come from low-income families. Despite introducing free education, the situation remains grim because most children are still out of school. Reflecting that the government should rethink or restructure the implementation of this policy means that most parents still cannot afford to buy some of the school materials for their children; instead, those children decide to engage in various versions of labor work. In Tanzania, the Free Basic Compulsory Education policy, which aims to reduce the educational fees for students and promote compulsory education in Tanzania, was embraced early in 2016. Under that policy, all students are exempted from paying school fees and other related contributions.

Education is pivotal in eliminating and preventing child labor, establishing a skilled workforce, and promoting individual, national, and international progress by considering the guidance of social development, justice, and human rights. Therefore, the presence of an international agency works hand in hand to ensure Education for All (EFA) and its progression succeed in eliminating all kinds of child labor in communities. Conversely, education is still the most variable tool to prevent child labor practices [1].

In addition, the distance between homes and schools in African nations appears to be a barrier to education. Students in Tanzania travel great distances to attend school. This indicates that children who live far from their school prefer to attend school full-time or part-time, decreasing the likelihood that they will combine work and school. Nonetheless, making just schools more open in emerging nations will probably prompt higher enlistment, yet this won't be guaranteed to prompt a fall in youngster work. The majority of African nations have joined the race to raise enrollment by offering free, basic education to all citizens. If those states invest more in education as part of their GDP, the objectives will be met. Both in urban and rural areas, this money will make it easier to get to schools and educational resources.

Sub-Saharan African nations have the highest rate of child labor of any region in the universe. In sub-Saharan Africa, 41% of children between the ages of 5 and 14 are employed, or about 80 million children. East Africa has the highest participation rates, followed by West Africa and Middle Africa. In the same age range and according to the precise definition of work, child labor is estimated to be 21 percent in Asia and 17 percent in Latin America. Out of 250 million children, 120 million are employed full-time. Over half of the population in most developing nations, including Tanzania, is under the age of 20. A significant portion of people are involved in high rates of child and work participation.

In comparison, the incidence of child labor in Asia and Latin America has witnessed a secular decline in the post-war era. Unfortunately, the number of child laborers in Africa could surge to over 100 million due to a demographic explosion of impoverished people, deterioration in living standards, incapacity of education systems to cater to all children, and poor levels of economic growth across the continent [17]. On the other hand, a report from European Commission [18] reported that Africa is still home to nearly two-

thirds of all child laborers in the world. More specifically, almost one-fifth of African children are engaged in child labor, with 85% working in agriculture. Indeed, between 2012 and 2016, child labor in agriculture in Africa rose instead of declining.

Similarly, a study conducted by [19] postulated that poverty and a lack of financial resources are seen as barriers to school enrolment and ongoing attendance. The quantity of hours that youngsters work decides their school participation: Children who spend long hours working in brick factories or tea plantations cannot attend school (estimate for Rwanda: 400,000 child workers, of which 120,000 were engaged in the most egregious forms of child labor and 60,000 were domestic workers. On the other hand, children who perform domestic or productive work for a brief period of time each day, work seasonally or only when needed, are eligible for the program. Up to 30% of pickers in Kenya, according to estimates, are under the age of 15. The Zambian government claims that there are approximately 595,000 child workers in the country. According to the data, 58% of the population is under the age of 14 and ineligible for employment under the Employment of Young Persons Act. Between the ages of 5 and 17, it has been estimated that up to 5 million children in Zimbabwe are forced to work. A Worldwide Program on the End of Youngster Work (IPEC) review of kids working in limited scope mines in Madagascar showed that the greater part (58%) were matured 12 or under, just a third had chances to master abilities, and half came from families that were in an unstable financial circumstance with troublesome day to day environments. In Africa, approximately 120,000 children under the age of 18 have been coerced into becoming child soldiers, military porters, messengers, cooks, or sex slaves. In Côte d'Ivoire, between 10,000 and 15,000 Malian children work on plantations. They are frequently the targets of child trafficking. In Morocco, it is estimated that 50,000 children are employed as domestics. An estimated 35,000 children in West Africa are the victims of commercial sexual exploitation. According to the aforementioned research, child labor is a terrible practice in those nations. To tackle this issue, the service of training from those nations ought to participate hand to hand with the service of work to settle the issue.

Besides, in emerging nations, neediness is as yet an extraordinary foe in individuals' everyday existence. Destitution in adolescence is

considerably more liable to affect the future neediness of that youngster. Children who are employed frequently represent a plentiful supply of low-cost labor. For position, youthful students who lost their folks connect more in kid work than the people who have. As a result, many children are forced to work long hours to pay for school and supplement household income. The incidence of poverty has caused children to work for their survival, and many parents depend on their children's work even if they know it is wrong [20].

A study conducted by Munubi [21] reported that 82.2% of Tanzanian children, especially those who live in Dar es Salaam engaged in domestic work. Most of them who engaged in domestic working activities are between the ages of 10-14, 42.9%, and children 5-9 years old, 42.8%. Apart from that statistics, female children are the ones who have been impacted mainly by domestic work compared to male children. Similarly, Mtani [22] noted that last year's Tanzanian government decided to expel all pregnant girl students. As a result, it has influenced the expansion of child labor. These children are expected to be hard-working, obedient to their employers, and strong. In Tanzania, most children migrate to big cities such as Arusha, Mbeya, Dodoma, Dar es Salaam, and Mbeya to work as housegirls or housemaids. Some of them come after completing primary school, and some of them do before. Some children face the problems like physical, emotional, and verbal abuse.

On top of that, in Tanzania, the education and occupation of the parents are another essential crucial factor behind child labor. The more education parents, particularly mothers, have – the less likely they are to let their children work. In recent years a common debate has been about whether low-income families have children as a strategy to provide more workforce. Families with labor-intensive occupations, for example, fruit vendors, fishermen, and farmers are more likely to have many children. Those families are among the poorest, especially in remote areas; women may have to work outside the household because the children are left alone or stay with their elders [2].

Additionally, cultural norms contributed to the rise in child labor in Tanzania; some parents who aren't educated don't think education is important for their kids, especially girls. In most rustic regions, ladies are thought of as frail and need to take part in homegrown work constantly as family

waiters, such as cleaning the houses, cooking, and others. The vast majority view ladies as a charming resource when they need some solace minutes, which is the reason the issue of polygamy is high in provincial areas of Tanzania; additionally, young women and girls are subjected to Female Genital Mutilation (FGM) in some tribes. Also, women lack the right to own properties like lands and others because of their parents' ignorance and lack of education—some children engage in child labor with a mindset of becoming wealthy [1].

In Tanzania, where more than ninety percent of the population lives in extreme poverty, child labor is a complicated issue. The following is a list of some of the factors that lead to child labor. First, extreme poverty is mostly to blame for child labor. The children either completely or partially contribute to the family's income. Second, vested interests purposefully employ child labor in order to obtain cheap labor. Thirdly, the low parental education level has a significant impact on the prevalence of child labor. Fourthly, the majority of parents would prefer their young children attend work rather than school, primarily because they require additional income.

In addition, parents and other relatives in rural communities frequently believe that providing children with essential life skills and involving them in economic activities is more important than providing them with a formal education. In spite of efforts to provide free education to all children in Tanzania, economic factors hinder the education of disadvantaged children. Parents' cooperation on the lack of parental control and supervision leads first to truancy and then to their children dropping out of school. As a result, efforts to educate all children, particularly those from vulnerable social groups, are hindered, at least at the basic educational level.. This study aimed to assess free basic compulsory education schooling and the reduction of child labor in Tanzanian schools.

3. METHODOLOGY

The data for this study were gathered through the use of secondary data (documentary review) from the international labor organization and the Tanzanian national bureau of statistics. A researcher used Microsoft Word to code the themes after collecting data from various sources, and then analytical content (thematic content) was used to analyze the data. Due to the nature of the study, the researcher collected data using this method.

4. RESULTS AND DISCUSSION

4.1 Situation of Child Labor and School Participation

The experience shows that child labor in several areas in Tanzania for several years has threatened children's school participation. Most children from poor households are denied to attend school due to poverty. The lack of educational opportunities sometimes makes them engage in dangerous labor activities. Likewise, those children ruin their dreams for the future life. Unfortunately, the government has invested in free education to increase school participation, but things are still going vise-versa.

The majority of children between the ages of 5 and 17 (49.8%) used to only attend school, according to Table 1. We found that of the 34.5 percent of economically active children, 14.5 percent are directly working, and 20 percent combine school and work. As a result, it is essential to keep in mind that any employment has an impact not only on the academic achievement of children who combine school and work but also represents significant barriers to school attendance. Studies in the past have shown that children who work and go to school eventually do poorly. The majority of them fail due to repeated classes, low grades, and other factors.

What's more, a huge gathering of profoundly defenseless are the individuals who neither work nor go to class. However, it has also been determined that, across those regions, the majority of children who attend school only reside in Dar es Salaam, with 86.7% (88.8% of boys vs. 84.8%), followed by Other urban areas, with 68%, and Rural areas, with 39% (both with similar sex distribution). Besides, the Dar es Salaam district has a little populace of kids who blend work and school (0.5 percent). In Dar es Salaam and other urban areas, the proportion of children who are neither working nor attending school is high, at 18.6%. During the crucial primary school years, approximately 300 million Tanzanian children do not attend school. They work full-time as miners or domestic workers, which are physically demanding jobs. However, according to the same call in Ghana, over a quarter of children between the ages of 5 and 17 attend school and work for money, and approximately one in five are thought to be involved in child labor. The majority of children in Ghana's economy work in agriculture, with a higher percentage working in

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

Type of Activity	Male		Female		Total	
	Number	%	Number	%	Number	%
		Total				
Work only	1,178,819	15.6	954,432	13.4	2,133,251	14.5
Attend school only	3,721,977	49.3	3,577,749	50.3	7,299,726	49.8
Work and attend school	1,483,279	19.6	1,450,359	20.4	2,933,638	20.0
Work nor attend school	1,169,371	15.5	1,130,477	15.9	2,299,847	15.7
Subtotal	7,553,446	100.0	7,113,017	100.0	14,666,463	100.0
		Dar-es-Salaam				
Work only	10,854	1.9	29,394	4.8	40,248	3.4
Attend school only	503,270	88.8	517,701	84.8	1,020,971	86.7
Work and attend school	1,830	0.3	3,530	0.6	5,361	0.5
Work nor attend school	50,970	9.0	59,807	9.8	110,777	9.4
Subtotal	566,924	100.0	610,432	100.0	1,177,357	100.0
		Other urban				
Work only	153,762	8.8	156,617	8.9	310,379	8.9
Attend school only	1,210,126	69.3	1,175,401	67.1	2,385,527	68.9
Work and attend school	235,224	13.5	237,627	13.6	472,851	13.5
Work nor attend school	146,974	8.4	182,974	10.4	329,948	9.4
Subtotal	1,746,086	100.0	1,752,619	100.0	3,498,705	100.0
		Rural				
Work only	1,041,203	19.4	768,421	16.2	1,782,624	17.8
Attend school only	2,008,581	38.3	1,884,647	39.7	3,893,228	39.0
Work and attend school	1,246,224	23.8	1,209,203	25.5	2,445,427	24.6
Working or attending school	971,427	18.5	887,695	18.7	1,859,122	18.6
Subtotal	5,240,435	100.0	4,749,967	100.0	9,990,401	100.0

Source: [17]

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

Occupation	Male	Female	5-11	12-13	14-17	Dar es Salaam	Other Urban	Rural	Total
Service workers and shop sales workers	-	2.4	1.3	1.4	2.9	12.9	10.0	0.4	2.0
Agricultural and fishery workers	90.3	88.3	91.1	93.0	85.8	5.5	68.6	94.1	89.3
Elementary occupations, e.g., domestic workers and cleaners	7.2	8.2	6.7	5.0	9.9	72.1	16.2	5.4	7.7
Other occupations	0.9	1.2	0.9	0.6	1.4	9.4	5.2	0.2	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: [17]

rural areas. Given that agriculture, such as fishing and forestry, provides paid employment for nearly two thirds of the working adult population in rural areas, with slightly higher numbers of men than women, this is not surprising. [23].

Another study conducted in Ethiopia about child labor revealed that some of the programs, such as Ethiopia's flagship Productive Safety Net Programme (PSNP), has managed to reduce girls' and boys' workloads outside of the home and reduce the time spent on agricultural work, school attendance rates for younger girls dropped. They spent more time on substitute domestic work [24].

According to the data presented in the table above, agricultural jobs account for roughly 90% of the work done by people between the ages of 5 and 17. Other careers include basic ones like sales, housekeeping, and service, especially for people between the ages of 14 and 17. The kinds of jobs that people between the ages of 5 and 17 who work in economic activity do vary greatly depending on where they live. 94.1 percent of people working between the ages of 5 and 17 in rural areas work in agriculture. In Dar es Salaam, this percentage is only 5.5%, but it rises to 68.6% in other urban areas. In Dar es Salaam, 72.1% of people between the ages of 5 and 17 have a basic job doing housework or cleaning. 12.9% already work in service and sales, which is much higher than the agricultural employment rate. Be that as it may, this isn't true in other metropolitan regions, where 16.2% of individuals somewhere in the range of 5 and 17 years old work with rudimentary occupation, and 10% have exchanges of administration and deals. As mentioned, 68.6% of working-age people between the ages of 5 and 17 work in other urban areas. In addition, a survey on child labor conducted by [25] revealed that more than 92.1% of the population of children working children; For instance, boys make up 94.3 percent of the population, while girls fall to 89.6 percent. Thusly, more than (89.3 percent) of both young men and young ladies work in agribusiness, ranger service, and fishing, the most prevailing industry, rural and fishery laborers. The majority of

children between the ages of 5 and 17 work as unpaid family helpers in agriculture, accounting for 88.7 percent, with 90 percent more boys than girls. According to a FAO survey [26], agriculture accounts for the majority of male and female child labor in east Africa, including Tanzania. Younger rural children frequently find employment and economic activities through agriculture. From family subsistence and smallholder farming to capture fisheries, aquaculture, forestry, commercial plantations, and other forms of commercial agriculture to post-harvest processing and various kinds of agricultural and industrial complexes, child labor is used in all kinds of agricultural endeavors.

4.2 The Government should use methods or Approaches to School Participation and the Reduction of Child Labor

4.2.1 The use of the Special social programme

To address all child labor issues, Tanzania has worked with UN agencies for many years. For instance, the Common Country Program (2015), which is funded by UNICEF, recognizes that child labor poses a significant threat to educational opportunities and focuses on efforts to establish free and compulsory education throughout the nation. Aside from that, few endeavors have been started by the Public authority and UNICEF to handle the issue of savagery against youngsters, which might prompt expanded kid work. As a result, the ministry of labor and employment in Tanzania has been working with the International Labor Organization (ILO), UNICEF, the Food and Agriculture Organization (FAO), TUCTA, ATE, Plan International, Win Rock International, International Committees, and other stakeholders to take a variety of proactive measures to ensure that children return to school and do not engage in child labor. Training parents, teachers, and young people on children's rights and the effects of child labor on academic achievement are among the measures taken to end child labor.

4.2.2 Policies

Tanzania has been using its Child Development Policy in collaboration with the International Labor Organization (ILO) to operate a campaign on educating the community in the war against

child labor. Time Bound Program of the Worst Forms of Child Labor, around 13,246 children, including 9,510 girls and 3,736 boys, have been removed from hazardous occupations and trained in different vocational skills such as masonry, carpentry, needlework, and technical subjects to empower them to be self – reliant. Other children have been registered in primary and secondary schools, whereas those aged above 13 years join the Adult Education and Non-Formal Education Strategy [27]. Despite having that policy, the problem persists due to poor implementation of the plans and programs. The need of the hour is to expand the machinery for enforcing the various laws on child labor. There are many rules, but nothing can eradicate child labor without awareness among parents and children. Means would go a long way in saving the future of millions of working children, especially in Tanzania.

- The National Education and Training Policy in Tanzania [28] emphasized education for all children through compulsory education in both rural and urban and attendance of seven years of primary education. Education provision legally abided parents and guardians as criminally liable if they fail to send their children to school.
- Establishment of national employment policy [29] targeted to reduce poverty through increased per capita income. The policy encourages child work as a socialization process. Still, however, it warns against engaging a child under 18 years in dangerous activities.

4.3.3 Cooperation between Government Organizations and Non-Government Organizations

Indeed, several non-governmental organizations, including Terre des Hommes Netherlands, have been trying to get child workers back in school and help families develop alternate income sources to wean them off their wages. Since 2014, Terre des Hommes Netherlands, working with Rafiki SDO, has managed to help more than 725 children leave the mines. Moreover, in Geita, another nearby gold mining area, UK-based Plan International has helped 12,000 children withdraw from small-scale mining work and is trying to reach another 11,600. In addition, as a response to prevent child labor in small-scale mines. Most non-governmental and nonprofit organizations raise public awareness of the Law

of the Child Act (R.E 2019) on the rights and duties of the child, appeal to the responsible authorities to put in place by-laws that protect children in hazardous small-scale mines and push for the reintroduction of children's councils in primary and secondary schools and sensitizes communities on children's health risks in dangerous small-scale mines (allafrica, 2021) In addition, the Ministry of Labor and Employment in Tanzania has been collaboration with ILO, UNICEF, FAO, TUCTA, ATE, Plan International, Win rock International, International Committees and other stakeholders has been taking various pro-active measures to prevent children from engaging in child labor and back to school. Among the effort taken to eliminate child labor are training parents, teachers, and youth were trained on children's rights and the effects of child labor on academic achievement [25].

4.3.4 Inspection and provision of education to the mass

The government has begun to instruct all leaders to take intense action to ensure that every child receives instruction and that education must be accessible. The prime minister of Tanzania said that: *"I instructed all police officers to go in all cities to inspect and see those young people who sell and do small business around the bus stations. Catch them, know their parents, and then arrest them for explaining why they let their children go to the bus station to do business instead of going to school"* (Kassim Majaliwa Kasimu. 2019). However, all schools in Tanzania, through county education coordinators and school principals, have started to educate parents about the importance of education to mass. Also, through parents, school body meetings used to arrest all those who enslave their children in the mines instead of going to school, Council's secondary education officer, and 2019.

Furthermore, some school principals initiated a parental form to fill out and photograph their children to identify them. That parental form and photograph were extraordinary evidence once parents enslaved their children. The move has helped crack down on parents previously monitored at home to check their children's progress, denying that they have no children to educate them (Ippmedia, 2019). Last but not least, in implementing the order to end child labor, in 2017, Bunda District Commissioner ordered the police force to arrest and bring to justice

parents and guardians whose children are involved in mining operations. The district commissioner said there is a tendency of mine owners who have been in the habit of employing children and employing them for business or doing various domestic chores instead of sending them to school. The district commissioner instructed the OCD to start inspecting any children found in the mine working, arresting, and their parents also must be detained, Bunda District Commissioner 2017 (Mtanzania, 2017).

5. RECOMMENDATIONS

5.1 Education Access and Quality

The most widespread agreement is that expanding and improving access to schools is the single most efficient strategy for preventing school-age children from entering the workforce. The Government of Tanzania should subsidize students from low-income families in order to cover indirect or hidden costs like uniforms, girls' sanitary towels, and transportation, despite ensuring access to and quality of education. Means could assist with alleviating non-attendance and dropouts, particularly for youngsters from low-pay families. Additionally, funds could be redirected toward the construction of hostels within school grounds to alleviate the daily commute for students. Additionally, the government must educate Tanzanian families about the significance of education through schools. So that people are aware of the long-term benefits of one child's education to their lives, families, and the economy of the nation.

5.2 Enhancing Public Awareness

Strong strategic communication efforts are needed at both national and local levels. Fore stance radio, television, and print media to educate parents, guardians, and communities about the significance of education for their children. Social media is another increasingly important communication to the most reliable tool for raising national awareness and global campaigns against child labor abuses. It implies that media is a crucial component of the whole process of human development. Effective state intervention to eliminate inequities, including class and caste barriers to employment and other opportunities in areas such as health and education, will end child labor. Those media should be on the front line against child labor by creating different documentaries.

6. CONCLUSION

Poverty is the primary factor that contributes to an increase in child labor and school dropout rates in Tanzania. According to the study, rural residents are entirely dependent on agriculture for their daily food supply; As a result, parents and guardians are sending their children into child labor as a result of the issue of poverty. Still, there are instances in which children themselves participate in the process of obtaining money. However, Dar es Salaam has the highest proportion of school-only children across the country, at 86.7 percent (88.8 percent of boys and 84.8 percent of girls), followed by other urban areas with 68.2 percent and Rural areas with 39%. However, an increase in child labor among Tanzanians, particularly in rural areas where the majority of people lack sufficient education, was caused by parents' and guardians' ignorance and lack of awareness. The majority of people living in rural areas don't think education is the most important thing for their children's future development; they do not send their children to school as a result, particularly their daughters, who are frequently forced into early marriages. In Tanzania, some tribes only encourage boys to attend school due to cultural beliefs, for instance.

Girls, on the other hand, are expected to stay at home to care for their siblings and wash the dishes. On the other hand, because parents and guardians don't know how important education is to their children, this situation led to an increase in child labor in the country. As a result, in order to eradicate the issue, the government must educate the populace, particularly in rural areas. However, they should also educate them about the country's laws against child labor. Additionally, the public authority ought to reexamine the financing system for understudies from poor and rich families. In order to assist their parents and guardians, exercise books, uniforms, and pens must be considered for children from low-income families. Additionally, the ministry of education ought to keep educating the general public about the significance of education for children's future growth.

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COMPETING INTERESTS

The author has declared that no competing interests exist.

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