

**CHILD LABOUR REDUCTION AND PREVENTION AT UKWAMANI AND
MZIMUNI-KAWE DAR ES SALAAM**

EDSON KATABWA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF COMMUNITY
ECONOMIC DEVELOPMENT OF THE OPEN UNIVERSITY OF TANZANIA**

2013

SUPERVISORS CERTIFICATION

I, the undersigned, certify that I have read and hereby recommend for acceptance by The Open University Tanzania, a project titled “*Child Labour Reduction and Prevention at Ukwamani and Mzimuni-Kawe Dar es Salaam*” in partial fulfillment of the requirement for the award of the degree of Masters in Community Economic Development (MCED) of the Open University of Tanzania.

.....

Dr. William Pallangyo (PhD)

(Supervisor)

Date.....

DECLARATION

I, Edson Katabwa, hereby declare that the contents of this dissertation are a result of my own study and findings and to the best of my knowledge they have never been presented as a project work to neither Open University of Tanzania nor any higher learning institution for a similar award.

.....

Edson Katabwa,

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DEDICATION

This work is dedicated to the sweet memories of my late father, Mr. Venant B. Katabwa; my mother Mrs. Getrude Katabwa; my sister Gloria and brothers Evance and Albert Katabwa.

ABSTRACT

The purpose of this project was to reduce child labour in Ukwamani and Mzimuni streets at Kawe Ward in Kinondoni Municipality. Major objective of this project was to release children from all forms of child labour and reintegrate them with their communities. Other objectives were to change the attitudes and awareness of child rights among local stakeholders, to change in the quality of life and future prospects of the target children and their families and to prevent other children from engaging in child labour. Research methods used during problem identification comprised both qualitative and quantitative techniques of data collection. This was because using both methods was for enabling production of very significant report. Therefore data was collected from people of different classes in education, professionals and backgrounds. The questionnaires formed the basis for gathering quantitative and qualitative data which were presented in a descriptive and statistical manner using percentages ratio, charts and graphs. Secondary data were obtained from different sources including Ward offices and school reports. Different tools for data collection were used to allow the multiplicity of methods in data collection. Primary data were collected through information gathered directly from the respondents with the use of questionnaires, interviews and observation while secondary data were obtained from Kawe Ward offices and schools. 32 children were oriented, 12 children employers, 5 local stakeholders and 17 parents of working children received income generation activities training. In monitoring and evaluation, focus group discussion, meetings, observation, documentary review and semi-structured interviews were used. Sustainability of this project was highly ensured due to its nature in involving key stakeholders as mentioned above. The project was insured politically, financially and institutionally. Conclusively the community as a whole, especially the affected community at the household level, has to come together and work collectively with their local authorities such as Municipal development officials and Ward officials.

TABLE OF CONTENTS

SUPERVISORS CERTIFICATION	ii
DECLARATION	ii
COPYRIGHT	iii
ACKNOWLEDGMENT	iv
DEDICATION	v
ABSTRACT	vi
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE	1
1.0. PARTICIPATORY NEEDS ASSESSMENT	1
1.1. Introduction	1
1.2. Why Kawe Ward Community	1
1.3. Profile of Kawe Ward	2
1.3.1. Location.....	2
1.3.2. Kawe Ward Population Structure.....	3
1.3.3. Physical Infrastructures/ Characteristics	3
1.3.3.1. Mzimuni and Ukwamani	3
1.3.3.2. Mbezi Beach A and Mbezi Beach B	4
1.3.4. Weather and Climatic Condition of Kawe Ward	5
1.3.5. Administrative Setting.....	5
1.3.6. Social Services	6
1.4. Participatory Needs Assessment	6

1.4.1. Introduction	6
1.4.2. Research Design	7
1.4.3. Sampling Design	7
1.4.4. Sample Type and Size	7
1.5. Data Collection Method	8
1.5.1. Questionnaires	8
1.5.2. Focus Group Discussion.....	8
1.5.3. Observation	9
1.6. Data Analysis	9
1.6.1. Quantitative Data Analysis.....	9
1.6.2. Qualitative Data Analysis.....	9
1.7. Participatory Needs Assessment Findings	10
1.7.1. Respondents' Profile	10
1.7.1.1. Respondents by Age	10
1.7.1.2. Respondents by Sex.....	10
1.7.1.3. Respondents by their Education Status.....	11
1.7.1.4. Respondents by their Occupations and Employment Status.	12
1.7.2. Analysis of the Data Collection Tools	13
1.7.2.1. Questionnaires Analysis	13
1.7.2.2. Findings from the Focus Group Discussion	14
1.7.2.3. Findings from Observation	15
1.7.3. Community Needs Prioritization of Needs	16
1.7.4. Conclusion and Recommendation.....	17
CHAPTER TWO	19
2.0. PROBLEM IDENTIFICATION	19

2.1. Introduction	19
2.2. Problem Statement	19
2.2.1. Target Community	20
2.3. Stakeholders Analysis	21
2.4. Project Goal.....	23
2.5. Project Objectives	23
2.5.1. Project Specific Objective.....	23
2.6. Host Organization	23
2.6.1. Functions and Services Provided by the Municipality.....	24
2.6.2. Vision of the Host Organization.....	24
2.6.3. Mission of the Host Organization	24
CHAPTER THREE.....	27
3.0. LITERATURE REVIEW.....	27
3.1. Introduction	27
3.2. Theoretical Literature Review.....	27
3.3. Empirical Literature Review	32
3.4. Policy Review	36
CHAPTER FOUR	44
4.0. PROJECT IMPLEMENTATION.....	44
4.1. Introduction	44
4.2. Project Products and Outputs	44
4.3. Project Planning	45
4.4. Staffing Pattern.....	48
4.5. Budget	50

4.6. Project Actual Implementation.....	51
4.6.1. Introduction	51
4.6.2. Project Main Activities.....	52
4.6.2.1. Conduct Surveys to Identify Children who were Working and Their Workplaces.....	52
4.6.2.2. Orientation on Child Rights to Children	54
4.6.2.3. Child Rights Orientation to Parents/Guardians	57
4.6.2.4. Child Right Orientation to Children Employers.....	61
4.6.2.5 Provision of Skills Training on Income Generating Activities to Parents/Guardians.....	61
4.7. Project Achievements.....	64
CHAPTER FIVE	68
5.0. PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY.....	68
5.1. Introduction	68
5.2. Participatory Monitoring	68
5.2.1. Research Objectives	69
5.2.2. Research Design.....	69
5.2.3. Research Methods	70
5.2.4. Research Tools	70
5.2.5. Sampling Procedure	72
5.2.6. Monitoring Indicators.....	73
5.2.7. Validity and Reliability	73
5.2.8. Monitoring Information System.....	74
5.2.9. Analysis of the Monitoring Results.....	75

5.3. Participatory Evaluation.....	77
5.3.1. Project Evaluation Methods	79
5.4 Project Evaluation Summary.....	81
5.5 Project Sustainability.....	84
5.5.1 Political Sustainability.....	85
5.5.2 Financial Sustainability	85
5.5.3 Institutional Sustainability.....	86
CHAPTER SIX	98
6.0. CONCLUSION AND RECOMMENDATIONS	98
6.1. Introduction	98
6.2. Conclusion.....	98
6.3. Project Recommendations.....	100
6.3.1. Future Interventions	100
6.3.2. Future Trainings	100
REFERENCES	102
APPENDICES.....	108

LIST OF TABLES

Table 1: Kawe Ward Population Structure	3
Table 2. Social Services.....	6
Table 3. Respondents by Age	10
Table 4. Respondent by Sex	11
Table 5. Respondents by Education Status.....	11
Table 6. Respondent's Occupation	12
Table 7. Respondents' Employment Status	13
Table 8: Needs Prioritization Table	16
Table 9. Project Outputs and Products	45
Table 10. Project Logical Framework	46
Table 11: Project Implementation Team Structure.....	49
Table 12: Budget Cost	50
Table 13: Training Sessions to Children and Modules Covered.	55
Table 14: Time Table of Topics and Area Covered	58
Table 15: Time Table and Areas Covered During the Training.....	62
Table 16: Time Table and Topics that were Covered.....	66
Table 17: Project Monitoring Summary	78
Table 18. Project Evaluaion Summary	82

LIST OF FIGURES

Figure 1: A house at Kawe Mzimuni.....	4
Figure 2: One of the street road at Kawe Ukwamani	4
Figure 3. One of the street roads at Mbezi Beach.....	5
Figure 4: Problems on Ranks as Mentioned by Respondents (Exported from SPSS)	14
Figure 5: A Young Girl Selling Bananas to Customers	16
Figure 6. Employment Status of Different Age Set.....	17
Figure 7: Working Children Identified during Observation	53
Figure 8: Children Registration for Child Labour Training	54
Figure 9: Trainer During Child Rights Training to Parents/Guardians of Child Labourers	60

LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	- Acquired Immune Deficiency Syndrome
CRC	- Convention on the Rights of the Child
CSR	- Corporate Social Responsibility
DPs	- Development Partners
GN	- Government Notice
HIV	- Human Immunodeficiency Virus
IGA	- Income Generating Activities
ILO	- International Labour Organization
IPEC	- International Programme on Elimination of Child Labour
MCED	- Masters in Community Economic Development
NGO	- Non-Government Organisations
OS&H	- Occupational Safety and Health
PMMP	- Poverty Monitoring Master Plan
SATF	- Social Action Trust Fund
SPSS	- Statistical Package for Social Sciences
TUICO	- Union of Industrial and Commercial Workers
WDC	- Ward Development Committee
WFCL	- Worst Forms of Child Labour
UNICEF	- United Nations Children's Fund
CEDAW	- Convention on the Discrimination of all Forms of Discrimination Against Women

CHAPTER ONE

1.0 PARTICIPATORY NEEDS ASSESSMENT

1.1 Introduction

This chapter contains an executive summary and descriptions of the Participatory Needs Assessment that was conducted at Kawe Ward in Kinondoni Municipal. Key findings from this assessment and related activities are presented and combined to define the needs of the community found at Kawe Ward.

1.2 Why Kawe Ward Community

Kawe Ward is characterized by both urban and rural physical developments and therefore the people of Kawe are day to day increasingly diverse and their demands correspondingly divergent. Catering for diverse needs therefore poses challenges for the Municipal Council and other Development Agencies as a whole. As it was described/ shown under *Kawe Area Profile*, the study showed how much the area brought about challenges to cater for its community needs in terms of different physical environment. Some areas at Kawe Ward were characterized by well maintained houses, good inter-connected roads, and other infrastructures, while other areas were characterized by poor houses, poor inter-connected roads, poor schools infrastructures and many more.

The second factor was, being part of this community for more than seven (7) years, the researcher is well aware of the majority young people who enter the labour market annually. These young people have continued to be the victims of unemployment while having no access to support services such as loans and credit. Therefore the researcher considered for special measures that were needed to be put in place to ensure that this huge potential in not left unattended and unproductive.

The third factor, due to the idleness caused by the large number of unemployed people, other problems have been emerged in Kawe Ward such as engagement in high-risk activities like drugs, robbery, early pregnancy, commercial sex and other businesses that involve children. Again it is indeed these factors such as early pregnancies that have led to poor standards of upbringing children and HIV and AIDS pandemic. Children therefore lack adequate guidance and counseling about life in general, resulting in youth with no proper direction in life. Also it is a factor for a quick increase of population in Kawe Ward which in turn has influenced social conflicts in families and pressure on major resources such as water and land.

1.3 Profile of Kawe Ward

1.3.1 Location

Kawe Ward is among the twenty seven (27) Wards of Kinondoni Municipal council, in Dar es Salaam region. Kinondoni Municipality was established as an autonomous body by Government Notice (GN) No. 14 of year 2000 issued by the Ministry responsible for local government and regional administrations following the ongoing local government reform in the country. Kawe Ward is located in almost 8 kilometers from the head quarters of Kinondoni Municipal council and it lies along Indian Ocean with neighboring Wards of Mikocheni in the South, and Kunduchi Ward in the North. This Ward has four (4) mitaa, Mzimuni, Ukwamani, Mbezi Beach A and Mbezi Beach B (Kinondoni District Profile, 2002).

1.3.2 Kawe Ward Population Structure

Table 1: Kawe Ward Population Pstructure

Sub-Ward (Mtaa)		MALE	FEMALE	TOTAL
1	Mzimuni			9,500
2	Ukwamani			10,000
3	Mbezi Beach A			7,800
4	Mbezi Beach B			8,600

Source: Census (2002)

1.3.3 Physical Infrastructures/ Characteristics

Under this section, the researcher decided to categorize the Kawe Ward mitaa mentioned above into 2 categories due their variations in physical characteristics and infrastructures found in these areas.

(i) Mzimuni and Ukwamani

Mzimuni and Ukwamani are squatter areas; because most residents and buildings around these places have developed without legal claims to the land and/or permission from the concerned authorities to build. As a result, infrastructure and services are usually inadequate. These places are also characterized by poor housing, poor street roads, and other social infrastructures. Water supply for example; to most individuals' households there is lack water, or presence of few public or community stand pipes. Few households in these areas also use underground water that is salty for their daily use. Due to the poor supply of water, majority of the households have unimproved sanitary facilities with majority using pit latrines characterized by absence of slabs and are wooden built.



Figure 1: A house at Kawe Mzimuni



Figure 2: One of the street road at Kawe Ukwamani

(ii) Mbezi Beach A and Mbezi Beach B

Centrally to Kawe Ukwamani and Mzimuni, Mbezi beach A and B areas are well surveyed by the authorities and therefore they have well defined streets, houses and plots that are also numbered. These areas are also characterized by residents from various formal sectors of employment who are of high income group, and for that reason majority of the households have private water supply systems, electricity, modern toilets located inside their houses and own private transports.



Figure 3. One of the street roads at Mbezi Beach

1.3.4 Weather and Climatic Condition of Kawe Ward

Kawe Ward experiences a modified type of equatorial climate. It is generally hot and humid throughout the year with an average temperature of 29⁰C. The hottest season is from October to March and it is relatively cool between the month of May and August with temperature around 25⁰C. There are two rain seasons; short rain season that starts from October to December and long rain season between March and May. The average annual rainfall is 1300mm. Humidity is around 96% in the mornings and 67% in the afternoons. The climate is also influenced by the Southwest monsoon winds from April to October and Northeast monsoon winds between November and March (Kawe Ward profile 2008).

1.3.5 Administrative Setting

Kawe Ward is under Kawe division which is also found under Kawe electoral constituent. As mentioned earlier, Kawe Ward has four (4) sub-Wards, (mitaa) namely, Mzimuni, Ukwamani, Mbezi Beach A and Mbezi Beach B. The Ward Executive Officer is the chief executive in a Ward and that the Ward Development Committee (WDC) is the governing body responsible for all community development issues in the Ward. The lowest

government representative is the Sub- Ward (Mtaa) headed by Sub-Ward Chairperson and Executive Secretary.

1.3.6 Social Services

Table 2. Social Services

SERVICE		PRIVATE	GOVERNMENT	TOTAL	PROBLEMS
1	Creches/Day care	5	-	5	- Over populated - Under staffed
2	Primary schools	8	7	15	- No water - No electricity - Inadequate desks
3	Secondary schools	3	1	4	- Lack clean water
4	Hospital	2	1	3	- Lack specialists - Lack modern diagnostic facilities
5	Police posts		1		- Lack enough transport

Source: Kawe Ward Profile (2002)

1.4 Participatory Needs Assessment

1.4.1 Introduction

This section presents the general method that were used during the participatory needs assessment, procedures; this is to say the methodologies and research design employed, area, population of the study, sample selection and sample size. It also describes methods

of data collection for both primary and secondary data and finally presentation of the analysis.

1.4.2 Research Design

This study used both qualitative and quantitative methods of data collection to enable the production of a very significant report. Data were collected from different areas, people of different classes, in education, professionals and other occupations. That being the case the study design was cross sectional. Questionnaires formed the basis for gathering quantitative and qualitative data which were presented in a descriptive and statistical manner using percentages ratio, charts and graphs. Secondary data was sought from online sources, libraries, government offices and schools at the area.

1.4.3 Sampling Design

The researcher in this study opted to use the *simple random sampling technique* due to the nature of the geographical area (squatter) and the purpose of the study. This is the straightforward sampling technique where by every member in a given population has an equal chance of being selected. The purpose of the study was to assess the needs for the community at Mzimuni and Kwamani streets (mitaa). Therefore the simple random sampling gave a chance of every community member to be selected and participate in the study whereby children, adults, educated, uneducated, employed, unemployed, men and women regardless of their status were all involved.

1.4.4 Sample Type and Size

The study involved a total of 161 respondents, 83 men and 78 women. These respondents were from different age group, occupations and some were not employed. 26 were civil

servants, 30 from agricultural sector, 26 from manufacturing industries, 40 were businessman/women, 24 were students and 15 were unemployed.

1.5 Data Collection Method

Both primary and secondary data were collected in this participatory needs assessment study. According to Cohen (2000), the use of a single technique in data collection may bias the reality. Therefore the multiplicity of methods is viable for cross-checking the authenticity of data. For this matter, Primary data were collected through information gathered directly from the respondents with the use of questionnaires, interviews and observation while secondary data were obtained from Kinondoni Municipal development offices, Kawe Ward offices and schools.

1.5.1 Questionnaires

Respondents, who were randomly selected at Mzimuni sub-Ward and purposely selected at Ukwamani sub-Ward, were required to fill the structured questionnaires which focused on assessing their knowledge and understanding of the problems facing/surrounding their community. Questionnaires were designed to be completed without any help from the researcher; therefore it minimized the possibility of influencing respondent's answers.

1.5.2 Focus Group Discussion

Focus group discussion was also used in this study. The researcher found it necessary to also employ participatory technique in the study so as to obtain more quality data from the respondents. The focus group discussion technique was designed specifically for project implementers; planners such as Kawe Ward executive officer, Kinondoni municipal development officer, teachers, nurses and police officers.

1.5.3 Observation

Observation technique became necessary in this study to collect quality data that were used to conclude some of the responses that were answered through the use of questionnaires and focus group discussion. This means observing events, relationship and behaviour systematically and recording these observations. This was a good way to cross-check people's answers to questions. The researcher and his team had to walk around the areas of Kawe Ward to take photographs and note down different information such as types and conditions of housing, condition of street roads and their boundaries. Moreover it was the observation technique that influenced the researcher to employ different sampling design technique (as described under sampling section above), due to the variations of the physical infrastructures of Kawe Ward.

1.6 Data Analysis

Data analysis in this study involved two major methods to analyze quantitative and qualitative data.

1.6.1 Quantitative Data Analysis

Quantitative data collected through questionnaires and interviews were edited to check for clerical errors and were later entered into Statistical Package for Social Sciences (SPSS). Descriptive analysis including frequency, cross-tabulation tools of different variables were used to check consistency/relationship of responses which were represented in form of charts, diagrams and tables.

1.6.2 Qualitative Data Analysis

Qualitative data that were obtained through interviews and also from some of the questions in the respondents' questionnaires were analyzed by using content analysis to establish the respondents' opinions and views.

1.7 Participatory Needs Assessment Findings

1.7.1 Respondents' Profile

(i) Respondents by Age

Participatory needs assessment study involved respondents of different age so as to avoid the age cohort bias. Aim was to involve any community member from different age set who seemed to have good understanding of the study area so as obtain the insight regarding their needs.

Table 3. Respondents by Age

Respondent's age set					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 16	31	19.3	19.3	19.3
	16-20	33	20.5	20.5	39.8
	21-40	60	37.3	37.3	77.0
	over 40	37	23.0	23.0	100.0
	Total	161	100.0	100.0	

Source: Exported from SPSS

As it is observed from the table above, 37 percent of the respondents were of age 21-40, which is the age of most active working class, adulthood and parenthood. They were highly involved in this study because their engagement into various activities makes them aware of potential community needs.

(ii) Respondents by Sex.

The study also involved both sexes, male and female so as to avoid sex bias. Men and Women have different perceptions toward what is happening in the community; and so the researcher had to involve both sexes and standardize the findings.

Table 4. Respondent by Sex

Respondent's sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	83	51.6	51.6	51.6
	Female	78	48.4	48.4	100.0
	Total	161	100.0	100.0	

Source: Exported from SPSS

(iii) Respondents by their Education Status

In order to avoid elitism biasness in the study, the researcher involved respondents regardless of their education levels attained as shown in the table exported from SPSS.

Table 5. Respondents by Education Status

Respondent's education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-school	1	.6	.6	.6
	Primary school uncompleted	37	23.0	23.0	23.6
	Primary school completed	38	23.6	23.6	47.2
	Secondary school uncompleted	21	13.0	13.0	60.2
	Secondary school completed	16	9.9	9.9	70.2
	Diploma	14	8.7	8.7	78.9
	University	18	11.2	11.2	90.1
	Adult education	10	6.2	6.2	96.3
	Not gone to school	5	3.1	3.1	99.4
	Dont know	1	.6	.6	100.0
	Total	161	100.0	100.0	

Source: Exported from SPSS

As shown above, majority of the respondents had attained basic education, which is primary education. 63 percent of the findings show that respondents have either completed or not completed primary school which becomes one of the driving factors which make this community vulnerable to number of challenges hence made it the perfect study area.

(iv) Respondents by their Occupations and Employment Status.

As far as nature and type of work do have influence when analyzing issues that stress communities, it was necessary to also involve respondents from different working areas and backgrounds. Therefore respondents from both formal and informal sectors were involved, both employed and unemployed plus students were as well fully involved in the study as the table 6 shows below.

Table 6. Respondent’s Occupation

Respondent's wok type					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Civil servants	26	16.1	16.1	16.1
	Agriculture	30	18.6	18.6	34.8
	Manufacturing Industry	26	16.1	16.1	50.9
	Businessman/woman	40	24.8	24.8	75.8
	Students	24	14.9	14.9	90.7
	Unemployed	15	9.3	9.3	100.0
	Total	161	100.0	100.0	

Source: Exported from SPSS

As shown in table 6 above, majority of the respondents, 24 percent of businessmen/women and 30 percent of agriculturalists are self employed as it has been

well shown in table 7 below. Most of the respondents under the agriculture category engage themselves in small scale farming, including growing vegetables in swamps.

Table 7. Respondents' Employment Status

Respondents' employment status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	37.9	37.9	37.9
	No	38	23.6	23.6	61.5
	self employed	62	38.5	38.5	100.0
	Total	161	100.0	100.0	

Source: Exported from SPSS

In the table 7 above, 37 percent of respondents employed include those who have been employed into formal and informal sectors. This category also involves respondents of different ages, young and adults as it will be presented in the following analysis later.

1.7.2 Analysis of the Data Collection Tools

(i) Questionnaires Analysis

Questionnaires in this study comprised of both close and open ended questions. 161 questionnaires were filled by respondents of different age, sex, professions and occupations. Data gathered from these questionnaires were coded, entered and analyzed using the statistical package for social science (SPSS) as described above. The question regarding community problem was simply designed where by respondents were free to mention any problems facing their community right at the field. Below are the results that were obtained from SPSS analysis.

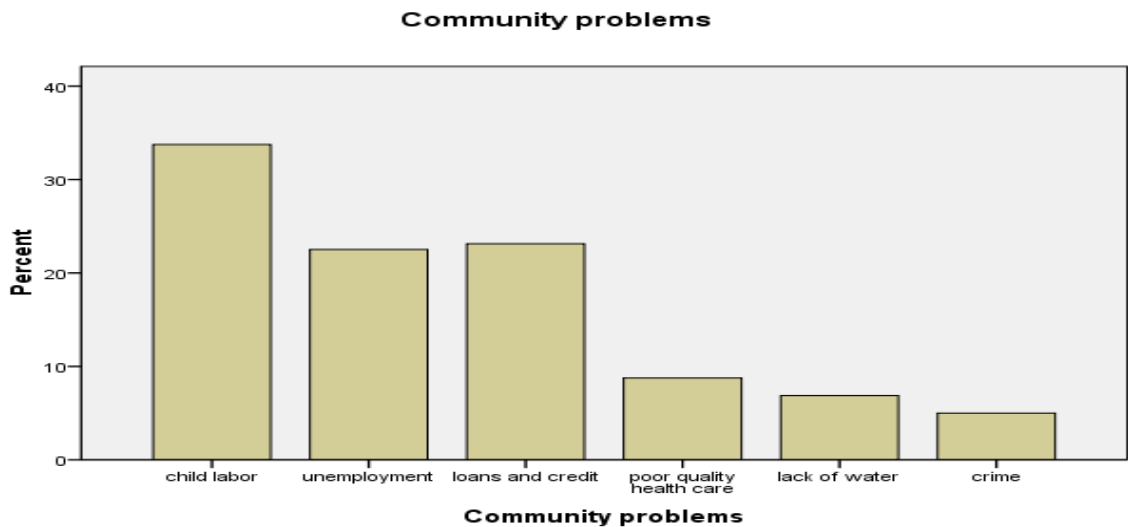


Figure 4: Problems on Ranks as Mentioned by Respondents (Exported from SPSS)

From the above chart, the foremost problem that was filled many times by the respondents was child labour, followed by unemployment, absence of loans and credit, poor health care, lack of water and crime. Because questionnaires also did have open ended questions so as to gain the insight of what was the driving factors behind these problems, respondents gave out their reasons and opinions as what should be done to address the problems above. Among the reasons given behind child labour was children drop outs from school. Some children dropped out of schools because they did not see the benefits of education and some had dropped schools to go and assist in their parents' businesses. Among the recommendations given by the respondents were to provide education or sensitization to parents, teachers, and children themselves on the benefits of education, and disadvantages of child labour.

(ii) Findings from the Focus Group Discussion

Focus group discussion provided the researcher with access to the views, opinions and knowledge of several key personnel at once and also allowing for immediate crosschecking of information obtained from other data collection tools. From the complied

data, informants were well aware of the problems facing their community. The focus group discussion revealed the extent to which child labour at Kawe Ward was a pressing issue. One of the major quote, and this was from a policeman;

"Many children here on streets have stopped going to school, they then start hawking while others carry luggage and when it happens they don't get money for food they start engaging in criminal activities including stealing"

Aside from the comment above, most comments from other participants also added that, many other problems such as crime and HIV/AIDS are due to the idleness of children in the streets. These children for some reasons such as family poverty they can't attend school.

Analysis of the focus group findings also showed that it is the level poverty that many people have at the community that force them to send their children to work. Some of the children are overworked after schools hours, where as others do not attend school at all to help in family's income generating activities.

(iii) Findings from Observation

Observation in this study helped the researcher to increase the understanding of the environment, activities and other situations in the study area to assist in the assessment. Findings showed a large number of people at Kawe Ward live in poorly constructed houses and dirty street roads that are also too small. Other findings also have showed a good number of young children both girls and boys in streets and others in business centers selling different things. A researcher had to collect data by taking photographs as seen in one of the photograph below. Children found working in the streets were supposed to be in schools at this age.



Figure 5: A Young Girl Selling Bananas to Customers

1.7.3 Community Needs Prioritization of Needs

After conducting the review of the qualitative data and uncovering the quantitative data by using descriptive statistics, crosstab and frequencies in the SPSS program, *child labour* was the foremost selected problem in the community needs prioritization exercise by respondents at Kawe Ward. This was also evident in the discussion when analyzing findings from the questionnaires, focus group discussion and observation tools.

Table 8: Needs Prioritization Table

SN	COMMUNITY NEEDS	RANK	RESPONDENT'S NO.
1	Unemployment	3	18
2	Loans and credit	2	22
3	Crime	6	7
4	Poor quality of health care	4	13
5	Child labour	1	28
6	Lack of water	5	10

Source: Research findings of Kawe 2013

Below is the chart developed from SPSS software that reflects community's need to establish an intervention to solve child labour problem at the mitaa of Ukwamani and Mzimuni.

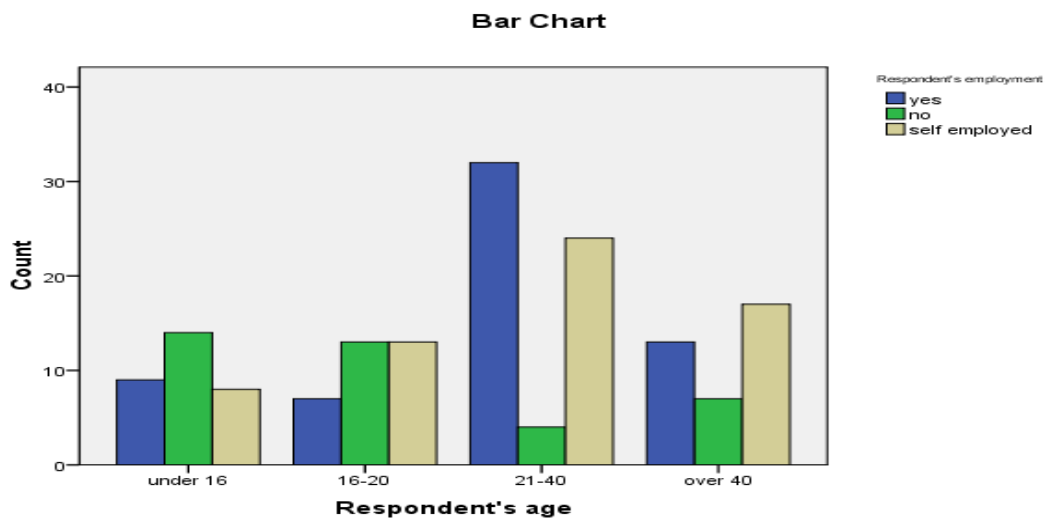


Figure 6. Employment Status of Different Age Set.

1.7.4 Conclusion and Recommendation

After all the work including data collection and data analysis the researcher came to a conclusion that child labour is the major community problem facing the people of Kawe Ward, in this case the 2 sub-Wards; Ukwamani and Mzimuni where the participatory assessment took place.

Basing on CNA findings, recommendation to address this problem was to design and establish a project that would support the release of children from working places. This project involved a number of key stakeholders including children themselves, parents/guardians, children employers, and policy enforcers. Project oriented them on various child rights issues for the aim of promoting awareness level of child labour and its

related effects to children and the society as a whole such as child age group, child rights, cluster of child rights and discrimination of child rights and impact of child labour.

The project withdrew children from working areas; reintegrate targeted children with their families following a well defined process, ensured released children education, formed recreational activities such as games, improved income generating opportunities for parents/guardians through training so that they're not so reliant on their children income. Prevention approaches through financial and institutional sustainability were also established to prevent new children from engaging in any form of child labour.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

2.1 Introduction

This section aims at defining the problem that was identified by the community of Kawe Ward in Kinondoni municipality through participatory needs assessment. It will therefore attempt to answer the following questions; what needs were changed, who were affected, what were the causes and consequences and what was the project rationale.

2.2 Problem Statement

Following the participatory community needs assessment conducted at Kawe Ward, child labour was ranked the number one major problem facing the Kawe Ward community as a whole. Research showed that lack of adequate education or awareness on child rights and existing poverty among many family members were the contributing factors of child labour at Kawe.

At Kawe Ward, majority of the community members lacked understanding on child rights such as rights to attending school, rights to living, playing and were not supposed to be mistreated and deprived of their rights which led to abuse and exploitation. As described above, the existing poverty in families also creates difficult living conditions to children. When interviewed by the researcher they explained that, due to poor conditions children had to work in order to contribute to the family living. As a result of this children had to drop school and some did not even get a chance to be registered in school they went and worked to improve their lives or their families. Other employed children who were orphans had parents who were property less when they died; so in order to survive they had to seek for employment or employ themselves to make a living.

In other cases, other children engaging in different forms of child labour were influenced by peer groups, that if they work employment will give them income and be able to meet their daily needs. As a result these children found themselves in more miserable kind of life because majority of them worked in unsafe conditions and had no legal working contracts to those employed.

Problems associated with child labour needed attention and proper intervention from all key stakeholders to arrive to a permanent solution. More delays of finding the solution would have increased the magnitude to the problem and violation of the rights of the children would persist and hence more suffering to children and the community at large.

2.2.1 Target Community

The beneficiaries of this project were the community of Kawe Ward specifically at Mzimuni and Ukwamani mitaa. The project mainly targeted children under age of 18 and elder people due to the fact that the problem prioritized by the community in this area was child labour.

The project changed the attitudes and awareness of child rights of the targeted stakeholders and their subsequent behaviour. This was achieved through child rights sensitization trainings, advocacy workshops and project review meetings with stakeholders. Most importantly, targeted children were released by their employers from their working areas. Project staff formed release teams where by members were briefed about their roles and responsibilities during the release process. They then visited areas where children worked to administer a child labour street based questionnaire so as to collect data needed for the project.

This project again changed the quality of life and future prospects of the targeted children and their families. Those youth (15-18) who opted to remain employed will be working in safer environments under improved conditions, for shorter hours, in accordance with International Labour Organization (ILO) guidelines. Parents of the released children were also able to minimize the loss of their children's income through engagement in income generation activities due to the provided skills training they received.

Lastly the Kawe Ward community was educated and made aware of child labour issues. Project staff visited schools, conducted parents meetings and raised awareness within the community groups that existed for different purposes. Advocacy meetings were conducted with business associations and local government administration members resulting in the creation of a movement to ensure the elimination of any form of child labour.

2.3 Stakeholders Analysis

Stakeholders are individuals, group of individuals or institutions that are the major players, important audience, clients, beneficiaries, supporters or investors of the project. These can be direct or indirect stakeholders. In this case, stakeholders' analysis was conducted with the aim of a better use and involvement. Through stakeholders analysis conducted in Kawe Ward, the following were identified;

i. School Children

This is one of the major stakeholder groups in this project. Their roles included participating in all child labour and child rights sensitizations activities. Results of the project prevented school children from quitting school and engage themselves in any forms of child labour activities.

ii. Children aged 15 to 17

This is the group of employed children which the project made sure that they work in a safe and healthy environment by promoting health, safety, and code of conduct in their working field.

iii. Business owners/representatives

This is another group of key stakeholders in the project. They were important because most children were found to be employed by them and others worked in these business centers. Therefore the project advocated for the release of young working children by their employers and those with age 15-17 who opted to work had to work in a safe and healthy environment.

iv. Kinondoni municipality

Project success depended much on the Kinondoni Municipality's support. The Municipal provided permission to conduct and establish the project. And through their letter they expected results of this project to promote awareness level of all worst forms of child labour to the community; so that the planned goal that was to eliminate child labour was met.

v. School teachers

Roles of school teachers were to assist the arrangement of the sensitization activities event as well as operations to the project staff whenever they was a need at school. This is because many project meetings used school buildings. The project success also was contributed by these teachers as it promoted their awareness level of child labour and child rights related issues. For that reason they were able to transfer the knowledge while teaching in their classes.

2.4 Project Goal

To reduce and prevent of child labour at Mzimuni and Ukwamani street in Kawe ward.

2.5 Project Objectives

To release children from any form of child labour and reintegrate them with their communities.

2.5.1 Project Specific Objective

- To change the attitudes and awareness of child rights among local stakeholders.
- To change in the quality of life and future prospects of the target children and their families.
- To prevent other children from engaging in child labour.

2.6 Host Organization

The institutional assessment that was conducted to find about the host organization founded that, the Kinondoni Municipal was a potential organization to host the project. The organization's capacity was realized after going through the organization's profile which identified it as a viable organization to host the project.

Kinondoni municipal is one of the administrative entities in Dar es Salaam. It is managed by the Municipal Director who coordinates various activities from all departments responsible for the day to day operations. The municipal has its strategic plan that is implemented on annual basis adhering with the government medium term strategic plan with assistance from the central government resources (Kinondoni Municipal profile, 2008).

2.6.1 Functions and Services Provided by the Municipality

The Dar es Salaam City Council and all the three municipalities operate in the same jurisdictional area, but each of the municipal council has been given a jurisdiction area demarcated with an administrative border. The functions of Municipal Council are provided for in Section 7A of Act NO.8 of 1982, viz a vis:

- To maintain peace and security of residents as well as that of public and private property
To provide social and economic services to residents
- To raise and accelerate business and industrial production
- To improve and maintain quality service in health, education, culture and entertainment for the residents
- To create conditions conducive to poverty reduction and to assist the youth, elderly, disabled and other disadvantaged groups to be productive in the economy.

The Kinondoni Municipal Council provides the following services: Council affairs, health, solid waste management, infrastructure including roads, natural resources, trade and informal sector development, urban development, legal issues, education and culture; agriculture and livestock, water, cooperative development, community development, and information and communication technology development.

2.6.2 Vision of the Host Organization

‘A community which is motivated, dynamic, with socio economic development’

2.6.3 Mission of the Host Organization

‘Provision of quality services to the community through effective and efficient use of resources, capacity building, good governance and rule of law hence improve the living standard of people’

Like any other public organization, the municipal has its own strengths and weakness that define the internal environment in which it operates on one hand, as well as opportunities and threats that define the external environment affecting the organization on the other hand. The SWOT analysis method was conducted to show the external and internal environment as follows;

(i) Strengths

Strengths analysis was conducted to express the internal potential opportunities within the municipal itself. Below were the strengths of the municipal.

- Good infrastructures
- Legal mandate to provide a wide range of basic social-economic services
- Mandate to enact by laws to facilitate enforcement of it's plans and programs
- Democratically elected leaders (councilors) with good cooperation and commitment
- Well organizational structure that facilitates participatory planning

(ii) Weaknesses

Weakness analysis is an internal analysis that is conducted to the organization or within the organization to portray challenges and gaps of a particular organization. Through this analysis the organization can make remedial strategies to deal with the identified challenges so as to improve its efficiency and effectiveness. Below were the weaknesses of the organization;

- Inadequate facilities to some sectors for supporting execution of programs
- Low budgetary allocation for participatory planning activities
- Shortage of competent staff in some sectors of the municipal

(iii) Opportunities

Opportunities in this case are clue to potential and positive chances outside the organization and environment that can have constructive contribution to the growth and development of the given organization. Below were the opportunities that were identified;

- High potential to increase revenue generation due to a diverse investment opportunities
- Readiness of the community to support an cooperate with the municipal counsel
- Readiness of the municipal leadership to embrace good governance
- Availability of various stakeholders and partners of development in the city (Dar es Salaam), including private and government/public organization as well as communities

(iv) Threats

These are found in the external environment of the organization. They normally have negative impacts against the growth and development of a particular organization. In this case, the following were the threats identified;

- Unplanned development of urban settlement in some areas of the city
- Selfish interest among some political leaders
- Evasion of tax and development levy payments done by few business people
- High population growth

With regard to the above analysis, it is very clear that there is a broad range of issues to be addressed by the municipal council through its strategic plan. In general quality service delivery to its residents and clients should be a priority. This implies to all sectors of which the municipal council is mandated to provide services notably, education, health, cooperative, trade, infrastructures, development, urban planning, agriculture, natural resource and community development.

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1 Introduction

Review of the literature provides an essential data and information as regarding to conceptual framework, background and statement of the problem as a comparative tool for other authors. This technique helps to reveal the gaps and strengths of other writers where by this project filled such gaps during its implementation. The following part is divided into three main parts: theoretical review, empirical review and policy review.

3.2 Theoretical Literature Review

The purpose is to review the existing theoretical, and historical literature as to why and when children work. As will become clear, technology and other demand-side factors interact subtly with household dynamics, culture, and market and political failures to determine the labour force participation rate and educational attainment of children. This section will review the theoretical literature evidence concerning household decision-making and its implications for work and school choices for children. Unitary models will be analyzed first, followed by models with multiple agency.

3.2.1 Theories of the Supply of Child Labour

Children as Insurance: Pörtner (2001) offers an explanation for the inverse relationship between family size and education. Large families arise when the random birth of the above average child occurs only after multiple draws from the birth distribution. Such families, by virtue of their large size, are constrained in their ability to invest even in the most innately able of their children. Overall investment is therefore lower than for small families, and investment in above average children is also reduced.

In this model, children are being used as a savings vehicle. Parents are optimally investing in the number and quality of children to maximize the market value of the family as a whole. Of course, in some economic environments, there may be savings vehicles that are better investments than children. In countries that do not have well developed financial markets, land holdings may offer the most attractive rate of return. If the return to education is low and the return to land is high, then family wealth is maximized by having a large number of child-farmers.

Parents are also motivated to have children as a form of insurance in economic environments in which insurance cannot be purchased at an actuarially fair price; a point made by many authors as reviewed by Pörtner (2001). Parents may be particularly motivated to use children as insurance instruments when land tenure rights are uncertain. For instance DeVany and Sanchez (2005) found that land reform in Mexico, which made it impossible for land to be bought, sold, leased, or mortgaged, resulted in large family size.

The use of children as a form of insurance also provides some insight into the role of parental education in determining child labour, even after controlling for current income. Educated parents are likely to have higher expected future income and, therefore, be less likely to incur the expense today of having children to insure against low income in the future. Smaller family size for a given present income translates into more resources for human capital formation. Thus, educated parents may have fewer, more educated children because of a reduced need to insure against future poverty.

Capital Market Failure: Problems with inefficient child labour arise when families are credit-constrained, as noted by Laitner (1997), Parsons and Goldin (2000), and Jacoby and Skoufias (1997), and as analyzed by Baland and Robinson. For example, if parents expect

family income to be rising over time, then they may find it optimal to borrow against the future so as to smooth consumption across time. That is, it is optimal for savings to be negative when children are young. However, if parents do not have access to credit markets, then they have to rely on internal assets. In the child-labour scenario, parents borrow from the future by putting their children to work rather than investing in human capital that will make their children more productive in the future. Such a strategy, while optimal for the family in this constrained situation, is not efficient. The present discounted value of another hour of schooling is greater than the return to another hour of work.

Education Status of Parents. Parental education plays a persistent and significant role in lowering the incidence of child labour, above and beyond the impact on family income. The results presented on this are quite robust, as reviewed by Strauss and Thomas (1995). In some cases, such as Cote d'Ivoire, the parent's level of education overwhelms all other family characteristics.

Several theoretical contributions on the determinants of child labour emphasize the importance of educating a single generation of parents and the long-term implications for decision-making in future generations. The theoretical mechanism draws attention to the impact that an education has on the parent's human capital and income. That is, educated parents earn enough income to afford to educate their own children.

3.2.2 Demand Side Theories in Child Labour

The demand for child labour can be understood as part and parcel of the demand for unskilled relative to skilled labour. Skill-biased technological change will lower the demand for unskilled labour including that provided by children. Again, the rise in the demand for skilled labour will raise the return to education, providing an additional

channel through which technological parameters determine the fraction of time that a child spends working.

Levy (2002), for example, notes that during the 1970s, the availability of credit for Egyptian farmers lowered the cost of technology-intensive inputs. The opportunity to mechanize in sectors such as fruits and vegetables reduced production of more labour-intensive production such as cotton. The demand for child labour, therefore, declined with mechanization. Mechanization has a particularly strong impact on the work of young children who are normally assigned such menial tasks as pumping water.

Admassie (2002) makes a similar argument concerning the cause of child labour in Ethiopia. There is a fairly strong correlation between the incidence of child labour and agriculture's share of GDP. Although there are several possible explanations for this, Admassie argues that when the production system is "backwards and labour intensive," there is a greater demand for child workers.

3.2.3 Child Labour in Tanzania

According to The Tanzanian National Bureau of Statistics (NBS), about 35.4 percent of children ages 5 to 14 years in Tanzania were working in 2000-2001. The survey found that majority of working children were unpaid family workers who engaged in agricultural and non-agricultural work on family farms. An estimated 77.4 percent of children ages 5 to 14 worked in the agricultural, forestry, and fishing sectors, while 49.9 percent of children ages 5 to 14 engaged in housekeeping activities. The survey also found that 55.7 percent of working children ages 5 to 14 years attended school. In the informal sector, children are engaged in scavenging, fishing, fish processing, and quarrying while others worked as

barmaids, street vendors, car washers, shoe shiners, cart pushers, carpenters, auto repair mechanics, and in garages.

For the case of Ukwamani and Mzimuni street (mitaa), a total of 38 children identified engaging in different forms of child labour. 10 were found working as barmaids, 5 as house girls, 6 were working in shops, 3 in fishing, 4 in grinding mills, 5 as food vendors and 5 did not have permanent working areas.

The Tanzanian Employment Ordinance of 1955 prohibits employment of children under the “*apparent*” age of 12 years. This ordinance also prohibits children under the age of 15 years and young people under the age of 18 years from employment in any work that could be injurious to health, dangerous or otherwise unsuitable. It prohibits children under the age of 15 years from working near machinery, and young people under the apparent age of 18 years from engaging in underground work. Children under the “*apparent*” age of 18 years are prohibited from working between the hours of 6 p.m. and 6 am. The law does not restrict children from family work or light agriculture work that has been approved by the proper authority. Under the Employment Ordinance, employers are obliged to keep registers listing the age of workers, working conditions, the nature of employment, and commencement and termination dates. In Zanzibar, the law prohibits employment of children under the age of 18 years depending on the nature of the work.

However, during the survey in identifying working children and their employers at Ukwamani and Mzimuni street (mitaa), no employer had kept registers listing the age of workers, working conditions, nature of employment and commencement and termination dates. When asked by project personnel most of them said their agreements with their employers are mainly verbal agreements. This research founded that many employers avoided being abided by the government laws regarding child labour employment.

Again, because the law does not restrict children from family and light agriculture works, findings of this project found that majority of the parents/guardians use this as the loop hole to use their children in family businesses after school or during holidays. During child labour orientation trainings, parents/guardians were oriented on the importance of giving their children time to rest after school and effects of overworking them.

3.3 Empirical Literature Review

The problem of child labour in the developing world has drawn considerable attention in recent years. According to studies administered by The International labour Organization (ILO) the number of working children in the world in the age of 5-14 years is estimated to be 500 million (Ashagrie, 2010), with most of them being in the developing countries including Tanzania. In absolute numbers, research studies show child labour is most prevalent in Asia, with India as one of the main contributors. According to Weiner (2009), the number of working children in India could be anywhere between 26 and 80 million, depending on how one defines child labour and the manner in which data is used.

Different scholars have tried to establish reasons or factors for the existence of child labour around the world. This section will present some of the most published literatures addressing child labour that use theoretical macro-economic set-up. These literatures focus on representative households, efficiency and policy interventions.

There are a wide range of empirical studies of child labour at the micro-level using household survey datasets. These studies tend to estimate reduced-form participation equations for child work. For example, in a recent volume, Grootaert and Patrinos (1998) review findings of studies of child labour from Côte D'Ivoire, Colombia, Bolivia, and the Philippines. Nielsen and Dubey (2001) review findings from five studies from Côte

D'Ivoire, Ghana, and Zambia. These are only several of a much wider list of studies in this area which have contributed to a better understanding of the factors that influence child labour. A consistent finding of these studies is that the child's age and gender, education and employment of the parents, and rural versus urban residency are robust predictors of child labour. Few studies examine child labour in Tanzania using household survey data although several studies focus on schooling determinants in Tanzania (Beegle 2008).

For the case of Ukwamani and Mzimuni street (mitaa), the issue of education and employment of the parents/guardians was also found to be one of the determinant factor for the existence of child labour. Findings from the project area showed that majority of the adults respondents with age above 21 years old, had low level of education. For instance data showed 23% did not complete primary school, 23% completed primary school; 13% did not complete secondary school where by 9.9% completed secondary school. Refer table 5 (pg 19).

Furthermore, the fact that Ukwamani and Mzimuni street have urban features, the presence of business centers, busy roads and many houses have influenced the existence of child labour in the area. Children were found working in shops, bars and in houses as house girls.

There are a number of studies that assess the relationship between schooling outcomes and shocks. Of course, it is not obvious that for children there is a one-to-one trade-off between time spent in school and time spent working. Many children not enrolled in school are not necessarily working and, in many cases, enrolled children combine their schooling with work. Furthermore, hours in either activity may be sufficiently low on

average that an increase in time spent in one activity will not crowd out time spent in another, as opposed to crowding out leisure time (for example, see the evidence in Ravallion and Wodon (2000)).

Jacoby (1994) examines the relationship between borrowing constraints and progression through school among Peruvian children. He concludes that lack of access to credit perpetuates poverty because children in households with borrowing constraints begin withdrawing from school earlier than those with access to credit. Jacoby and Skoufias (1997) is the first empirical work that rigorously addresses the issue that poor households lacking access to credit markets might draw upon child labour when faced with negative income shocks. Using data on school attendance patterns from six Indian villages, the authors conclude that fluctuations in school attendance are used by households as a form of self-insurance. However, these studies focus only on schooling and not on child labour activities, which would likely be more directly affected by income shocks and inability to access credit.

The main findings of this paper are that, low household expenditure and lack of parental human capital are the two main factors responsible for child labour and non-enrolment of the children in schools. Hence, the reduction in child labour or rather non-enrolment is closely associated with the increase in household incomes and education. Research studies by Basu and Van (2005) in their 'luxury axiom', assume that a household sends children to work only if the household's income is very low. Thus, the use of child labour should be highly responsive to income changes, especially at low levels of income. Child leisure does not need to be a pure luxury good, implying that a doubling of household income leads to more than a doubling of child leisure, though the correlation should be positive.

Studies undertaken by Woodhead (2004) indicate that, binding constraints in poor economies are found to increase the probability of child labour. They state that child labour may be present not only in an efficient outcome of household utility maximization but also in an inefficient outcome resulting from corner solutions in poor economies with capital market imperfections or lack of possibility for negative bequest. Woodhead is also supported by a similar conclusion by Parsons and Goldin (2007) and Ranjan (2009), with all of them finding that child labour acts as a consumption-smoothing device for poor households in the absence of credit markets.

According to Nielsen (2001), child labour is a consequence of the fact that economies with low levels of human capital are likely to be caught in under-development traps wherein both child labour and high fertility can be seen. This conclusion is reached within the framework of an overlapping generation's model wherein education and child labour are two competing claims on a child's time and human capital is produced with the input of parental human capital and time spent in school.

Although the recent theoretical literature highlights income shocks and borrowing constraints as an important source of inefficiency in the allocation of resources within the family and, in particular, of inefficiently high child labours the link between income shocks, access to credit, and child labour remains largely unexplored in the empirical literature (Woodhead 2001).

The issue of absence or low level of household income as the determinant factor for child labour, was also evident at Ukwamani and Mzimuni street (mitaa). During the survey findings showed that majority of the parents/guardians did not have assurance of ways to earn their income. Therefore the choice was to send their children to work so as to

increase the family income. To tackle this problem, this project introduced Parents/guardians Income Generating Activities Training so as to provide them with new income generating skills. Through this training many parents/guardians were able to come up with new business ideas in the project area that led to the release of their children from employment.

3.4 Policy Review

The key players who are supposed to play a leading role in finding solution to the problem have become the major source of the problem. Some government policies that embrace liberalization and free market economy (globalization) are contributory factors to the persistent state of poverty and increased hardships of the Tanzanians with children being affected most. Families which are supposed to be bedrock of children's welfare and protection are today becoming the major cause of the problem of child labour.

Parents send their children into streets to seek for work and others work for family's owned business so that they can contribute on the household's income. Government policies directed by structured adjustment programmes are responsible for putting more children on employments as a result of increased poverty instead of devising policies that will ensure the welfare of children and the society at large.

Some African governments appear incapacitated or slow to address the problem of child labour. This is true to the fact that little is known about child labour. Ministry for Community Development, Gender and Children for instance, lacks comprehensive and reliable data on street children. A study carried out by ILO in the year 2004 revealed that literature on child labour in Tanzania is relatively small and repetitive (ILO 2004).

Moreover, the issue of the government to lack comprehensive, reliable and current data was also evident at Ukwamani and Mzimuni street (mitaa) during secondary data collection. Some of the statistical data in this study such as population are from Tanzania's 2002 census. Again some of the government offices lack important profile information such as maps. Researcher in this study could not get a map of the study area, Ukwamani and Mzimuni streets (mitaa) because the Ward Chairman did not have one.

3.4.1 Child labour Laws during Colonial Rule

The first legal framework for child employment in Tanzania was established by the 1955 Employment Ordinance Cap. 366. According to this law, the minimum age for employment was 12 years. Children between the ages of 12 and 14 had to be paid a daily wage and provided with transportation home at the end of the day. Officially, children could only be employed with their parents' permission. The law also prohibited children from working in industrial jobs, or engaging in dangerous activities. Despite a 1969 amendment that rose the minimum age to 15, the Employment Ordinance was rarely enforced, and was widely regarded as outdated and ineffective by the early 21st century.

Under the Employment Ordinance, employers are obliged to maintain registers listing the age of workers, working conditions, the nature of employment, and commencement and termination dates. Tanzania's Constitution prohibits forced or compulsory labour. Tanzanian law considers sexual intercourse with a child under the age of 18 as rape, which is punishable with life imprisonment. The Tanzanian Penal Code was amended in 2001 to include a provision criminalizing trafficking within or outside Tanzania.

3.4.2 Recent Child labour Legislation in Tanzania

In order to achieve appropriate legal reforms in line with the United Nations Convention on the rights of Children and the African Charter on the Rights and Welfare of children,

the Government of Tanzania became a member of ILO-IPEC in 1994. Since 1995; ILO-IPEC has implemented 40 action programs in Tanzania to address child labour. ILO-IPEC has worked with the Ministry of labour, Youth Development and Sports in providing training on child labour issues for labour inspectors to support them in reporting on the incidence of hazardous forms of child labour. The Ministry of Community Development, Women Affairs and Children, with support from ILO-IPEC, has provided training to community development workers to enhance their capacity to include child labour in district-level community development plans (ILO 2005).

The Ministry of Community Development, the Ministry of Health, the Ministry of Education and Culture, and various municipal authorities have also collaborated in an ILO-IPEC supported project run by the Kiota Women Health and Development Organization that focuses on prevention, withdrawal and rehabilitation of girls engaged in prostitution. A number of government ministries have established child labour units, including the Ministry of labour, Youth Development and Sports; the Bureau of Statistics; and the Department of Information Services.

With funding from USAID, the Government of Tanzania in 1998 launched the Social Action Trust Fund (SATF), which provides grants to community groups and NGOs that work with victims of HIV/AIDS and their families. SATF grants have provided assistance to 13,525 AIDS orphans in 14 regions, supporting primary and secondary education for children who were unable to pay school fees and uniform and book costs because of the loss of their parents to AIDS. HIV/AIDS has led to many children being orphaned and left vulnerable to child labour because of the need to provide for themselves.

In 2000, Tanzania joined four other countries participating in an ILO-IPEC program, funded by USDOL, to remove children from exploitative work in commercial agriculture. In June 2001, the Government of Tanzania announced that it would initiate an ILO-IPEC Time-Bound Program, a comprehensive, national level project to eliminate the worst forms of child labour by 2010, in line with Tanzania's National Development Provision 2025 and the country's poverty eradication strategy. The first phase of this project, with funding from USDOL, aims to combat child labour in abusive forms of domestic work and in the commercial sex, commercial agriculture and mining sectors in 11 districts. In September 2002, the Tanzanian Ministry of labour, Youth Development and Sports and the Ministry of Education and Culture signed a letter of agreement with USDOL expressing support for the Time-Bound Program, noting the U.S. Government's funding of grants to ILO-IPEC and the Education Development Center in Tanzania in support of this initiative.

The Government of Tanzania has included elimination of child labour as an objective of its Poverty Reduction Strategy Paper and has included preparation of a child labour action plan in its work plan. The strategy paper established the Poverty Monitoring Master Plan (PMMP), which includes children in the labour force as a poverty monitoring indicator. From April 2000 to March 2001, the government conducted a child labour survey with technical assistance from ILO-IPEC's SIMPOC. In May 2003 the Tanzanian Ministry of labour and the National Bureau of Statistics released the Integrated Labour Force Survey for 2000/1, which updates the 1990/91 national labour survey. The ILFS includes data regarding children in the labour force (MKUKUTA annual implementation report 2009/2010).

Under its strategy paper, Tanzania established an Education Fund to support children from poor families. Tanzania has also identified education as a strategy for combating poverty under its Development Vision 2025 and its Poverty Eradication Strategy 2015. The country's poverty eradication agenda includes ensuring all children the right to basic quality education. Again, Tanzania's Basic Education Master Plan aims to achieve universal access to basic education for children over the age of 7, and ensure that at least 80 percent of children complete primary education and are able to read and write by the age of 15. Under the plan, the government abolished school fees to promote children's enrollment in primary school.

With support from UNICEF, the Ministry of Education and Culture has launched a 3-year program, Complementary Basic Education in the United Republic of Tanzania, to help children who have dropped out of school reintegrate into the system. The Ministry of Education and Culture has launched a Community Education Fund with World Bank support to improve the school infrastructure. Through the Primary Education Development Program, the World Bank is supporting Government of Tanzania efforts to improve education quality, enhance access to schooling and increase school retention at the primary level.

In January 2002, the government introduced a grant to support the building and improvement of classrooms that amounts to the provision of USD 400 per school per year on average. In June 2002, the Government of Tanzania was selected to receive funding from the World Bank and other donors under the Education for All Fast Track Initiative, which aims to provide all children with a primary school education by the year 2015. In 1997, Tanzania joined ILO-IPEC's Action Against Child labour through the Education and Training Project, which has mobilized teachers, educators and their organizations, and

the general public to launch campaigns against child labour at the local and national levels.

Weaknesses of Government's Policy Plans in Responding to the problems of Child labour

With each passing day, it is becoming increasingly clear that most African's Governments where child labour problem is most acute have been unable to give it the attention it deserves, and have unintentionally contributed its continuation. While it is true that most governments have formulated child development policies, set up departments and sometimes ministries dealing with youths and some with women and children, effective actions to address the problem is yet to be taken.

Tanzania's political commitment to children has been visible for some time now. Major benchmarks of this commitment include the ratification of the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of the Child (CRC). Others include holding a National Summit for children and establishment of Ministries responsible for children and women's affairs in Mainland and Zanzibar.

However, most of the direct actions to help children in child labour appear incapacitated or slow to address problems associated with child labour. This in part stems from the fact that little is known about child labour in Tanzania. Even with a Ministry for Women and Children, the government departments often lack comprehensive and reliable data on child labour in Tanzania.

A study carried out by UNICEF in 2005 indicated that, the literature on child labour in Tanzania is relatively small and repetitive (UNICEF 2005). It is therefore in researcher's view that, it is very difficult if not impossible for effective government actions without reliable and up to date data.

National Child Development Policies and strategies are a necessary requirement. Tanzania has been able to formulate and put in place a Child development policy that was adopted by the government in 1996. This document is however very generalized and fails to identify employed children as a special category requiring special attention.

The little that is being done by the government appears too little to make a difference to the dilemma of children in employment. The emergence of the problem of child labour may itself point to gaps in coverage. Typically each Ministry may have far more urgent problems on its hands than child labour, and none will be prepared to take overall responsibility. Departments tend to determine and shape their programmes in accordance with the policies they are given. These policies are usually aimed at aiding families and are rarely flexible enough to cope with exceptions.

During the orientation with Ministers on March 2006, The President of the United republic of Tanzania ordered Ministry of Community Development Gender and Children to look ways of assisting employed children as government measures and not to leave those matters to NGO's.

The author feels that the government and the community in general need to put in place viable policies or strategies that will ensure the employed children are urgently addressed. It is argued by different scholars that employed children in Africa are victims of short-

sighted policies or lack of policies at all. According to the Director of children at risk, Andy Sexton (2005), employed children are victims of an uncaring community that is increasingly being characterized by poverty, family breakdowns, violence and economic hardship.

Another contradiction with laws and policies is seen in the definition of a child. While UN, CRC stipulates that a child is any one below the age of 18, the marriage act allows a girl to get married at the age of 15. Again the Employment Act also talks of employing children at the age of 15. This means that, a child in Tanzania is sometimes taken as an adult and therefore deprived of their basic rights.

In principle all children should be born and brought up in a family based on a legal marriage. Weaknesses in the administration and enforcement of laws concerning child rights have contributed to children being deprived of their rights.

CHAPTER FOUR

4.0 PROJECT IMPLEMENTATION

4.1 Introduction

This chapter comprises the planned and actual implementation of the project. It gives the original plan of the project, the implementation process, outputs, products as well as the inputs. It also narrates the implementation plan, budget report and staff pattern. For this project to take off different activities have been created to comply with the goals and objectives formulated to meet the needs assessment from the community.

4.2 Project Products and Outputs

Products of the project are the expected results of the project activities usually expressed as outcomes. In other words they are written as if the desirable situation has been achieved and not as intention.

Conversely, outputs are physical products or services that must be in place for the project objectives and goals to occur. They are expected products of activities undertaken under the project. The sum of these outputs will achieve the project purpose. For the community to be able to do things differently and thus make changes, the outputs must be available (URT, ASD 2005). During the project implementation the following activities were accomplished and generated outputs and products mentioned in Table 9 below.

Table 9. Project Outputs and Products

Activity	Output	Product
1. To conduct child rights orientation program to children.	32 children were oriented	Children with knowledge on child rights, discrimination of child rights, their duties and other issues of child rights.
2. To conduct child rights orientation program to children employers and local stakeholders	12 children employers and 5 local stakeholders were oriented	Children employers and local stakeholders with knowledge on child rights, discrimination of child rights, their duties and other issues of child rights
3. To conduct child rights orientation program to parents	17 parents of working children were oriented	Parents with knowledge on child rights, discrimination of child rights, their duties and other issues of child rights.
4. To conduct training to parents/guardians on income generating activities.	17 parents of working children received training	Knowledge on income generating activities

4.3 Project Planning

The project implementation plan indicates a list of activities needed to accomplish each objective, including responsible person, resources required and project timeframe. Table 10 below presents the project logical framework which was also applied as a planning and management tool. This tool also consists of a logical and systematic analysis presentation of the project goal, purpose, inputs, outputs and activities. It also shows for each category if its attainment can be verified and condition which must be met for them to be realized (assumption).

Table 10. Project Logical Framework

Project summary	Measurable indicators	Means of verification	Assumptions
Goal: To reduce and prevent labour.			
<p>Outcome 1</p> <p>Children released from child labour are empowered about their rights, reintegrated into families, schooling and society and enjoying better quality of lives and have improved life prospects.</p>	<p>At least 10 boys (aged 8-14) were released from child labour.</p> <p>40% of released children were capacitated to have safer jobs (age between 15 – 18)</p> <p>At least 11 (aged 8-14) girls were released from child works.</p> <p>75% of targeted children are expected to be aware about child rights and inculcated those to promote and protect child rights.</p> <p>60% of released children were enrolled for formal education schools</p>	<p>- Children database</p> <p>- Project progress report</p> <p>- School records</p>	<p>Supporting policies and legislation on elimination of child labour</p> <p>Parents who are supportive to girls to involve with child protection movement</p> <p>Parents don't support girl's early marriage</p> <p>Local officials are supportive against child labour</p>
<p>Outcome 2</p> <p>Parents/Guardians in the project area are sensitized and able to send their children to school</p>	<p>85% of parent/guardians were more aware about child rights and practice them more.</p> <p>80% of families' alternative income</p>	<p>- Evaluation report</p> <p>- Training records</p>	<p>Supportive education policy</p>

<p>rather than sending them to work.</p>	<p>increased</p> <p>Literacy rate among the targeted families increased by 70%</p> <p>At least 60% of targeted employers ceased employing children</p>		
<p>Outcome 3</p> <p>Targeted employers are sensitized and willingly release children from hazardous work and strive to ensure safe working environment</p>	<p>At least 78% of duty bearers in the project area were sensitized with knowledge on child rights, legislation and their responsibilities</p>	<ul style="list-style-type: none"> - Working areas records - Training records - Project progress report 	<p>Ward is continuing different safety net program</p>
<p>Outcome 4</p> <p>Duty bearers are more sensitized and more actively supporting the process of elimination of child LABOUR and reinforce child rights in the project area and more widely</p>	<p>80% of sensitized duty bearer become strongly supportive and be involved in the process of releasing children, reintegration them into families and communities and provided ongoing support to the project.</p>	<ul style="list-style-type: none"> - Evaluation report - Project progress report 	<p>Supporting policies and legislation on child protection and elimination of child labour</p>

ACTIVITIES

Outcome 1.

1. Formation of release team consisting of 4 members, 2 girls for girls and two boys for boys.
2. Review meeting with the release team
3. Formation of children parliament in the community
4. Conduct training for children on child rights (2 groups, 21 children)
5. Visit, monitor and document children status at their work/job and school place

Outcome 2.

1. Orientation of parents on Child rights and consequences of child labour
2. Skills/training on income generating activities to parents/guardians

Outcome 3.

1. Consultation Meeting with the children employers
2. Orientation of employers on child rights, safety measures and worst forms of child labour

Outcome 4.

1. Duty bearers (Development officer, Teachers, Street social officer, Street chairman) orientation on child rights, child protection and effects of child labour
2. Meeting with duty bearers on project strategies setting to eliminate child labour

4.4 Staffing Pattern

This project was managed by the project management committee with the cooperation from Kinondoni Municipal officials. In this case there was no permanent employed staff. The committee had the overall responsibility for all matters pertaining to decision making particularly approving work plans, budgeting and determining modality of the project implementation including setting outputs and benchmarks.

CED student was the project coordinator who undertook the supervisory role of the project. He also acted as the technical advisor to the project implementation staffs. His major roles were to contribute to the capacity building, formation and planning of the child labour release team, budgeting and in monitoring and evaluation. The project formed

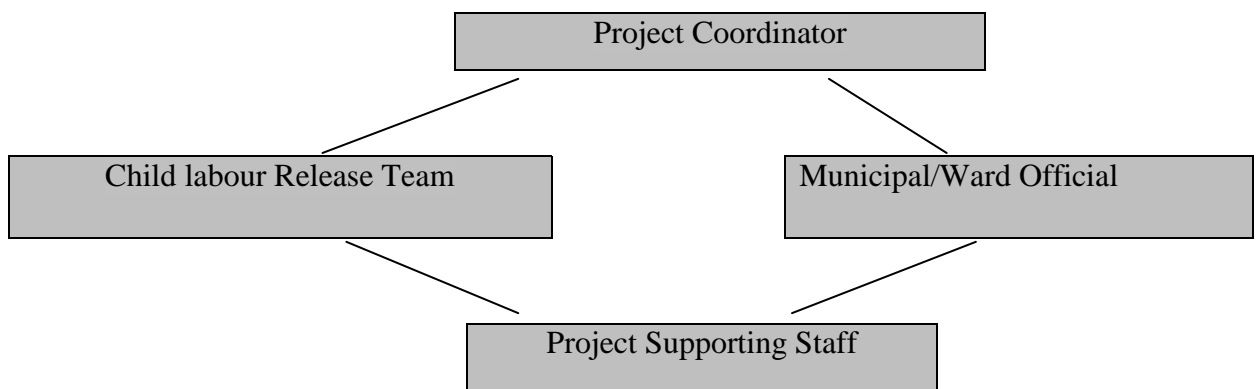
one child labour release team, comprised of 4 members in total, 2 boys/men and 2 girls/women. Their major roles were to conduct surveys in the project area, administer questionnaires in identifying targeted children, their working places and where they leaved.

The project team also worked in collaboration with the Kinondoni municipal officials whose functions and responsibilities include assisting and facilitating the project personnel in implementing the program for the total development and protection of children in the community. Another role was to be in the frontline of service delivery, particularly those which had to do with immediate relief and assistance during and in the aftermath of the project activities.

The project also had other supporting personnel whose number was not limited. In many cases these acted as messengers, who were sent in different places to purchase stationeries, to arrange places for meetings and send reports to the project coordinator on the development of project activities on his absence.

Project Implementation Team

Table 11: Project implementation team structure



4.5 Budget

Table 12: Budget cost

Activity	Unit Cost (tshs)	Units	Amount (tshs)
STATIONERIES			
<i>Flip charts</i>			
<i>Marker pens</i>	7,000	16	120,000
<i>Masking tapes</i>	6,000	3	18,000
<i>Note books</i>	1,000	10	10,000
<i>Pens</i>	1,000	60	60,000
<i>Clear bags</i>	100	60	6,000
	700	60	42,000
TRAININGS			
Total training cost on child rights			
<i>Payments to trainers/facilitators</i>			
<i>Lunch</i>	40,000	-	400,000
<i>Beverages</i>	1500	490	294,000
	600	490	735,000
Income generating training to parents/guardians			
<i>Payments to trainers/facilitators</i>			300,000
<i>Beverages (soda)</i>	50,000	-	61,000
<i>Lunch</i>	600	102	204,000
	2,000	102	
OTHER COST			
<i>Payments to project supporting staff</i>			600,000
	10,000	-	
GRAND TOTAL			2,850,000

4.6 Project Actual Implementation

4.6.1 Introduction

The success of this project released children from child labour activities, reintegrate them with their families and community and prevent other children from engaging in any form of child labour at the mitaa of Ukwamani and Mzimuni at Kawe Ward. The project created an enabling environment for children, parents/guardians, employers, duty bearers and other key stakeholders including government through mitaa representatives, to support the release and reintegration of targeted children and gain commitment of all groups not to engage in hazardous child labour in future.

Children, who were the main target in this project, were assessed through project meetings and other approaches such as recreational activities. New children have been prevented from engaging in the worst forms of child labour (WFCL) by educating them on their rights, their families and community on children rights and the dangers of child labour. Again this has also been made possible due to good sustainability plans that the project put in place.

The success of the project and its achievement towards the project's outcomes were tracked by participatory monitoring and evaluation including children's own views, their parents/guardians, children employers and the government representatives especially at the mitaa level.

To achieve the project objectives, the project plan was geared towards implementation of the major activities in respect to the research goal. For each activity monitoring and valuation was carried out in order to continuously document, review and modify project's activities whenever necessary. Evaluation was meant to assess the relevance, effectiveness, efficiency and achievements of the project goal.

4.6.2 Project Main Activities

(i) Conduct Surveys to Identify Children who were Working and Their Workplaces

This was among the major project activity, that was to conduct survey to identify children's work spots and owners or children employers where children were employed. The main objective of this exercise was also to prepare a list of working children and their employers in the streets for later child rights orientation program.

(a) Survey Tools & Planning of Survey

The project coordinator and other project officers monitored and participated in the drafting of survey tools. Tools were finalized through a consultative process with the different respondents, staff and experts. Tools developed through the process were questionnaires for working children in the streets, children at school and children's employers and/or clients.

Street children survey was designed in a way to target two main categories of children: (a) those that live and work on the streets and by definition do not have any other place of residence; and (b) those who work on the streets but normally reside with their parents or guardians. The survey approach relied on randomly interviewing children, their employers and/or clients.

The school-based surveys were intended to capture information concerning children who had been working during or after school hours. The purpose was to determine the impact of work on performance and attendance in school as well as the children's attitudes to studying in general. The surveys also attempted to assess some of the school-related factors that influenced a child to work, such as the quality of the school and the children's perception of the relevance of their education.

The survey for children's' employers and/clients was basically established to seek out and query employers of children on issues such as working hours and conditions, benefits and injuries of children as compared with adults. It was also designed to obtain information on the reasons employers hire children and the recruitment methods used.

(b) Survey Orientation to Data Collectors

It was decided that children release team will collect survey data. To prepare them, the team was provided with 1 day orientation on data collection according to the project planning. Major focus of the orientation was on data collection methods, tools and data quality control. Orientation was held in 3rd September 2012 at Kawe Ward grounds. This orientation session was conducted by the Coordinator of the project.

(c) Conducting Survey

The street children survey was conducted on 4th May to 5th May 2012, school based survey on 7th May to 8th May 2012 and children employers/clients survey on 11th May to 12th May 2012. When the survey exercise was completed the project staff scheduled for child rights orientation to children and the employers.



Figure 7: Working Children Identified during Observation



Figure 8: Children Registration for Child Labour Training

(ii) Orientation on Child Rights to Children

Sustainable Elimination and Prevention of Child labour at the mitaa of Ukwamani and Mzimuni depended much on the sensitization of children on child rights through orientation event. Project team implemented the orientation programme accordingly.

The main objective of the orientation programme was to promote awareness level of school children on child right related issues so that they know the child age group, minimum few child rights, cluster of child rights and discrimination of child rights and impact of child labour.

(a) Area Covered and Training Schedule

Two orientation programmes on child rights to children was conducted where by two modules taught at different sessions were covered. 32 children were covered which met the target projection of the project accurately. An orientation guideline was revised by

project team to facilitate the orientation sessions accordingly. Program facilitators were oriented on the guideline. The major topics of the orientation sessions were;

Table 13: Training Sessions to Children and Modules Covered.

DATE AND TIME	MODULE	SPECIFIC TOPICS	PERSON INVOLVED
08:30hrs- 10:30hrs 4 th June 2012	MODULE I	-Definition of some common terms about child labour -Introduction to child labour in Tanzania -What is child labour	Silpha Kapinga-TUICO Edson Katabwa-CED
10:30-11:00hrs BREAK			
11:00hrs- 14:30hrs		-Child work and child labour -Who is a child? -Minimum age -Child labour– the scale of the problem	Silpha Kapinga-TUICO
08:30hrs- 10:30hrs 5 th June 2012	MODULE II	-Causes and consequences of child labour -Poverty as a cause of child labour in Tanzania -Other factors contributing to child labour -Supply factors contributing to child Labour	Silpha Kapinga-TUICO
10:30hrs-11:00hrs BREAK			
11:00hrs- 13:00hrs		-Demand side -Factors that sustain child labour. -Social implications and consequences of child labour in Tanzania	Silpha Kapinga-TUICO

		-Child labour in the face of hiv/aids -Social risks of child labour	
13:00hrs-14:00hrs LUNCH BREAK			
14:00hrs- 14:00hrs		-Effect of child labour on education -Effect of child labour on health -Effect of child labour on social development -The gender dimensions of child labour	Silpha Kapinga- TUICO

The two mitaa authorities of Ukwamani and Mzimuni assisted cordially to arrange the event as well as operation. Attended children's participation was also alive and helped them to be clearer conceptually. Children were able to understand the child, child rights and child related other discussed issues.

(b) Method and Facilitation Process

Facilitators applied a set of approaches that made it easy for children to understand what was taught, including short games, storytelling and riddles that reflected the subject at that particular time. Active participation of participants (children) was ensured through brain storming, idea generation, exchanging individual opinion, small group, questioning and verbal pre & post evaluation as the training manual shows (see appendix III).

Through the orientation process it was realized that children were more interested about their issue and rights. They shared their experiences, understandings and personal thoughts during session. In order to ensure continuous communication with these oriented children,

it was decided by project management that child rights awareness process should be linked with other events like Interschool sports, debate or quiz competition. Facilitators tried to discuss topics precisely with children participation. Evaluation showed that objectives of the orientation programme were carried out accordingly within time frame. Finally, it could be concluded saying that children were eager to know the information and duty bearers must have to address their demands through continuous and new initiatives for their betterment.

(iii) Child Rights Orientation to Parents/Guardians

The main objective of the orientation programme was to promote awareness level of parents/guardians of child labour on child rights related issues so that they can also sensitize and contribute knowledge to the neighbouring people on child age group, minimum few child rights, cluster of child rights, and discrimination of child rights and impact of child labour.

Participants were the parents/guardians of targeted child labourers. Each participant was invited the day prior to participate in the event. Project facilitators facilitated the events in making sure the participants were guided properly and that there was a smooth orientation. Four orientation sessions on child rights to parents/ guardians of child labour were implemented and 17 parents /guardians of child labourers were covered which met the target projection accurately. 7 participants were male and 10 participants were female. Topics of the orientation sessions are in table 14 below.

Table 14: Time Table of Topics and area Covered

DATE AND TIME	MODULE	SPECIFIC TOPICS	PERSON INVOLVED
08:30hrs- 10:30hrs 4 th June 2012	MODULE I	-Definition of some common terms about child labour -Introduction to child labour in Tanzania -What is child labour?	Silpha Kapinga- TUICO
10:30-11:00hrs BREAK			
11:00hrs- 14:30hrs		-Child work and child labour -Who is a child? -Minimum age -Child labour– the scale of the problem	Silpha Kapinga- TUICO
08:30hrs- 10:30hrs 5 th June 2012	MODULE II	-Causes and consequences of child labour -Poverty as a cause of child labour in Tanzania -Other factors contributing to child labour -Supply factors contributing to child Labour	Silpha Kapinga- TUICO
10:30hrs-11:00hrs BREAK			
11:00hrs- 13:00hrs		-Demand side -Factors that sustain child labour. -Social implications and consequences of child labour in Tanzania -Child labour in the face of hiv/aids -Social risks of child labour	Silpha Kapinga- TUICO

13:00hrs-14:00hrs LUNCH BREAK			
14:00hrs- 16:00hrs		-Effect of child labour on education -Effect of child labour on health -Effect of child labour on social development -The gender dimensions of child labour	Silpha Kapinga- TUICO
08:00hrs- 10:30hrs 6 th June 2012	MODULE III	-Worst forms of child labour -Obligations of government on worst forms of child labour -Harzadous work as an example of the worst forms of child labour	Silpha Kapinga- TUICO
10:30hrs-11:00hrs BREAK			
11:00hrs- 14:00hrs		-The gravity of hazardous child labour -Hazard and risk -Examples of hazardous work in Tanzania	Silpha Kapinga- TUICO
08:30hrs- 10:30hrs 7 th June 2012	MODULE IV	-Strategies for eliminating child labour and key responsibilities of employers and others -Employers and others	Silpha Kapinga- TUICO
10:30hrs-11:00hrs BREAK			
11:00hrs- 14:00hrs		-The prevention strategy -Withdrawal and rehabilitation of children from hazardous work -Protection	Silpha Kapinga- TUICO

Project supporting staff peoples assisted cordially to arrange the event as well as operation. Participation of attended parents/ guardians of child labour were also alive and help them to be clearer conceptually. Participants can able to comprehend the child, child rights and child related other discussed issues.

Active participation of participants (parents/ guardians of child labourers) was ensured through brain storming, idea generation, exchanging individual opinion, small group, questioning and verbal pre & post evaluation.



Figure 9: Trainer During Child Rights Training to Parents/Guardians of Child Labourers

Achievements of the orientation included; parents were enjoying the sessions and they concentrated as per expectation. They tried to learn more on issues and were interested to

educate children by their best efforts. They were able to sensitize others on child rights & its clusters, risks of child labour and role of parents/guardians.

(iv) Child Right Orientation to Children Employers

The main objective of this training programme was to promote awareness level on health, safety and code of conduct focusing the child rights issues of owners of places where children were working.

Participants were 7 males and 5 females. Many participants were representatives of businessmen with shops and bars where children had been employed to carry things and assist customers respectively.

(a) Method and Facilitation Process

Facilitators applied a set of approaches followed by guideline and facilitated by turn. Again active participation of participants (children employers) was ensured through brain storming, idea generation, exchanging individual opinion, group works, questioning and verbal pre & post evaluation.

(v) Provision of Skills Training on Income Generating Activities to Parents/Guardians

This training skill was mainly designed for parents/guardians who had their children working/employed. In other case some of these parents' income was depending on the children's employments. So the project staff designed this training for parents/guardians of the released children so that they become able to minimize the loss of their children's income by engaging themselves in income generating activities.

Table 15: Time Table and Areas Covered During the Training

DATE AND TIME	MODULE	SPECIFIC TOPICS	PERSON INVOLVED
08:30hrs- 10:30hrs 8 th June 2012	MODULE I	-Definition of some common terms about child labour -Introduction to child labour in Tanzania -what is child labour? -Overview of labour laws against child labour in Tanzania	Silpha Kapinga-TUICO
10:30-11:00hrs BREAK			
11:00hrs- 14:30hrs		-Child work and child labour -Who is a child? -Minimum age -Child labour– the scale of the problem	Silpha Kapinga-TUICO
08:30hrs- 10:30hrs 9 th June 2012	MODULE II	-Causes and consequences of child labour -Poverty as a cause of child labour in Tanzania -other factors contributing to child labour -Supply factors contributing to child Labour	Silpha Kapinga-TUICO
10:30hrs-11:00hrs BREAK			
11:00hrs- 13:00hrs		-Demand side -Factors that sustain child labour -Social implications and consequences of child labour in Tanzania -Child labour in the face of hiv/aids -Social risks of child labour	Silpha Kapinga-TUICO
13:00hrs-14:00hrs LUNCH BREAK			
14:00hrs- 16:00hrs		-Effect of child labour on education -Effect of child labour on health -Effect of child labour on social development -The gender dimensions of child labour	Silpha Kapinga-TUICO
08:00hrs- 10:30hrs 11 th June 2012	MODULE III	-Worst forms of child labour -Obligations of government on worst forms of child labour -Hazardous work as an example	Silpha Kapinga-TUICO

		of the worst forms of child labour	
10:30hrs-11:00hrs BREAK			
11:00hrs-14:00hrs		-The gravity of hazardous child labour -Hazard and risk -Examples of hazardous work in Tanzania	Silpha Kapinga-TUICO
08:30hrs-10:30hrs 12 th June 2012	MODULE IV	-Strategies for eliminating child labour and key responsibilities of employers and others -Employers and others -The prevention strategy -Withdrawal and rehabilitation of children from hazardous work -Protection	Silpha Kapinga-TUICO
10:30hrs-11:00hrs BREAK			
11:00hrs-14:00hrs		-What employers should do to stop child labour in Tanzania - What employers should be aware of when working with others to address other forms of child labour? -Local community involvement -Working with development partners -Working with trade unions: -Government	Silpha Kapinga-TUICO

(a) Method and Facilitation Process

The Project Management team engaged qualified trainer – Mr. Joseph Nyirabu from College of Business Education-Dar es salaam campus to prepare, organize, and conduct training program by using slow learners methodologies that comprised various set of training techniques that considered special needs of training process for the people with poor learning capabilities.

Generally, this was a skills based training workshop that targeted parents/guardians of the employed children who were or plan to engage in income generating activities. The training aimed built capacity within the participants themselves with or without existing income generating activities but required skills in terms of business management, investment management, financial management, increasing production, marketing themselves and how to effectively keep records.

For the purpose of attaining practical experience and knowledge in the whole process of generating and acquiring knowledge and skills to participants, application of adult learning centered on participatory approach was necessary. Each topic was illustrated with practical examples and parents/guardians were accorded opportunities to ask questions on the topics. They were given practical assignments in groups to practice some of the concepts learnt. Participatory methods and approaches used during the workshop included, sub groups and plenary discussions, verbal exercises, brainstorming techniques, case studies and models, questions and answers, business related story telling, generating practical examples and experiential learning.

Closing sessions were held by Mr. Shomari Kiguku, Kawe Ward Executive officer. He expressed his gratitude to the participants and facilitators for the good work done and challenged the participants to put into practice whatever they had learnt during two days. He emphasized on the importance of conducting more trainings on income generating activities that are competitive and sustainable.

4.7 Project Achievements

This project succeeded in number of areas. Successfully trainings improved knowledge on child right issues to children at the mitaa of Mzimuni and Ukwamani. Through this

children were seen attending school and withdraw themselves from children employment. Again parents/guardians successfully received trainings on child rights and child labour issues. With their understanding parents/guardians also provided the knowledge to their children, and also withdrew them from forms of child labour for those children who were employed.

Another objective of this project was to sensitize children employers on child rights issues and effects of child labour to children employers. Children employers who received trainings started adhering to child right issues and were no longer violating labour laws against child labour. Here all employers released all the 32 children, and they reunited with their parents/guardians and continue normal life as children. The skills training on income generating activities to parents/guardians of the employed children also helped them to identify new income generating activities. Through the training provided, 9 parents/guardians who depended fully on their children income were able to start their own income generating activities and therefore withdrew their children from child labour.

Table 16: Time Table and Topics that were Covered

DATE AND TIME	TOPIC	SPECIFIC TOPICS	PERSON INVOLVED
08:30hrs- 10:30hrs 18 th June 2012	TOPIC I WHO IS AN ENTREPRENEUR	-What is a business -Who is an entrepreneur -Role of an entrepreneur	Mr Joseph Nyirabu-CBE
10:30-11:00hrs BREAK			
11:00hrs- 13:00hrs		-How employees and entrepreneur differ -Reward of being an entrepreneur	
09:00hrs- 13:30hrs 19 th June 2012	TOPIC II SMALL BUSINESS MANAGEMENT	-Small business management -Management -Planning -Pre-business planning -Day to day planning	Mr. Joseph Nyirabu-CBE
09:30hrs- 13:30hrs 20 th June 2012	TOPIC III MARKETING YOUR BUSINESS	-Marketing your business -Where is the market for your business	
09:30hrs- 13:30hrs 21 st June 2012	TOPIC IV CARING FOR CUCTOMERS	-Caring for customer -Great customer service Be attentive Make it personal Give them a discount Keep them informed. Take personal responsibility	Mr. Joseph Nyirabu-CBE
09:30hrs- 13:30hrs 22 nd June 2012	TOPIC V IDENTIFY YOUR INCOME GENERATING ACTIVITIES	-Identify your income generating activities Invest new product or service Assemble products	Mr. Joseph Nyirabu-CBE

		<p>Become a supplier</p> <p>Find uses for waste materials</p> <p>Start a co-operative</p> <p>Become an agent</p>	
<p>09:30hrs-</p> <p>14:00hrs</p> <p>23rd June 2012</p>	<p>TOPIC VI</p> <p>SAVINGS</p>	<p>-What is saving</p> <p>-why people save</p> <p>-How to save</p>	<p>Mr. Joseph</p> <p>Nyirabu-CBE</p>

CHAPTER FIVE

5.0 PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

This section analyses the three aspects of the project namely Participatory monitoring, Evaluation and Sustainability. Participatory monitoring section dwells with the purpose of coordinating all the planned activities in the implementation plan, indicators and methodologies used during data collection. The evaluation section shows the purpose of evaluation, types and methodologies used during data collection. Lastly the sustainability section that presents plans of the project sustainability put in place for the project to function regardless of any changes.

5.2 Participatory Monitoring

Monitoring is a process of routinely gathering information in all aspects of the project implementation (Cohen, 2000). Participatory monitoring is a process through which stakeholders at various levels of project implementation engage in monitoring or evaluate a particular project, program or policy by sharing the control over the content, the process and results with primary stakeholders.

Participatory monitoring is increasingly being recognized as being integral to the monitoring and evaluation process since it offers new ways of assessing and learning from change that are more inclusive and more responsive to the needs and aspirations of those most directly affected. It is also geared towards not only measuring the effectiveness of the project, but also towards building ownership and empowering beneficiaries,

accountability, and transparency and involves collective actions to improve performance and outcomes.

5.2.1 Research Objectives

Participatory monitoring in this project essentially assessed the trends of the project implementation and measure the process towards the project objectives, but particularly to determine whether i) inputs were already available in time; ii) if the work plan was followed accordingly; iii) if adjustments were made and corrective actions were taken whenever necessary; iv) if stakeholders were kept informed of the project process; v) whether resources were used efficiently.

5.2.2 Research Design

Designing a study helps researcher to plan and implements the study in a way that will help them obtain the intended results thus increasing the chance of obtaining information that could be associated with the real situation (Gibson, 2000).

In this project, the researcher applied exploratory and descriptive research designs during project monitoring. According to Koshy (2005), exploratory research design examined the relevant factors in detail to arrive at an appropriate description of the reality of the existing situation. Therefore the researcher used this approach to gather information required for monitoring and analysis of the project, to identify problems and find solutions.

The descriptive research design in project monitoring involves the description or narration of facts and characteristics concerning a particular situation of the project implementation. Burns and Grove (2005) put emphasis that descriptive research provides an accurate portrayal or account of the characteristics of a particular individual, event or group, in real

life situations for the purpose of discovering new meanings, describing what exists; determine the frequency which something occurs and categorizing information.

Therefore this design was used by researcher to describe some existing data required for interpretation and measurements of the project towards the planned objectives.

5.2.3 Research Methods

Both Qualitative and Quantitative research methods were applied during project monitoring. The major factor for the use of both approaches was; some of the project objectives were better assessed by qualitative methods where as to other objectives quantitative methods were proper tools used to clearly assess progress of the project. According to Patton (1990) combining quantitative and qualitative research methods and approach in monitoring and evaluation of development projects has proved to be very effective.

Therefore the researcher decided to use both methods because they supplement each other whereby qualitative methods provide the in-depth explanations of the project implementation while quantitative methods provide the statistical data required to measure the performance and progress of the project.

5.2.4 Research Tools

The following tools were used for data collection during the project monitoring;

(i) Observation

Since monitoring was conducted on routinely basis, direct observation was applied during project monitoring. Observation refers to the systematic examination of real-time

processes or operations with the goal of identifying needs/challenges or improving processes and practices—that is, what can be seen. Observations typically incorporate a prescribed protocol containing specific measures of observable behaviour and the narrative recording of the program activities and their context.

In this participatory monitoring, observation method was considered to be useful as it well gave a chance to understand processes or operations and views of the project whenever they occurred. This approach provided direct information about behaviour and response of individual members and groups.

(ii) Documentary Review

The use of documentary methods refers to the analysis of documents that contain information about the phenomenon the researcher wishes to study (Bailey, 1994). According to the researcher, this method is just as good as sometimes even more cost effective than other data collection tools in development projects. In this case the searcher reviewed documents generated from different meetings with stakeholders, training manuals, school reports and government documents whenever necessary. Project personnel therefore had a duty and responsibilities to ensure that the document consulted were genuine and have integrity.

(iii) Semi- structured Interviews

This technique was used by the researcher to collect qualitative data by setting up a situation (the interview) that allowed a respondent time and scope to talk about their opinions on particular matters of the project during monitoring. The focus of the interview was decided by the researcher because there were areas the researcher was interested to

explore. Some of the questions had been prepared but some occurred to the researcher during the interview.

The researcher preferred to apply this method due to the following reasons, one; high validity. Respondents were able to talk about something in detail and depth. Second a positive rapport between interviewer and interviewee. It was very simple, efficient and practical way of getting data about issues that could not had been easily observed (for example feelings and emotions). Third the problem of pre-judgment of the researcher determining what would or would not be discussed in the interview was also resolved. With few "pre-set questions" involved, the interviewer could not "pre-judge" what was or was not important information.

5.2.5 Sampling Procedure

Sampling is the process of selecting units (e.g. people, organizations) from a population of interest so that by studying the sample a researcher may fairly generalize their results back to the population from which they were chosen (Rwegoshora, 2006).

Even though participatory monitoring involved project beneficiaries, it was not easy for the researcher to take in everybody. Therefore the researcher opted for a stratified sampling technique. This is a sampling technique in which the researcher divides the entire target population into different subgroups, or strata and then randomly selects the final subjects proportionally from the different strata (Mouton, 2001). In this case, the researcher thought stratified sampling was the best technique because he was already dealing with different subgroups (beneficiaries) of the project. These are parents of the children working, employed children, school children and children employers.

5.2.6 Monitoring Indicators

Monitoring indicators are operational description in terms of quantity, cost or quality, time etc that are necessary to help the researcher determine what data needs to be collected to assist in assessing the progress of the program and if it on track to achieving its goal and objectives. For inputs and activities they are known as activity targets or milestones. Indicators provide the basis on which to verify the progress of a project and to identify deviations from planned progressions.

Monitoring indicators were established in order to answer the developed research question. As the project objectives were, to change the attitudes and awareness of child rights among local stakeholders, to change the quality of life of parents who depended on their children's employment through skills trainings on income generating activities and to prevent other children from engaging in any form of child labour, each of these objective had its own indicators so as to lead the researcher for the project performance. Issues to be monitored included; relevance of the trainings, their contents, timeframe scheduled for trainings program, participation criteria, venue and training cost.

5.2.7 Validity and Reliability

In statistical terms, Validity refers to how well a test measures what it is supposed to measure where by Reliability is a degree to which an assessment tool produces stable and consistent results (Scott, 2001). While reliability is necessary, it alone is not sufficient. For a test to be reliable, it also needs to be valid. In participatory monitoring, the researcher focused on content validity, which is the degree to which the items in the instruments adequately represent the universe of the content. To ensure that the information collected were valid, research methods and tools used accurately reflected the phenomenon being studied and that questions asked during the interview were appropriate

to the release of children in any form of child labour at the mitaa of Ukwamani and Mzimuni in Kawe Ward.

On the reliability side, the information that was collected during participatory monitoring was considered reliable in view of the fact that the researcher used a combination of methods with which increased the reliability. For instance the documentary review was administered without interrupting any project functions; direct observation tool to quickly collect a great deal of direct information about the behaviour and attitudes of the project beneficiaries; and the semi-structured interviews to get more in-depth information from the respondents.

5.2.8 Monitoring Information System

The monitoring system of the project was developed during the project planning before the actual project started. The monitoring team was formed by the project management team, comprised of child release team and officials from Kawe Ward and headed by the project coordinator. Monitoring activities were carried out using indicators formulated from the project beneficiaries to measure or assess the achievements of the project objectives. For instance implementation of the project activities were monitored by comparing activities performed with the milestones established in the work plan. The indicators were derived from the project record, for instance dates of starting and completing a specific activity.

Project monitoring process were determined by the Project Management Team and were conducted in a participatory way involving the stakeholders such as government officials from Kinondoni Municipality, project main beneficiaries such as children, their parents and children employers.

At the very first stage of the project monitoring, activities that reflected monitoring plan were carried out by only The Project Planning Team headed by the Project Coordinator. The second levels of monitoring were carried out with the involvement of other stakeholders including the funding and facilitating organization (Kawe Ward).

5.2.9 Analysis of the Monitoring Results

During the project monitoring, all the information gathered were analyzed and discussed in a focus group discussion manner. The findings were used by the Project Management Team to improve the implementation of planned activities aimed to release children from any form of child labour and change the life status of their parents' through income generating activities trainings.

The periodic analysis of monitoring information and systematic recording was done by the project monitoring team headed by the Project Coordinator with the involvement of the project beneficiaries. The aim was to obtain the necessary information and make the needed adjustments and/or modifications. A fundamental agreement was done with the stakeholders on the planned project objectives and activities monitored.

To keep track of the project activities that were implemented, different information were recorded and analyzed at different duration of time depending on their nature and urgency. Some of the information was analyzed on weekly basis and where by some on monthly basis. Project monitoring team made sure the information collected was on track and reflected the project intended objectives.

Based on the monitoring results, training to children on the awareness of child rights was reviewed and improved to meet both stakeholder's and project plan demands. Generally,

the facilitators were satisfied by children's attendance and participation in this program. Participants went through new experience that is bound to have noticeable effect on them and their struggle on child labour; keeping into consideration that, they had different experience drawn from different teachings/trainings. All children approached exercises given in the sessions with seriousness and they were committed to use the skills and experience gained for exchanging ideas on the effects of child labour in their respective areas.

Regarding the training to parents/guardians on income generating activities, they commented that they had acquired knowledge that had never gained before; that led them to open their eyes far beyond their imagination. The participants identified key areas in which they wished to focus their endeavours. They spelt out the specific steps that should be taken after the training. These included, taking personal commitment to undergo for future brightness; now they believe that their life is in their hands with only little support from outside supporters if today would like to change their life in real sense; they believed they 'could' foster for considerable changes within their households.

Again so far they believe that financial and material things are not a starting point to get rid of where they are now economically, but accepting to learn how to come up with any paying income generating activities and learn to be persistent, be consistent, learn how to reason, critical thinking, own problem solving and decision making, objective oriented, risk taking and that loosing is not limiting factor to take step ahead.

In order to maintain attained the project objective; they also pointed out that there is a need to have regular followed up with trainees to catalyze the training discussions. Psychologically, any adult person who has acquired new skills need regular reminding of

skills and knowledge and adds new experience in the process. Knowledge base development would remain the core essence of any program for knowledge enhancement to people who lack such knowledge.

According to the reports based on opinions from other stakeholders including the government representatives, it seems that there is a lot of opportunity locally available but there are information gaps disabled people. Encouraging resources accessibly and network would add value especially to policy enforcing organs such as the government. They also pointed out that the income generating trainings skills that provoke behaviour change would be central capacity building module for communities whose earnings depend on child labour.

5.3 Participatory Evaluation

Participatory evaluation is a partnership approach to evaluation in which stakeholders actively engage in developing the evaluation and all phases of its implementation. Stakeholders are people who have an interest in how the evaluation comes out (Zeichner, 1993). They include partners, program beneficiaries, funders and key decision makers.

Participation occurs throughout the evaluation process including:

- identifying relevant questions
- planning the evaluation design
- selecting appropriate measures and data collection methods
- gathering and analyzing data
- reaching consensus about findings, conclusions and recommendations
- disseminating results and preparing an action plan to
- improve program performance

TABLE 17: Project Monitoring Summary

Project goal	Project objectives	Activities	Indicators	Monitoring method	Data source	Responsible person	Time frame
To reduce and prevent child labour	To improve awareness on child rights and child labour to children	To conduct child rights orientation program to children	Number of children trained	Field visit Observation Interview Document review	Training reports School documents	Project coordinator Children release team	3 rd May 2012- June 2013
	To improve awareness on child rights and child labour to parents/guardians	To conduct child rights and child labour orientation programs to parents/guardians	Number of parents/guardians trained	Field visit Observation Interview	Training reports	Project coordinator Children release team	3 rd May 2012- June 2013
	To sensitize children employers on child rights issues and effects of child labour	To conduct training on child rights issues and effects of child labour to children employers	Number of employers attended	Field visit Observation Interview	Training reports	Project coordinator Street executives	3 rd May 2012- June 2013
	To improve child right awareness to project stakeholders	To conduct awareness programs on child right issues to project stakeholders	Number of stakeholders attended the program	Meetings Field visit Interviews	Training reports Meeting minutes	Project coordinator Project facilitators	3 rd May 2012- June 2013
	Provision of skills training on income generating activities to parents/guardians	To conduct training skills to parents/guardians on income generating activities	Number parents/guardians trained	Interviews Field visit Documentary review	Training reports Documents	Project coordinator Gov stakeholders	3 rd May 2012- June 2013

Fundamentally, participatory evaluation is about sharing knowledge and building the evaluation skills of program beneficiaries and implementers, funders and others. The process seeks to honor the perspectives, voices, preferences and decisions of the least powerful and most affected stakeholders and program beneficiaries. Ideally, through this process, participants determine the evaluation's focus, design and outcomes within their own socioeconomic, cultural and political environments.

In this case, evaluation exercise for this project was also conducted in a participatory approach involving children, who were the main target, parents of the employed children, children employers, mitaa community leaders, Kinondoni Municipal officials and project implementers. The project continued to be evaluated by the host organization again in the participatory approach to ensure its sustainability. The project coordinator provided guidance and technical support for the forthcoming evaluations. Periodic evaluation of the project for the forthcoming period (say from June 2013 and so on) was planned to be done after every 3 months.

5.3.1 Project Evaluation Methods

Participatory methods for this project were prepared in a user-friendly format to first enable the practitioner to easily put it to use and second to provide an easy way for respondents to understand and respond as required. It was taken into account that when planning the evaluation methods that they should be appropriate for different informants groups or data sources such as decision makers, community members, children, rural communities, and many others. Methods that were used to assess the efficiency and effectiveness of the project in terms of its goal and objectives were focus group discussion, meetings, observation, implementation reports review, and observation.

(i) Focus Group Discussion

Focus groups discussions were applied in this project because they allowed specific topics to be explored in depth with a group of selected individual. The method was also useful for determining stakeholders' preferences; understanding program implementation problems; developing recommendations and suggestions exploring a range of views on a particular subject. The discussion was highly participatory as it involved representatives from each target group of beneficiaries. There were 3 children representatives, 3 parents' representatives, 2 children employers, street executive officer, district development officer and project coordinator.

(ii) Meetings

Meetings were also very useful in evaluating objectives and targets underlying the project. Each street (mtaa), in this case Ukwamani and Mzimuni conducted one meeting in a week for sharing experiences, challenges and achievements regarding the entire project. These meetings generally had a facilitator to encourage two-way communication that allowed participants to speak comfortably together, share common problems and a common purpose. The outputs from these meetings at all times represented the larger group of beneficiaries, giving them a "voice" especially to those were unable to speak up in a public.

(iii) Observation

Observation method was as well applied in the project evaluation when written or any other evaluation method seemed inappropriate. Because the whole project based on training, observation method assisted the researcher and facilitators in evaluating the delivery and potential outcomes of the trainings through variety of elements. These included characteristics of participants, attitudes towards subjects, their statements about

commitments, skills and knowledge, levels of participation, facial expressions, physical surroundings (the rooms, comfort, suitability, seating arrangements) and products of programs (manuals). All these were best evaluated through observation technique to get the right answers.

(iv) Implementation Reports Review

The project coordinator with the collaboration of other stakeholders applied this method so as to be going through all project records maintained by the project implementers in the course of conducting their activities. This method was used as a follow up technique to check the existence of the project implementers and to see if they were really responsible for what they were entrusted with by the project management. Through the records the researcher provided technical advice and way forward to be followed so as to keep the project on track.

5.4 Project Evaluation Summary

The central goal of this project was to elimination children from all forms of child labour. Project evaluation was conducted to check the achievements of the project as connected to its objectives. The evaluation provided a clear picture about efficiency, effectiveness and relevance of the whole project. Evaluation was also conducted in a participatory way, involving target beneficiaries (children, their parents, children employers, community leaders, district officials and project implementers). Different methods such as focus group discussion, record reviews, observation and meeting were applied.

Evaluation reports showed the project success was achieved to a great extent. This was based on the project goal “To elimination children from any form of child labour”, where by its immediate objectives were measured in the given evaluation.

TABLE 18. PROJECT EVALUAION SUMMARY

Project goal	Project objectives	Evaluation objectives	Evaluation indicators	Evaluati on method	Data source	Responsi ble person	Eval Time
To reduce and prevent child labour.	to improve awareness on child rights and child labour issues to children	To see if children take care of themselves in meeting their basic needs	Improved children responsibilities and accountability by themselves	FGDs Observat ion Review records	Training reports School reports	Project coordinat or Children release team	October 2013
	to improve awareness on child rights and child labour issues to parents/guardians	To see if parents/guar dians take care of their children in meeting their basic needs	Improved parents/guardi ans responsibilities and accountability toWard children	FGDs Observat ion Meeting	Training reports Impleme ntation reports	Project coordinat or Children release team	October 2013
	to sensitize children employers on child rights issues and effects of child labour	To see if children employers are adhered to child right issues and are no longer violating them	Absence of any employed children	Meeting Observat ion	Training reports Impleme ntation reports	Project coordinat or Street executive s	October 2013
	To improve child right awareness to project stakeholders	To see if policy implementer s reinforce child right issues into their mitaa and no one is violating them	Improved community responsibility and accountability on child right issues	FGDs Meetings Review records	Training reports Ward offices	Project coordinat or Ward executive	October 2013

	Provision of skills training on income generating activities to parents/guardians	To see if parents/guardians are able to identify their income generating activities	Establishment of more income generating activities	FDGs Observation Meetings	Follow up mitaa reports Observation Ward offices	Project coordinator Mitaa executive	October 2013
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Objective one

Objective one was to improve knowledge on child right issues to children at the mitaa of Mzimuni and Ukwamani. The evaluation purpose as discussed above assessed if the children themselves were aware of their rights and they take care of themselves to meet their basic needs. Through this children were seen attending school and withdraw themselves from children employment.

Objective two

Objective two was to improve awareness on child rights and child labour issues to parents/guardians. The evaluation purpose for this objective was to find out if parents/guardians take care of their children in meeting their basic needs and rights. In this parents/guardians had started providing education to their children, withdraw their children from any form of child labour for those children who are employed.

Objective three

Objective three was to sensitize children employers on child rights issues and effects of child labour to children employers. The evaluation purpose to this objective was to find out if children employers were adhered to child right issues and were no longer violating any labour laws against child labour. Here all employers released all the 32 children, and they reunited with their parents/guardians and continue normal life as children.

Objective four

Objective four was to improve child right awareness and knowledge to project stakeholders such as district officials, mitaa executives and other community leaders. The evaluation purpose for this objective was to see if policy implementers reinforce child right issues to their communities they are leading especially into their mitaa where the project was taking place and no one was violating them.

Objective five

The last objective was to provide skills training on income generating activities to parents/guardians of the employed children. The evaluation purpose to this objective was to see if parents/guardians were successfully able to identify their income generating activities. Through the training provided, 9 parents/guardians who depended fully on their children income were able to start their own income generating activities and therefore withdrew their children from child labour and provided them with basic needs according.

5.5 Project Sustainability

In this project, the activities were designed focusing on elimination of children in any form of child labour in the mitaa of Ukwamani and Mzimuni. Therefore the activity plans from the beginning to the end will focus on strong coordination mechanism at the mitaa level for the children wellbeing. Therefore, the sustainability of this project is highly ensured due to its nature in involving various key stakeholders and beneficiaries including children, political leaders, district officials, children employers and teachers. Sections bellow will show how political, financial and institutional coordination has insured the project sustainability.

5.5.1 Political Sustainability

This project is ensured to receive government support through coordination from the very low level of administration that is from mitaa level to the district level. It is under the jurisdiction of the City Council Authority and therefore it is expected that the key necessary support such as financial and technical aspects will be provided. The project is not only the major concerns of the two mitaa Ukwamani and Mzimuni in Kawe Ward where it is taking place, but also at the District, Regional and National level. The Kawe Ward office has also been committed to continue conducting monitoring and evaluation of the project. This also makes the District Authority to be highly responsible and accountable.

Discussion is still going on with District Authorities so that the issue of child labour is mainstreamed in medium term expenditure framework of the district in each financial year. The promising signs are that this mainstreaming plan has also been done at the City level. This is planned to involve all key stakeholders within the given communities to provide financial/material support to the parents/guardians who will still be taking care of their children in difficult situations. The district authority will also be involved in monitoring and evaluation from the inception of the project. This project is also in accordance with the Tanzania National Most Vulnerable Children Action Plan, this is a way to make its operation sustainable.

5.5.2 Financial Sustainability

The implementation and sustainability of this project is insured with the financial support from Kinondoni municipal office through global fund. However, small community organization, as will be discussed later, whose most members are expected to be parents of the employed children, and children parliament, will establish their own special fund

through which member will be making voluntary contribution. The future plans of the Kinondoni Municipal will be to mobilize different development partners to make their support to the elimination of child labour at the mitaa levels. Communities are also expected to be more sensitized to provide support to the organizations against child labour. At the national level the government will be expected to provide support to the elimination of child labour so that they are provided a chance to access their basic services such as education, health, water and sanitation, good shelter, food and nutrition.

5.5.3 Institutional Sustainability

The sustainability of this project again will to continue due to its practical application of self help and participatory approach. The project has been controlled in a participatory way since its inception where by community members were considered as primary stakeholders. So the local commitment was and is highly insured. The public is at this point really aware with the children rights and effects of child labour, and now majority already feel ownership of the children's need and problems.

Through this public awareness and commitment, in order for the project to continue, project management has established two anti-child labour organizations within the community. One is called Network of stakeholders and the other Children's Parliament.

(i) Network of Stakeholders

Member

District officials, Municipal officials, local policy makers, influential community leaders, politicians, parents, and religious leaders

Objectives of the Organization

- To develop local pressure group with knowledge, skills and attitudes on child rights and child labour issues for monitoring and advocacy.
- To encourage and assist parents/guardians and released child labourers in integration process and in improving their livelihood
- To create a supportive and sustainable community structure to monitor elimination and prevention of child labour in the project area
- To strengthen community participation process in increasing accountability of stakeholders on child labour issues

Roles of the Members

- To attend progress review meetings, share their opinions and assist project staff in planning and developing appropriate strategies
- To take proactive roles in advocating with concern personnel for establishing and reinforcement of child right policies
- Adopt and implement child rights and child labour prevention interventions in any other related projects

Leadership, Governance and Membership Induction

Kawe Ward office so at this point the meeting venue. Chairperson of these seating is the Kawe Ward development officer, in case of her absence she appoints anyone to run the

meeting during that day. Permanent members are other District officials, Municipal officials and any other local policy makers from the Kinondoni district. Other members who have been mentioned above; such as influential community leaders, politicians, parents and any other personnel are inducted to become members after they have voluntarily attend three (3) meetings consecutively.

In order to have full commitment and feel the ownership of the group, members have established their own running funds through voluntary contribution with which each member benefits from it in case of any child related problems. This fund is called Ajira kwa watoto basi. Since its establishment this basket has so far collected a total of 275,000 Tshs from members' contributions. The basket grows fast due to the commitment from its members.

Meetings

At the moment stakeholders meet two times in a month, during the weekends, any day of their inconvenient. This is because permanent members, and who are policy enforcers, are government workers and therefore it is hard to be available. It is also difficult for other members as well to be available over weekdays since it is working days. Meeting session expenses are taken care so far taken care by the stakeholder's bucket; where by management personnel receive transport allowances during any seating. Through this stakeholder's bucket, other members also are provided with beverages and snacks during the meetings.

Benefits

In many cases, it is common to find people reluctant to voluntarily contribute or participate in development activities simply because they don't really see their benefits

clearly. This has not been the case to the members of stakeholder's network; where by their membership benefits them and their families.

Financial Benefits

Members benefits from their own contribution because in case a member gets any problem regarding their children, for instance school fees, the stakeholder's bucket (Ajira kwa watoto basi) assists them in terms of loan to be returned slowly by installments. So far despite paying for chairman's transport, other two members, Mama Ally Omary and Mzee Juma Hamisi have benefited from this fund. Mama Ally borrowed 50,000 Tshs to add to her son's school fee, where by Mzee Juma borrowed 80,000 Tshs to help him during his brother's funeral.

Social Benefits

There are also social benefits to the members of this organization. One is; in case of any social problems to any member such as funeral, the stakeholder's network will organize everything from the start to the end plus contributing $\frac{1}{4}$ (quarter) of the expenses. That amount ($\frac{1}{4}$) has been agreed to start with because the organization is still at the early stage of implementation. These benefits have encouraged active participation of the members and encourage more people to become members hence more positive results in the community. For instance, there were only 6 members who were inducted to be permanent members when the organization began.

(ii) The Children's Parliament Members

This children organization comprises all children with age from 5 years to 17years old. This children parliament organized/meet at the schools in both streets. However children from other schools will also be welcomed freely to participate in parliamentary sessions.

Objective

- To build children's leadership capacities and communication skills so that they can express their opinions and can advocate for their rights
- To prepare them with appropriate attitude to invite and include other excluded children in their schools/groups and provide them required support to establish their rights
- To raise awareness on child rights and government legislations related to education and to stop child labour at Mzimuni and Ukwamani streets

Roles of the Children's Parliament

- To attend in the training/orientation sessions
- Advocate for their own rights and those of child labourers through workshops and seminars
- Provide feedback to the network of stakeholders on their opinions and needs

Mode of Operation and Parliament membership

As stated above, members are all children with the age from 5 to 17 years old. At the very start of the parliament, usually at the starting school year, children elect their Prime Minister and other Ministers. Prime Minister is the head of all meetings in the parliament. Mode of election has been discussed in the following sections below.

Parliament Sessions and Seating Arrangements

A circular form of sitting is the plan that is being followed. When seated in a circle, every member is able to see everyone else face to face. Such seating arrangement ensures that all

members have equal chance for interaction and participation. When chairs are given, all should have a chair each to sit or else all must sit together in a circle on the floor. This means to ensure equality. No special sitting arrangements are provided for the speaker, the Prime Minister or any other Minister. If grown-ups i.e. those who will be above 18 years will take part in the meeting as visitors or guests and they will also sit along with the members in the same equal order. In case a child is unable to sit the way the children are seated, they will be given a chair.

A presiding officer will be nominated by the Prime Minister for every session. This will give him or her opportunity to exercise the leadership in conducting meetings. He or she will function as a speaker in the assembly.

Children Ministers

The term “minister” originally meant servant. Ministers are those who serve the people; therefore the people are the masters. It is in this sense that this Children’s Parliaments have ministers. They are not masters; neither will they act autocratically. They are entrusted with certain responsibilities and therefore work for the welfare of their fellow children.

The number of Ministers is determined by the number of concerns of Ukwamani and Mzimuni streets. Because this is the children’s parliament that advocates against child labour, there are also other related issues that children discuss regarding children’s welfare. Below are the ministers and their duties who have been elected to serve their fellow children;

- (i) Minister of education

- (a) To make sure that all the children within the area under his care attend school regularly and study well
- (b) He or she help children to prepare a timetable for them and to follow it faithfully
- (c) He or she will check up and record if teachers attend classes

(ii) Law Minister

- (a) To raise voice against violation of children's rights

(iii) Minister for Communication & Information

- (a) To encourage the members of parliament to read newspapers, journals and books in order to enhance their knowledge
- (b) To encourage the children to write educative articles, poems and stories, paint that are against child rights violation

(iv) Minister for sports and games

- (a) To gather, from sources like journals and books, various educative and skill developing games and introduce them to the children
- (b) He or she will ensure that all the children will take part in one or another game or sports
- (c) He or she will be concerned about the participation of the differently-abled children in sports and games

Mode of Election

Ministers of all these ministries will be elected by member of parliaments. The system of election will be, no one wins, no one loses, no competition takes place, no secrecy, no

expenditure and nobody stands as a candidate. Below is the methodology of election of Prime Minister and Ministers;

(i) Circle Formation

The children always sit in a circle. As explained above, this way all are equal and the children can see every other child face to face.

(ii) Introducing the Ministry/Concern

The one conducting the election (Facilitator) will announce the concern for which the minister is to be elected. E.g. suppose it is the Prime Minister. The Facilitator will say “Now we are about to elect the Prime Minister”.

(iii) Discussion on the Responsibility of the Minister

The facilitator will then ask the following questions.

- (a) What is meant by the post of the Prime Minister?
- (b) What are the responsibilities the Prime Minister will handle? And what are the challenges he or she will have to face?

The facilitator will make sure that all children take part in the discussion.

(iv) Discussion on Capabilities and Attitudes Required for the Person to be Elected as Prime Minister

The facilitator will then ask another question: “What are the capabilities and talents the person to be elected should possess?” The members one by one will express their views.

(v) First Round of Ballots:

Each member is be given a small piece of paper. Each one will be asked to write first his or her name on the top of the paper. Then below that she or he will write the name of the person whom he or she suggests for the post of Prime Minister. For example, Ngaimba suggests the name of Mwadau for the post of Prime Minister:

A member will be able to vote for himself in sociocratic form of elections. In that case the voter writes his or her name twice on the ballot paper. However, no one can propose his or any name publicly.

(vi) Statement of Reason for the Suggestion

The ballots will then be collected and heaps will be made according to names suggested. For example if Mwakombo receives 6 votes a heap of his six votes will be placed, and if Kisakale received 12 votes, another heap of his 12 votes will be placed and if Mwadau receives 13 votes, a third heap of her 13 votes will be heaped together in one place. The names of the three persons who received the votes will be written on the floor for all to see.

The facilitator will now take each ballot paper in hand and addresses the person who had suggested the name and will ask him or her to state the reason for suggestion. Each one will give their reason. For example we shall take Ngaiba who suggested Mwadau.

The facilitator will say: “Ngaiba, you have suggested the name of Mwadau for the post. Please tell us the reason why you did so.”

Usha answers: “I suggested Nandhini, because she is a leader.”

Again someone might say for example “I like her”, or “I just wrote a name”. These will not be reasons for electing a person to a responsible position.

By this exercise, the electors will take responsibility for their choice.

(vii) Chance to Reconsider the Suggestions

Having heard every body's suggestion the voters, the facilitator will now tell the voters that they have an opportunity to reconsider their suggestions. Those who will want to change their choices will take their ballot paper back and put on the heap of another's name. Those who change will be asked to state their reason for their fresh choice."

Suppose Ngaiba takes her ballot back from Mwadau's heap and place it on the heap of Kisakale. She will give a reason for instance "After listening to the reasons given, especially that of Chacha who said Kisakale had been a class leader, I now change my choice".

In this manner they will go on round after round to come to a stage when the facilitator decides that the general sense of the parliament is understood.

(viii) Consent Round

Suppose after a few rounds of changes Kisakale has 26 votes, Mwadau has 3 and Mwakombo has 2 votes. The facilitator will now state the situation in the following or similar words "Friends, after all the rounds, Kisakale has 26 votes, Mwadau has 3 and Mwakombo has 2 votes. We are going to the final stage. That is Consent round".

The facilitator will now take the votes in the heaps of Mwadau and Mwakombo and will call those who had voted for them and say for example:

"Juma, you voted for Mwadau, you do not want to change. However, considering that most of the members have preferred Kisakale, let me ask you if you have any serious objection to Kisakale being the Prime Minister".

In all probability Juma will say, "I have no objection".

The facilitator will continue to ask others the same question and obtain “I have no serious objection” which is consent.

The serious objection would be something like the following. “Kisakale will be shifting to another school after one month”.

The facilitator will now have a freedom either to start the process all over again, or start from another person who had obtained a large number of votes at an earlier stage, or to say “we shall accept Kisakale as Prime Minister now and later, if he shifts to another school we will have another round of election”.

Facilitator plays an important role in the election and must not be questioned. He or she could towards end choose a democratic method of declaring the result. He/she has will have to say something in the following lines “Since we have gone on for some time, and it looks like Kisakale has a large number of votes, we shall decide up Kisakale as the Prime Minister.”

Another possibility is if Kisakale will not want to be the Prime Minister. Then Kisakale will have an obligation to state his reason. His statement will start with “I do not want be Prime Minister because” The statement of Kisakale must be reasonable.

After getting the consent of all those who voted for another, the facilitator will make the announcement of the result thus “You have chosen Kisakale as your Prime Minister, let us give ourselves a round of applause”.

In this case the facilitator can be a teacher, who will also play a role a patron.

The process is followed in election of all the ministers.

Oath Taking

Once a year it is helpful to have an oath-taking function, before Prime Minister and Ministers assume their responsibilities. Oath makes children feel they are going to take up a responsible mission. Secondly, it serves as a sign for the elders to know that their children are engaged in a matter of social importance and accordingly extend their support. At this function the ministers assume responsibility and promise to fulfill their mission responsibly using their talents and abilities to the maximum. So far the following formula is being used as a model;

I, (name) have been elected as Minister of (state the title: Prime Minister/Deputy Prime Minister) Parliament of Children of (name school).

I promise that during the period of my service as (state the title), I shall understand my responsibility and duties clearly and fulfill them to the best of my ability. I promise to dedicate myself for the welfare of each child here at(name school) and help solve the problems of children. I also promise that I shall respect the dignity of each child, treat each one equally without discrimination and I shall set myself as an example for the better functioning of the parliament as a loving and united family.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter consists of two main parts, Conclusion and Recommendations. It will provide an overall summary of the main areas starting from the community needs assessment, literature review, implementation plan, monitoring and evaluation results. Lastly, the chapter will provide recommendations to be considered for further advancement of the project and/or similar projects.

6.2 Conclusion

The overall project goal is to eliminate child labour at Mzimuni and Ukwamani streets in Kawe Ward. And this has been achieved through child rights trainings to children, their employers, and income generating activities training to their parents/guardians.

Through participatory needs assessment conducted at the two streets mentioned above, the study came up with number of findings reflecting the community in different levels of economic, environmental and health.

Although the government has tried to provide free primary education around the country, still many areas parents/guardians don't send their children to school. There have been number of factors raised during the study which influenced the researcher to reflect the project activities to those factors. They include, some children don't see benefits of education, and some parents send their children to work because they depend on their children's earnings.

The problem identification chapter was also a major part of the study in the sense that I provided the specific areas with a focus towards targeted change. The process started by screening off the community problems identified during the participatory needs assessment. The major problem of community identified was child labour. Therefore the researcher came up with the problem statement, goal and project objectives that were presented as project activities for implementation.

From literature review chapter, theoretical review, empirical review and policy review were illustrated. Theoretical review detailed various ideas on child labour issues, while empirical review brought out the documented practical experience. Lastly policy review analyzed a number of policy issues related to child labour and child rights, their strengths and weaknesses.

The project implementation chapter presented all project activities from the beginning to the end. The project outputs were identified followed by the plan, inputs and staffing plan. Lastly was the detailed budget of the project implementation.

The participatory monitoring, evaluation and sustainability chapter described in details the Monitoring and Evaluation methodologies and how the whole exercise regarding monitoring and evaluation will be conducted. The chapter further describes how the project implementers took into consideration that this project will have to last and be sustainable. The most important factor is the willingness and commitment of the project stakeholders and the target community that has been shown towards the project. Therefore, the sustainability plan presented in this chapter reflects much on the commitment that was shown during the study. So far the community has shown much concern and high expectations from the project as project owner and key stakeholders.

6.3 Project Recommendations

Based on the research findings and project implementation, the following are the recommendations that will focus on the sustainable prevention of other children to engage in any forms of labour; change the attitude and improve the awareness of community on child right issues and lastly provide a way forward for parents/guardians on income generating activities.

6.3.1 Future Interventions

Multilateral solutions should be sought to deal with the child labour problems from the individual level, family, and community as a whole, local authorities since they are policy implementers, and intergovernmental agencies. Therefore any intervention projects should as well work to focus problem symptoms and causative. Advocacy should base on creating awareness to actors and community as a whole in a participatory way to invest efforts in solving all problems regarding child labour.

It is also recommended that government development plans should be directed/concentrated to the street (mitaa) levels. At the mitaa level is where becomes easy to solve problems at the grass roots. Street governments/representatives are advised to work more closely with their community so as to identify their problems and intervene smoothly. Development partners should also work closely with the mitaa government authorities.

6.3.2 Future Trainings

The researcher also recommends that any future training that will involve adults in the community should be prepared and conducted by using slow learners methodologies that

comprised various and set of training techniques that consider special needs of training process for the people with poor learning capabilities.

Again for the purpose of attaining practical experience and knowledge in the whole process of generating and acquiring knowledge and skills to participants, application of adult learning centered on participatory approach should be necessary. Each topic/sessions must be illustrated with practical examples and the participants should be accorded opportunities to ask questions on the topics. Participants should be given practical assignments in groups to practice some of the concepts learnt.

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APPENDICES

APPENDIX I:

Permission letter to conduct research from Kinondoni Municipality

HALMASHAURI YA MANISPAA YA KINONDONI

TEL: 2170173
2171022
FAX: 2172606



MANISPAA YA WILAYA YA KINODNONI
IDARA YA MAENDELEO YA JAMII
S.L.P. 61664
DAR ES SALAAM

KUMB Na.KMC/MJ/UT/VOL.1/081

TAREHE 02/02/2012


KWA, EDSON KATABWA
S.L.P 2495
DAR ES SALAAM

**YAH: MAOMBI YA KUFANYA UTAFITI KATIKA KATA YA KAWE, MITAA
YA MZIMUNI NA UKWAMANI**

Tafadhali husika na somo hilo hapo juu

Napenda kukujulisha kuwa maombi yako ya kufanya utafiti kama ilivyotajwa japo juu yamekubalika. Ni matumaini yetu kuwa baada ya utafiti huo utatoa taarifa katika vyombo husika ili utafiti huo uweze kusaidia kuanzisha mradi wa kukabiliana na tatizo utakalolibaini.

Nakutakia kazi njema.


O. Kweyamba.

Afisa maendeleo ya jamii

MANISPAA YA KINONDONI

AFISA MAENDELEO YA JAMII
HALMASHAURI YA MANISPAA YA KINONDONI

Nakala:

Afisa maendeleo ya jamii kata ya Kawe- Mpe ushirikiano.

APPENDIX II:

CHILD LABOUR-SCHOOL BASED QUESTIONNAIRE

SCHOOL NAME _____

MTAA: _____

	Enumerator		Supervisor
NAME			
SIGNATURE			
DATE			
TIME	Start:		
	End:		
QUESTIONNAIRE	Completed:		
	Not completed:		

1. Can you tell me your names?	
2. Age?	If 18years or more stop the survey
3. Sex	1=Male 2=Female
4. Whom do you live with at home? <i>(multiple answers are allowed)</i>	
5. What is the level of school that you are	1=Pre-school

currently attending?	2=Primary 3=Secondary 4=High school
6. Did you miss any school day during the past week?	1=Yes 2=No
7. How many school days did you miss during the past week? <i>(Write the number of days)</i>	
8. Why did you miss school day(s) during the past week? <i>(Read each of the following options and circle two most appropriate option)</i>	1=School vacation period 2=Teachers were absent 3=Bad weather conditions 4=To help family business 5=To help at home with household tasks 6=Working outside family business 7=Illness/ Injury/disablement 8= Others (specify)
9. Did you engage in any work at least one hour during the past week? <i>(As employee, self employed, employer or unpaid family worker)</i>	1=Yes 2=No

<p>10. Describe the main job/task you were performing e.g. carrying customers' luggage; picking plastic bottles; washing cars; etc.</p> <p><i>(Refers to the work on which interviewee spent most of the time during the week.)</i></p>	
<p>11. In addition to your main work, did you do any other work during the past week?</p>	<p>1. Yes</p> <p>2. No</p>
<p>12. For each day worked during the past week how many hours did you actually work?</p>	<p>1. Monday</p> <p>2. Tuesday</p> <p>3. Wednesday</p> <p>4. Thursday</p> <p>5. Friday</p> <p>6. Saturday</p> <p>7. Sunday</p>
<p>13. During the past week when did you usually carry out these activities?</p>	<p>1=After school</p> <p>2=Before school</p> <p>3= Both before or after school</p> <p>4=On the week-end</p>

	5=During missed school hours/days
14. What was the mode of payment for the last payment period?	1=Piece rate. 2=Hourly 3=Daily 4=Weekly 5=Monthly 6=Upon completion of task 7=Other (specify)
15. What is your average monthly income from the main work?	Tshs
16. What do you usually do with your earnings? <i>(Multiple answers are allowed)</i>	1=Give all/part of money to my parents/guardians... 2=Employer gives all/part of money to my parents/guardians 3=Pay my school fees 4=Buy things for school 5=Buy things for household 6=Buy things for myself 7=Save 8=Other
17. Why do you work?	1=Supplement family income 2=Help pay family debt 3=Help in household enterprise

	<p>4=Learn skills</p> <p>5=Schooling not useful for future</p> <p>6=School too far / no school</p> <p>7=Cannot afford school fees</p> <p>8=Not interested in school</p> <p>9=To temporarily replace someone unable to work</p>
<p>18. At any time during the past 12 months did you engage in any work?</p>	<p>1. Yes</p> <p>2. No</p>
<p>19. Did you ever have any of the following in the past 12 months because of your work? (<i>Read each of the following options and mark "YES" or "NO" for all options</i>)</p>	<p>1=Superficial injuries or open wounds</p> <p>2=Fractures</p> <p>3=Dislocations, sprains or stains</p> <p>4=Burns, corrosions, scalds or frostbite</p> <p>5=Breathing problems</p> <p>6=Eye problems</p> <p>7=Skin problems</p> <p>8=Stomach problems / diarrhea</p> <p>9=Fever</p> <p>10= Extreme fatigue</p>

	11=Other (specify)
20. Think about your most serious illness/injury, what were you doing when this happened?	
21. Think about your most serious illness/injury, how did this/these affect your work/schooling?	<p>1. Not serious- did not stop work</p> <p>2. Stopped work or school for a short time</p>
22. Are you exposed to any of the following at work? (<i>Read each of the following options and mark "YES" or "NO" for all options</i>)	<p>1=Dust, fumes,</p> <p>2=Fire, gas, flames</p> <p>3=Loud noise or vibration</p> <p>4=Extreme cold or heat</p> <p>5=Dangerous tools (knives etc</p> <p>6=Work underground</p> <p>7=Work at heights</p> <p>8=Work in water/lake/pond/river</p> <p>9=Workplace too dark or confined</p> <p>10=.Insufficient ventilation</p> <p>11=Chemicals (pesticides, glues, etc.)</p> <p>12=Explosives</p> <p>13=Other things, processes or conditions bad for your health</p>

	or safety (specify)
23. Do you have any question or opinion for me before we finish?	
END OF QUESTIONNAIRE	

UKWAMANI AND MZIMUNI QUESTIONNAIRE

APPENDIX III:

CHILD LABOUR-STREET BASED QUESTIONNAIRE

MTAA: _____

	Enumerator		Supervisor
NAME			
SIGNATURE			
DATE			
TIME	Start:		
	End:		
QUESTIONNAIRE	Completed:		
	Not completed:		

1. Can you please tell me what your name is?	
2. Sex	1=Male 2=Female
3. Age?	If 18years or more stop the survey.
4. Whom do you live with here? <i>If response is 1</i>	1=with my parents 2 = no one, I am on my own 3 = with friends (who are other street

	<p>children)</p> <p>4 = with friends (who are NOT other street children)</p> <p>5 = with brothers/sisters</p> <p>6 = with other relatives</p> <p>7 = others, specify</p>
4. Where are your parents?	<p>1 = both parents are dead</p> <p>2=my father is dead</p> <p>3=my mother is dead</p> <p>4 = both parents live in my original hometown</p> <p>5 = others, specify</p>
5. Do your parent/s know that you live here?	<p>1= yes</p> <p>2=no</p>
6. When was the last time you visited your parents?	<p>1 = I don't visit them</p> <p>2 = last month</p> <p>3 = three months ago</p> <p>4 = six months ago</p> <p>5 = one year ago</p> <p>6 = more than one year ago</p> <p>7 = others</p>
7. Why haven't you visited them?	<p>1 = no desire/attraction to visit them</p> <p>2 = cannot manage visiting costs</p>

	<p>3 = they don't like me to visit</p> <p>4 = I don't know their address</p> <p>5 = others</p>
8. What type of work are you MAINLY engaged in?	
9. How long have you been doing this type of street based work?	<p>1=Days</p> <p>2=Months</p> <p>3=Years</p> <p>4=I cannot remember</p>
10. How did you find this work?	<p>1 = I find work myself</p> <p>2 = other people ask me to work for them</p> <p>3 = friends tell me about potential work</p> <p>4 = relatives/family tell me about potential work</p> <p>5 = other, please specify</p>
11. How many hours/day on average do you work?	
12. How many days/week on average do you work?	
13. How much do you normally earn?	<p>1=Day</p> <p>2=Week</p> <p>3=Month</p>
14. How do you spend your income?	<p>1=I help my parents</p> <p>2= I buy cloths</p> <p>3=I pay rents</p>

	<p>4=food</p> <p>5=save</p> <p>6=other</p>
15. During the slow season do you get other work to supplement your income?	<p>1=yes</p> <p>2=no</p>
16. If yes, what other type of work do you look for/engage in? <i>(Allow multiple response)</i>	<p>1 = Begging</p> <p>2 = Sell flowers/newspapers/fruits on the road</p> <p>3 = Collect used bottles and sell</p> <p>4 = Collect old papers and other things</p> <p>5 = Sex worker</p> <p>6 = Whatever work I can find, please specify</p>
17. Who exactly do you work for?	<p>1 = for himself</p> <p>2 = for family</p> <p>3 = for employer</p> <p>4 = others specify</p>
18. How do you think your employer treats you?	<p>1 = poorly</p> <p>2 =fairly</p> <p>3 = well</p>
19. Did you ever have any of the following because of your work? <i>(Read each of the following options and mark "YES"</i>	<p>1=Superficial injuries or open wounds</p> <p>2=Fractures</p> <p>3=Dislocations, sprains or stains</p> <p>4=Burns, corrosions, scalds or frostbite</p>

<p><i>or "NO" for all options)</i></p>	<p>5=Breathing problems</p> <p>6=Eye problems</p> <p>7=Skin problems</p> <p>8=Stomach problems / diarrhea</p> <p>9=Fever</p> <p>10= Extreme fatigue</p> <p>11=Other (specify)</p>
<p>20. During the time you were sick or injured did anyone take care of you?</p>	<p>1 = yes my employer</p> <p>2=yes, friends</p> <p>3 = yes, people around who are kind</p> <p>4 = no, no one took care of me</p> <p>5 = others, specify</p>
<p>21. Are you still sick or injured?</p>	<p>1=yes</p> <p>2=no</p>
<p>22. Do you wear any protection while working? If yes, which ones?</p>	<p>1=Does not wear any protection</p> <p>2= Boots/shoes while working</p> <p>3 = Gloves</p> <p>4 = pad on the head</p> <p>5 = others</p>
<p>23. Have you ever attended school?</p>	<p>1=yes</p> <p>2=no</p>
<p>24. If yes, which class have you completed?</p>	
<p>25. If not, why did you never attend school?</p>	<p>1= cannot afford</p> <p>2 = because of work</p>

	<p>3 = parents did not send</p> <p>4 = school is too far</p> <p>5 = because of failing in the exam</p> <p>6 = school is not important</p> <p>7 = school won't enroll us</p> <p>8 = others (specify)</p>
25. Did you have to stop school in order to start work	<p>1=yes</p> <p>2=no</p>
<p>26. Can you read?</p> <p><i>(Please ask him/her to read the questionnaire in order to verify whether he/she is able)</i></p>	<p>1=yes</p> <p>2=no</p>
<p>27. Can you write?</p> <p><i>(Please ask him to read this questionnaire in order to verify whether he is able to write)</i></p>	<p>1 = Yes</p> <p>2 = No</p>
28. Are you currently attending any formal or informal school?	<p>1=yes</p> <p>2=no</p>
29. If not, provide reason.	<p>1 = cannot afford</p> <p>2 = because of work</p> <p>3 = parents did not send</p> <p>4 = school is too far</p> <p>5 = because of failing in the exam</p> <p>6 = school is not important</p>

	7 = school won't enroll us 8 = others (specify)
30. How do you rate the importance of school/education	1 = important 2 = not so important
END OF QUESTIONNAIRE	

APPENDIX IV:

ABOUT THIS TRAINING MANUAL AND RESOURCE BOOK

INTRODUCTION

This Training Manual and Resource Book on Child Labour is a manual that is aimed at bringing awareness and knowledge in preventing child labour is focusing on their parents/guardians, employers and police enforcers in Tanzania. The training materials will assist parents/guardians, employers and policy enforcers to learn about child Labour as a basis for preventing and taking action to eliminate such labour in their working areas as well as the communities in different parts of Tanzania, in this case at Kawe Ward at Ukwamani and Mzimuni Street.

AIMS OF THE TRAINING MANUAL AND RESOURCE BOOK

This Training Manual and Resource Book is designed to help parents/guardians, employers and law enforcers to:

Assist in preventing incidents of child Labour in their workplace and communities.

Raise the awareness of employers and their communities about the problem of child labour and why it is an issue they have to deal with.

Provide essential information to employers and the communities they work in on the elimination of the worst forms of child labour, particularly hazardous child labour.

Promote implementation of ILO Convention No. 182 concerning the prohibition and immediate action for elimination of the worst forms of child labour, and its accompanying Recommendation (No. 190).

MODULE ONE

1.0. DEFINITION OF SOME COMMON TERMS ABOUT CHILD LABOUR

1.1. INTRODUCTION TO CHILD LABOUR IN TANZANIA

1.2. WHAT IS CHILD LABOUR?

1.3. CHILD WORK AND CHILD LABOUR

1.4. WHO IS A CHILD?

1.5. MINIMUM AGE

1.6. CHILD LABOUR– THE SCALE OF THE PROBLEM

DEFINITION OF SOME COMMON TERMS IN THIS MANUAL

Child Labour: is work, which, by its nature and/or the way it is carried out, harms, abuses and

exploits the child or deprives the child of an education. **Child Work:** Child responsibilities that include activities such as helping out at home with light household or garden chores, childcare or other light work after school is over and schoolwork has been done and culturally accepted as a way of grooming a child for future responsibilities.

Child: a child is any person below the age of 18 years

Convention: is an international agreement that countries sign on various issues such as human

rights, child labour and other issues.

Corporate social responsibility: are voluntary initiatives that employers or business may undertake in a diverse range of social, economic and environmental areas.

Hazard: is anything with the potential to do harm. A “risk” is the likelihood of potential harm

from that hazard being realised.

Hazardous work: is work carried out by children, which by its nature or the circumstance

in which it is carried out is likely to jeopardise their health, safety or morals.

Minimum age: is the age below which no child should be employed. In Tanzania, 14 years is

the minimum age for light work and 18 years for worst forms of child labour.

Worst Forms of Child Labour: are some types of child labour that have to be eliminated as a matter of urgency. These forms of child labour are stipulated in the ILO's Worst Forms of Child Labour Convention, 1999 (C182).

Ratification: is a process whereby a state party undertakes some formal commitments and agree

to be bound by the obligations contained in the

INTRODUCTION TO CHILD LABOUR IN TANZANIA

Child Labour is an issue that affects Tanzania and many parts of the world. The information and activities in this part are meant to enable employers to be aware of the concepts of child Labour. Further, the lesson is designed to assist participants to understand the definition of a child in relation to child Labour.

Training Objective:

By the end of this session participants should be able to:

Have an overview of the problem of child labour globally and regionally

Highlight of the extent of Child labour in Tanzania

Understand and define the commonly used concepts on child labour, child work, worst forms of child labour and hazardous work.

BASIC FACTS ABOUT CHILD LABOUR

Before being involved in work to prevent child labour, it is important for participants to have an overall picture of the extent and shape of the problem of child labour, globally as well in Tanzania. At the same time, our own individual perceptions on the issue can play an important part in addressing child labour.

WHAT IS CHILD LABOUR

Child labour is a worldwide phenomenon. Millions of children around the world carry out work that harms their well being, violate their rights and hinders their education, development and future livelihoods. Child labour is work, which, by its nature and/or the way it is carried out, harms, abuses and exploits the child or deprives the child of an education¹. Child labour takes many different forms but the priority is given to elimination, without delay, the worst forms of child labour. Although different people may have different perceptions of child labour, it is important for everyone to note that this is an issue of concern that has been agreed to internationally and the ILO has been leading in efforts to eliminate child labour.

TRAINING ACTIVITY: UNDERSTANDING CHILD LABOUR

AIMS

To help us to: identify what is child labour

Identify the types of work that should not be carried out by children, especially hazardous child labour

Determine appropriate forms of work by children

TASK

In your small group:

Discuss and agree at what age you think a person ceases to be a “child.” in Tanzania

Discuss what you think the term “child labour” means and agree a definition.

Discuss and agree some of the jobs in your places of employment that you think could be described as “hazardous child labour”.

Is there child labour in Tanzania?

The operational definition of child labour in Tanzania is: Any activity that employs a child less than the age of 14 years [or] any activity that exploits a child, prevents a child from attending school, [and] negatively impacts on the health, social, cultural, psychological, moral, religious and related dimensions of the child’s upbringing. This is similar to the ILO definition below.

FACT BOX

ILO DEFINITION OF CHILD LABOUR

"Child labour" refers to any work which by its nature or employment conditions, is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling – by depriving them of the opportunity to attend school; -by obliging them to leave school prematurely; or -by requiring them to combine school attendance with excessively long and heavy work. [Source: www.ilo.org]

TRAINING ACTIVITY

AIMS

To help us to: Conceptualise our own definition and perception of what child labour is

TASK

Compare your own understanding of child labour with the definition provided above.

What are some of the perceptions related to child labour especially among poor people in Tanzania?

CHILD WORK AND CHILD LABOUR

Not all work done by children is harmful to them. In fact one finds that in most African settings including Tanzania, children begin work from an early age. These children help around the home, run errands, or assist their parents in the family home or business. As they grow older, they take on light jobs to assist them learn valuable traditional trades. This type of work is referred to as child work. Child work should not be hazardous and should comply with the legal and age limits that have been set up in the Employment

Act. The ILO differentiates between child labour and child work in order to give guidance to employers and other stakeholders when dealing with children. It is imperative that as employers, we should be aware of this distinction.

TRAINING ACTIVITY:

AIMS

To help participants appreciate the distinction between child labour and child work

TASK

Participants should discuss the differences between child labour and child work. Use examples to illustrate the differences.

What are some of the difficulties that may be encountered in dealing with child labour especially in cities and business centers estates in Tanzania?

It should also be noted that child labour does not encompass all work performed by children under the age of 18 years. Millions of young people legitimately undertake child work, paid or unpaid, which is appropriate for their age and level of maturity. By so doing, they learn to take responsibility, gain skills and add to their families' and their own well being and income. They may also contribute to their countries' economies. Child labour does not include activities such as helping out at home with light household or garden chores, childcare or other light work after school is over and schoolwork has been done.

Household surveys in Tanzania suggest that over 95% of the child work takes place around the home. [Source: Tanzania Demographic and Health Survey 2000]. In fact, most African cultures place a high value on children working at home or on other family business. This is not perceived as harmful work, but rather as socially necessary work, which is of benefit to the child. This perception has to be balanced with the reality children face in practice.

Child work becomes a problem when it is likely to be hazardous, or interfere with a child's education or harmful to the child's health or physical, mental, spiritual, moral or social development. If a child does light work, and this is carefully monitored, it can be an essential element of a child's socialization and development process, where the child learns to take responsibility, and gain pride in her/his own achievement. Thus for child work to be acceptable, it should not interfere with education, health and personal well being of the child.

WHO IS A CHILD

The issue of child labour becomes a concern when children in Tanzania are made to do work they are not supposed to do. It is therefore important for employers to be aware of

who a child is in order to effectively prevent child labour. Article 2 of ILO Convention 182 on the Worst Forms of Child labour, states that "the term child shall apply to all persons under the age of 18." There are other terminologies associated with the word "child" which is described below. In the context of Tanzania, it is important to have a clear definition of a child so as to reduce any ambiguities in determining children who should be protected from child labour. This is a crucial point because there are various determinants of a child in different laws of Tanzania depending on the purpose.

TRAINING ACTIVITY

AIMS

To help us to define a child for purposes of dealing with child labour

TASK

Participants should discuss in their groups what their perceptions of who a child is.

Who do the communities consider as a child and an adult? What laws or policies do participants know which deal with this issue?

Do the participants know the minimum age of who is a child in Tanzania and in ILO conventions?

In Tanzania, different laws give various minimum age limits for different purposes in accordance with those needs. For instance, the Tanzania's Constitution has age limits for various purposes. For instance sections 16, 18, 22 and 23 have provisions that touch on children. These various age limits may give us a general idea of who are considered as children. As employers however, the definitions that we should consider are those under the Employment Act, the Minimum Age Convention and the Convention 182.

FACT BOX

DEFINING A CHILD IN TANZANIA

It is important to define a child in order to enhance the participants' understanding of minimum age. The Convention on the Rights of the Child (CRC) defines a child as any person below the age of 18 years.

The CRC also requires State Parties to the Convention to set minimum ages for employment and regulate working conditions for children. According to the Employment Act, any economic activity by a child under 14 years is child labour. In addition, any economic activity that requires the child to work long hours, or use poisonous chemicals or inappropriate or dangerous equipment undertaken by a child of less than 18 years is hazardous work and a worst form of child labour. Hazardous work is discussed below. For purposes of this manual, the minimum age is 14 for child labour in general and 18 years for worst forms of child labour.

MINIMUM AGE

Participants should know that the minimum age is the age below which no child of this age and below shall be admitted to work in any occupation. Any person under the age of 14 should be considered as a child who should not be employed or involved in any commercial work under any circumstances.

The Minimum Age Convention, 1973 (C138) obliges state parties to set a minimum age for employment purposes. It recommends 15 years of age as a progressive minimum age. However, for those countries whose economies and education facilities are not advanced, the Minimum Age Convention recommends a minimum age of not less than 14 years. Tanzania has signed and ratified this Convention.

As a follow up to the ratification of C138, the Employment Act in Tanzania sets the minimum employment age at 14 years. Further, the Act protects a child of the ages between 14 years to 17 years from being employed in order to carry out hazardous work i.e. any occupation or activity that is likely to be harmful to the child's health, safety, education, morals or development; or prejudicial to the child's attendance at school or any other vocational training programme.

MINIMUM AGE AND WORST FORMS OF CHILD LABOUR

Every person is somebody's child and this can sometimes blur the distinction between a child and an adult especially in situations where children may be at risk. For purposes of eliminating the worst forms of child labour (this topic is discussed in detail below), it is important to know that a child is anyone who is under the age of 18 years. The table below gives an overview of some important age limits in relation to child labour.

TABLE A: Age Limits Table

MINIMUM AGES IN ACCORDANCE WITH CONVENTION 138		
General Minimum Age	LIGHT WORK	HAZARDOUS WORK
In normal circumstances:		
15 years or more (not less than compulsory school age)	13 YEARS	18 YEARS * (16 years conditionally)
Where the economy and educational facilities are insufficiently developed: 14 years	12 YEARS	18 YEARS * (16 years conditionally)

* The Convention provides that a lower age of 16 may be authorised if (a) the health, safety and morals of the young persons concerned are fully protected and (b) they have received adequate specific instruction or vocational training in the relevant branch of activity. Both these conditions must be fulfilled to allow such a lower age, but in consultation with the employers' and workers' organizations concerned beforehand.

CHILD LABOUR– THE SCALE OF THE PROBLEM

Participants should know that due to a number of factors we will discuss in another chapter below. The scale of the problem is growing big and we need to have an overall picture of the issue. In 2000 ILO IPEC reported² that 352 million children were “economically active” worldwide, that is engaging in some form of economic activity. Of the 352 million, 246 million – one in every six children aged 5 to 17 – are involved in

child labour which the ILO says should be abolished. The figure of 246 million is in turn subdivided into:

8 million in unconditional worst forms of child labour

171 million in hazardous child labour

According to The Tanzanian National Bureau of Statistics (NBS), about 35.4 percent of children ages 5 to 14 years in Tanzania were working in 2000-2001. The survey found that majority of working children were unpaid family workers who engaged in agricultural and non-agricultural work on family farms. An estimated 77.4 percent of children ages 5 to 14 worked in the agricultural, forestry, and fishing sectors, while 49.9 percent of children ages 5 to 14 engaged in housekeeping activities. The survey also found that 55.7 percent of working children ages 5 to 14 years attended school. In the informal sector, children are engaged in scavenging, fishing, fish processing, and quarrying while others worked as barmaids, street vendors, car washers, shoe shiners, cart pushers, carpenters, auto repair mechanics, and in garages.

The Tanzanian Employment Ordinance of 1955 prohibits employment of children under the *apparent* age of 12 years. This ordinance also prohibits children under the age of 15 years and young people under the age of 18 years from employment in any work that could be injurious to health, dangerous or otherwise unsuitable. It prohibits children under the age of 15 years from working near machinery, and young people under the apparent age of 18 years from engaging in underground work. Children under the *apparent* age of 18 years are prohibited from working between the hours of 6 p.m. and 6 am. The law does not restrict children from family work or light agriculture work that has been approved by the proper authority. Under the Employment Ordinance, employers are obliged to keep registers listing the age of workers, working conditions, the nature of

employment, and commencement and termination dates. In Zanzibar, the law prohibits employment of children under the age of 18 years depending on the nature of the work.

MODULE TWO

2.0. CHILD LABOUR AS A CONCERN FOR EMPLOYERS IN TANZANIA

2.1. JUSTIFICATION FOR EMPLOYERS INVOLVEMENT IN CHILD LABOUR

2.2. WORST FORMS OF CHILD LABOUR

2.2.1. OBLIGATIONS OF GOVERNMENT ON WORST FORMS OF CHILDLABOUR

2.2.2. HARZADOUS WORK AS AN EXAMPLE OF THE WORST FORMS OF CHILD LABOUR

2 2 3. THE GRAVITY OF HARZADOUS CHILD LABOUR

2.2.4. HAZARD AND RISK

2.2.5. EXAMPLES OF HAZARDOUS WORK IN TANZANIA

CHILD LABOUR AS A CONCERN FOR EMPLOYERS IN TANZANIA

The information and activities below have been designed to bring awareness on the issues of child labour and why these are relevant to employers. We will see that the involvement of employers on child labour issues is justified while at the same time, there is awareness raising and advocacy to bring in more stakeholders.

The first thing to note is that there are no specific accurate statistics on child labour in Tanzania. Most of the figures that we have used are therefore estimates from different research pieces. There are also no hard statistics of how many children are employed in different sectors as child labourers. There are however indicative figures, which have been presented below. It is however important to note that the problem of child labour is here in

Tanzania and as employers, we need to deal with it. We should acknowledge the problem to be able to deal with it.

TRAINING ACTIVITY

AIMS

To help participants to understand and appreciate the extent of the problem of child labour and relate this to Tanzania.

TASK

What is the understanding of the participants of the extent and shape of the problem of children labour in Tanzania?

Which sectors are employing child labour and why

Participants should discuss and try to come up with some suggestions on what they perceive as the depth of the problem.

JUSTIFICATION FOR EMPLOYERS INVOLVEMENT IN CHILD LABOUR

At the outset, it is important to be clear about what is being addressed. The problem of child labour, which can have devastating impacts on children and on the economic growth of their communities, must be clearly defined before solutions can be found to address it.

This problem concerns the employers as well as other players. A recent survey by ECAM shows that the dominant view of the employers is that there is no child labour in their industry. Statistical returns from the estates found at the district labour offices indicate that there are no workers under the age of 14 years.

TRAINING ACTIVITY:

AIM: to justify employers involvement on child labour issues

TASK

Participants should individually and in groups of two, discuss why they think employers should be concerned with the issues of child labour in Tanzania. The different answers should be shared in plenary discussions.

There are many justifications that should compel and convince employers to be more involved in efforts to stop child labour issues. Employers will generally speaking, agree that the place of children is not at work. During childhood, every child should have a right to education. Sometimes, the fact of employing children has, in a number of contexts, been understood to be positive. Through work, children can acquire marketable skills. They can also earn indispensable income for themselves and their families, which can be a necessity in developing countries and in poor families. This positive outlook must, however, be contrasted with activities that threaten the health, morals or future development of children and adolescents.

Besides those based on ethical and moral grounds, there are many reasons why employers should participate in the elimination of child labour especially the Worst Forms of Child labour in communities in which they operate. It is in the interest of employers to do so.

Child labour can have a direct negative impact on business or employers in Tanzania. Companies with operations in locations where child labour is common may be concerned by its long term impact on the pool of trained labour, since children who work instead of going to school may have fewer opportunities to become skilled adult workers.

Child labour in a company's supply chain can affect the public's perception of the company and may present a negative image that the employer exploits children. This fact has led many companies to address both the Worst Forms of Child labour and other forms of child labour, as part of their corporate social responsibility agenda. As employers it is our obligation to ensure that child labour is prevented as part of our business.

Finally, business or employers in Tanzania should become involved because it is uniquely placed to do so. Beyond its natural role in wealth creation and promoting economic growth, employers in Tanzania can have a direct impact through their own initiatives or ECAM. Employers' organizations such as ECAM are uniquely placed to raise awareness of the problem and contribute to social alliances. They can therefore take a leading role in eliminating child labour in Tanzania by sensitising their members to abide to their code of conduct.

TRAINING ACTIVITY:

AIM

To Help Us:

Determine whether employers are aware of child labour in Tanzania. What actions are taken to prevent child labour?

Whether we have put in place preventative measures

TASK:

Discuss the advantages and disadvantages of employing child in the industry.

Are there any cases of child labour in Tanzania that you know of?

What measures have we taken as employers to sensitise their staff on child labour?

In conclusion therefore, it is clear that the issues of child labour are relevant to employers and they need to be aware of this. It is also crucial for them to be proactive in preventing child labour, as this is beneficial for business and Tanzania as a country.

WORST FORMS OF CHILD LABOUR

The elimination of child labour is a long-term goal and programme in any country including Tanzania. However there are some types of child labour that have to be eliminated as a matter of urgency. These forms of child labour are stipulated in the ILO's Worst Forms of Child labour Convention, 1999 (C182). This convention lays down what the worst forms of child labour are and the critical actions that governments have to take. Tanzania has signed this convention and was one of the first countries to ratify the 1999 Convention. It is therefore important for employers to note that eliminating the worst forms of child labour is an immediate legal obligation that has to be undertaken.

A CONVENTION IS AN INTERNATIONAL AGREEMENT THAT DIFFERENT COUNTRIES SIGN ON A PARTICULAR ISSUE

Article 3 of Convention 182: Worst forms of child labour

Whilst child labour takes many different forms, a priority is to eliminate without delay, the worst forms of child labour as defined by Article 3 of ILO Convention 182. These are:

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

The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

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

Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

labour that jeopardises the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, is known as “hazardous work as is discussed below”⁴.

OBLIGATIONS OF GOVERNMENT ON WORST FORMS OF CHILD LABOUR

By signing Convention 182, government agrees to be bound by the obligations created by the provisions of the convention. These obligations are specifically provided for under Article 6 of Convention No 182, and governments are required to:

Design and implement programmes of action to eliminate as a priority the worst forms of child labour

Consult with relevant government institutions and employers' and workers' organisations, taking into consideration the views of other concerned groups as appropriate.

The Convention calls for international cooperation and assistance for putting an immediate end to the worst forms of child labour through (i) putting priority action to determine which hazards bring work into the category of the worst forms; (ii) the establishment of monitoring mechanisms and the implementation of programmes of action; (iii) the adoption of measures for prevention, rehabilitation and reintegration; and (iv) particular attention to children at special risk and the especially girls.

It is an obligation of all governments who have ratified Convention 182 to act immediately to end the worst forms of child labour. The worst forms are the unconditional types of child labour, which must be stopped at all times and at any cost and that all children regardless of their age should be protected from this type of child labour. As the government is obliged to implement the provisions of the convention 182, laws and policies can be made that bind employers and other stakeholders together.

Employers should take note that they are under bound by the laws.

FACT BOX

OTHER RELATED TERMS USED ON CHILD LABOUR:

Employers in Tanzania should be aware of other forms of child labour. There are examples of worst forms of child labour that may affect children in Tanzania.

Child Slavery - As per ILO Convention 182, child slavery refers to: "all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict".

Child Trafficking - Child trafficking refers "to any act or transaction whereby a child is transferred by any person or group of persons to another for remuneration or any other consideration". This category puts children in a situation of commercial exploitation. Many of them end up working as slaves, prostitutes, soldiers, etc.

Child Prostitution and Pornography - As per the Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, the definition of child prostitution is "the use of a child in sexual activities for remuneration or any other form of consideration". Child pornography means "any representation, by whatever means, of a child engaged in real or simulated explicit sexual activities or any representation of the sexual parts of a child, the dominant characteristic of which is depiction for a sexual purpose."

Children Used for Crime - In line with Article 3(c) of ILO Convention 182, this category covers "the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties".

Domestic Child Servants - This category includes children working on household duties for extended hours at the home of an employer. The category "domestic child servants" is not explicitly mentioned in ILO Convention 182 or ILO Recommendation 190, but many of these children are working in slavery or slave-like conditions, many have been trafficked into their current situation, and most young full-time domestic child servants are working at risk to their health, safety and morals. To reinforce this point, Paragraph 3 of Recommendation 190 says that states should consider hazardous work to include "work which exposes children to physical, psychological or sexual abuse" and "work where the child is unreasonably confined to the premises of the employer". Child domestic servitude is one of the most damaging forms of work for a child's physical, mental, moral, social, and emotional development.

HARZADOUS WORK AS AN EXAMPLE OF THE WORST FORMS OF CHILD LABOUR

A number of references have already been made to hazardous work. All employers should be familiar with this term as it is crucial to eradicating the worst forms of child labour.

It is important therefore that when dealing with the issue of the worst forms of child labour in Tanzania, hazardous work should be regarded as an important area of concentration. By definition, Hazardous work is work carried out by children, which by its nature or the circumstance in which it is carried out is likely to jeopardise their health, safety or morals.

GUIDELINE IN DETERMINING HARZADOUS WORK

In determining the types of work referred to under Article 3(d) of the Convention, and in identifying where they exist, consideration should be given, inter alia, to:

Work which exposes children to physical, psychological or sexual abuse;

Work done underground, or under water, at dangerous heights or in confined spaces;

Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;

Work done in an unhealthy environment, which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;

Work done under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

THE GRAVITY OF HARZADOUS CHILD LABOUR

Hazardous child labour is a real threat to the health and safety of children in Tanzania. Employers should be aware of the facts discussed above so that they can join in fighting worst forms of child labour. Around the world, an estimated 171 million children ages 5-17 work in dangerous, hazardous conditions that could result in them being killed, or injured (often permanently) and/or made ill (often permanently)⁵. Work which results in children being killed, injured or made ill as a consequence of poor safety and health standards and working conditions/arrangements is called hazardous child labour.

Hazardous child labour is by far the largest category of worst forms of child labour and it has to be eliminated. An estimated 22,000 children⁶ are killed every year at work. No figures for child accidents or ill health due to work are currently available. But every year there are 270 million work accidents and 160 million cases of ill health due to work, and child labourers figure amongst these statistics. The risks arising from hazards in the workplace are much greater for children.

HAZARD AND RISK

When discussing hazards it is important to understand the distinction between hazard and risk. A “hazard” is anything with the potential to do harm. A “risk” is the likelihood of potential harm from that hazard being realised. For example, the hazard associated with machinery for tea processing might be getting trapped or entangled by moving parts. The risk may be high if guards are not fitted and workers are in close proximity to the machine. If however, the machine is properly guarded, regularly maintained and repaired by competent staff, then the risk will be lower.

TRAINING ACTIVITY:

AIM

To help us identify hazardous work

TASK

Ask participants to give their definition of hazardous work. What are some of the activities that may be hazards or risks that children may face while working in different places of employment of your choice?

It is important to take note that in different countries, a large number of children are involved in extremely hazardous occupation or work in dangerous conditions such as construction, mining and quarrying. In the mining areas in Tanzania, one can include a number of activities as hazardous work. These may include exposure to dangerous chemicals, working with heavy machinery, lifting burdensome loads as well as working in an environment that is not conducive to their health and development.

TRAINING ACTIVITY

AIM

To help us understand the hazards children may face at the work place

TASK

What are the hazards and hazardous situations that children may be exposed to when working in Tanzania?

In compliance with the requirements of the Employment Act, the minister responsible is supposed to list what is hazardous work in the gazette. However, he has not yet gazette the list of work or conditions considered as hazardous for purposes of the worst forms of child labour. Using the relevant guidelines, employers would be in a position to identify hazards.

Identifying hazards

TRAINING ACTIVITY: Identifying hazards

AIMS

To help us to:

Identify work activities and hazards

Decide who is most at risk

TASK

Your trainer will draw cropping calendars on posters, and will arrange for small groups of participants who do similar work to be formed.

In your small group:

Select five business activities and list them

List the person or groups of people (women, children or men) who undertake these activities

List the tools, equipment, materials, substances, effort and attention required

Identify the hazards from the tools, equipment, materials, substances, effort and attention required

Identify the person or group of people that are most at risk (women, children, men) from those hazards

EXAMPLES OF HAZARDOUS WORK IN TANZANIA

Some of the hazardous work that child labourers in Tanzania may face could be as follows:

Lifting heavy loads that may cause retarded growth in children

Walking long distances for deliveries of heavy loads

Children working overnight causing lack of sleep and exhaustion

Exposure to use of drugs including “bangi” enable them to do heavy work for longer periods of time

Working without protective equipment exposing children to risk of injury

Exposed to dust that harm respiratory system of the child since it is dangerous

Sexual exploitation by supervisors. Women and girls are exposed to sexual exploitation and the risk of HIV/AIDS

Working long hours in adverse weather conditions

MODULE THREE

3.0. CAUSES AND CONSEQUENCES OF CHILD LABOUR

3.1. POVERTY AS A CAUSE OF CHILD LABOUR IN TANZANIA

3.2. OTHER FACTORS CONTRIBUTING TO CHILD LABOUR

3.2.1 SUPPLY FACTORS CONTRIBUTING TO CHILD LABOUR

3.2.2. DEMAND SIDE

3.3. FACTORS THAT SUSTAIN CHILD LABOUR.

3.4. SOCIAL IMPLICATIONS AND CONSEQUES OF CHILD LABOUR IN TANZANIA

3.4.1. CHILD LABOUR IN THE FACE OF HIV/AIDS

3.4.2. SOCIAL RISKS OF CHILD LABOUR

3.4.3. EFFECT OF CHILD LABOUR ON EDUCATION

3.4.4. EFFECT OF CHILD LABOUR ON HEALTH

3.4.5. EFFECT OF CHILD LABOUR ON SOCIAL DEVELOPMENT

3.4.6. THE GENDER DIMENSIONS OF CHILD LABOUR

CAUSES AND CONSEQUENCES OF CHILD LABOUR

INTRODUCTION

Child labour is a complex problem and may have different causes. As parents/guardians, employers and policy enforcers, our first priority should be to join hands with other stakeholders in understanding the causes and taking action to stop the worst forms of child labour. In this section, the information and activities have been designed to identify the causes and consequences of child labour. Participants will highlight the main causes of child labour in general and will examine the negative effects of child labour. Further, there is an outline on what causes child labour in Tanzania, why children are forced to undertake hazardous work, why parents send children to do child labour and why employers employ children. Lastly, the negative consequences of child labour will be shown as well.

Child labour is a sensitive and emotive concept. The reason is that it is often viewed either as a natural extension of the social and economic activities the children are domestically engage in, or as a form of socialization. In the normal household setting children are socialized from an early age towards playing a productive role in society and in the family (FAFO and CSR, 2000:73)

3.1. POVERTY AS A CAUSE OF CHILD LABOUR IN TANZANIA

The causes of child labour are complex and many and it is critical to examine some of the causes in the context of Tanzania. We can look at child labour as having immediate or symptomatic causes and, underlying or root causes. In all these circumstances, some employers seek out to employ children. At the same time, due to poverty in Tanzania, some parents pressurise employers to take in children for them to have some income.

Immediate causes of child labour act directly at the level of the child and the family while underlining causes refer to values and situations that may predispose a family or community to accept or even encourage child labour for boys and/or girls. Structural or root causes act at the level of the larger economy and society, influencing the enabling environment in which the child labour can either flourish or be controlled.

An analysis of the above points at widespread poverty in Tanzania and society as a major underlying cause of child labour. [Source: the GoM/Unicef Situation Analysis of women and children in Tanzania, 2001]

TRAINING ACTIVITY: What causes children to work?

AIMS: to Discuss the different types of work that children do

Establish why children work

TASK

Use the problem tree to identify various immediate and root causes of child labour.

Compare the causes in different contexts (e.g. rural/urban)

Poverty is deep rooted in Tanzania. For instance, the 2001 Tanzania National Human Development Report states that most people are poor and not employed. At the national level, only 9% of the population is employed and over 80% of those employed are in the agriculture sector. [Tanzania Development Report, 2001]. Poverty and economic necessity exert major pressure on families to make use as early as possible of the time and labour of their children to assist in family survival, often at the expense of education.

TABLE B: CAUSES OF CHILD LABOUR

Immediate causes	Underlying causes	Structural causes
Limited or no cash or food stocks; Increase in price of basic goods	Breakdown of extended family and informal social protection systems	Low/declining national income
Family indebtedness	Uneducated parents; high fertility rate	Inequalities between nations and regions; Adverse terms of trade
Households shocks (death or illness of income earner; crop failure)	Cultural expectations regarding children, work and education	Societal shocks, e.g. war, financial and economic crises, transition, HIV/AIDS
No schools; or schools of poor quality or irrelevant	Discriminatory attitudes based on gender, caste, ethnicity, national origin, etc.	Insufficient financial or political commitment for education, basic services and social protection; 'bad' governance
Demand for cheap labour in informal micro enterprises	Perceived poverty; desire for consumer goods and better living standards	Social exclusion of marginal groups and/or lack of legislation and/or effective

		enforcement
Family business or cannot afford hired labour	Sense of obligation of children to their families, and of 'rich' people to the 'poor'	Lack of decent work for adults

Apart from the above, employers should also be aware that the causes of child labour may be as looked at as an issue of supply and demand factors in the labour market. These factors need to be taken not of in efforts to eliminate the worst forms of child labour. We examine some of these factors below.

3.2. OTHER FACTORS CONTRIBUTING CHILD LABOUR

3.2.1. SUPPLY FACTORS CONTRIBUTING TO CHILD LABOUR

Poverty as already explained above. This may lead to, among other things, families wanting to supplement household income, school fees, and to acquire food in times of household food shortages

Popular perceptions, local customs and traditions. This concern the belief that most families have, that children have to do some work as they are growing up. Due to these perceptions, sometimes children end up being involved in work that is not suitable and is hazardous.

Family size may contribute to child labour when financial pressures affect large poor families. In order to survive, families may resort to sending their children to do child labour just to supplement the family income.

Availability and quality of schooling-if schools are not in the communities, or they are very far away, children may not be in a position to attend. As a result, they may end up

being employed as child labourers. What is being made clear is that, education for the poor children may be inaccessible, of low quality or seen as irrelevant.

Desire for consumer goods. Children or their parents may desire some consumer goods. This might lead to children being involved in child labour in order to raise the necessary resources to do that.

3.2.2. DEMAND SIDE

Unpaid works from family works. This is because when a family has its own works; it will use its own children to do work. This may include forcing children to do hazardous work.

The demand for cheap and easy to control labour. This comes in because a lot of children employers have shown preference to children since they can pay them less than adults.

Further, since they are young and vulnerable, children can be easy to control when given work to do. There is thus a market demand for children because they are generally docile, obedient and dispensed with easily if labour demands fluctuate. In these circumstances, children are unprotected, powerless and silent as far as their rights as workers are concerned

Children and their parents being less aware of their rights and thus leading to the children being exploited through child labour

TRAINING ACTIVITY

AIM:

To help us to:

Consider some examples of why child labour is an issue around your community

Give our own perspective of the different issues in Tanzania

TASK

Participants should indicate whether they agree or disagree with the points indicated

Below

3.3. FACTORS THAT SUSTAIN CHILD LABOUR.

Despite its negative effects, child LABOUR is a growing problem in Tanzania especially in business centers. As can be seen below, the same factors that cause child labour can actually serve to sustain the problem.

Poverty.

Lack of schools, teachers and learning materials.

Discrimination which leads to inequalities and lack of economic opportunities

Cultural definitions of childhood.

The spread of HIV/AIDS, which might lead to, the breakdown of extended families due to the strain, brought by the disease. This has left many orphaned children to be without care.

Lack of policy and lack of law enforcement. This is because although the law is there, the question is whether or not there is adequate or any enforcement. Further, if the efforts to deal with child labour are not concerted, this might perpetuate the problem.

TRAINING ACTIVITY

AIM:

To help us to: examine factors that sustain child labour

TASK

Each participant should come up with additional points on what they believe are major factors that contribute and sustain worst forms of child labour in Tanzania?

What can employers do to deal with these factors?

Which other stakeholders have a role to play in this fight

What challenges and impediments could be faced when doing this work from an employers' perspective.

3.4. SOCIAL IMPLICATIONS AND CONSEQUES OF CHILD LABOUR IN TANZANIA

Various studies around the world as well as in Tanzania have shown that the worst forms of child labour, and child labour generally has a lot of negative consequences. That is why it becomes important to protect children from hazardous work. The protection of children from any work that is likely going to interfere with their education and health has therefore been at the heart of international conventions and national legislation.

3.4. 1. CHILD LABOUR IN THE FACE OF HIV/AIDS

There is increasing pressure for orphans to be allowed to get involved in child labour and there is a very real and immediate danger that these children will be exploited. There are so many orphans due to the impact of HIV/AIDS in Tanzania. As employers, we should be aware of the devastating effects of the pandemic. The epidemic has affected millions of workers and their families, wiping out breadwinners and thus increasing poverty and leaving many children orphaned. These in turn become child labourers.

The HIV/AIDS pandemic has affected child labour greatly. The pandemic has taken away breadwinners leaving children to fend for themselves as well as their young siblings in child headed households. It is also very common to see children being forced to work as child labourers in order to take care of their sickly parents or guardians. Further, HIV/AIDS has increased the number of orphans and overstretched the traditional absorption of orphans. This

increase has also meant a lot of street children who are often exploited in child labour situations. Loss of one or both parents, mostly due to HIV/AIDS, has therefore become a serious cause of child labour. With the economically active adult population most affected, children are often forced or drawn into the labour market. Children are therefore often forced to drop out of school, become heads of the household and enter the labour market to contribute to the family income or to take care of their own survival. It should be noted that in Tanzania most orphans join other households in the extended family system. In these situations, orphans are sometimes forced to work too long, too much and are absent from or drop out of school

3.4.2. SOCIAL RISKS OF CHILD LABOUR

There are also other specific areas where negative consequences might be felt as a result of child labour.

TRAINING ACTIVITY

AIM

To help us to:

Think about the social impact of child labour

TASK

Participants should be divided into groups to discuss specifically, some of the areas of child development that might be affected due to involvement of children in worst forms of child labour. In plenary, the points should be discussed as the starting points.

3.4.3. EFFECT OF CHILD LABOUR ON EDUCATION

Education is one of the areas that may be negatively affected by the involvement of children in the worst forms of child labour in Tanzania. These effects will be there regardless of the fact that there is free education in Tanzania:

Children will fail to attend school

Children go to school tired and do not concentrate

Children go to school late – sent back or punished – therefore miss classes

Poor performance in school – fail examinations

Poor performance leading to dropping out of school

Force children to be absent and eventually to drop out of school

Children have no time for study and may fail examinations

3.4.4. EFFECT OF CHILD LABOUR ON HEALTH

When children are growing up, their health is of paramount importance if they are to grow into productive adults. Due to its very nature, the worst forms of child labour will have a negative effect on those children who are involved. The effects include the following:

Children get ill easily due to more time spent on working

Children are weakened or suffer from body pains because of heavy workload, working long hours in the sun and without resting

Weakened bodies become susceptible to disease and infections

Children experience stunted growth – weak and lose weight

Children become physically affected

Children suffer from headaches, pains in the respiratory system and diarrhoea (if they eat without washing hands) when applying chemicals.

3.4.5. EFFECT OF CHILD labour ON SOCIAL DEVELOPMENT

There might also be effects on social development of the child. These may be the following:

Children drop out of school and end up being dependent all their lives

Children end up uneducated – making it doubtful whether they are indeed going to be future leaders:

Children are unable to have time for play and pleasure

In clear terms, a child's early entry into the labour market destroys the child's future. The future is destroyed because the child enters the labour market without learning sustainable life skills. The child enters adult life without savings from the early entry into the labour market because as a child s/he gets little pay. The child enters the adult life as a perpetual labourer; a situation that may breeds poverty. Employers will also lose out, as those available in the labour market will not be well qualified.

TRAINING ACTIVITY

AIM

To help us to discuss the impact of worst forms of child labour

TASK

Participants should discuss what other effects of worst forms child labour on the child, his or her family and the community.

In considering your responses, examine the social, psychological, economical, and educational and other effects.

Further discuss what some perceived positive effects of involving children in child labour?

Indicate how the negative effects outweigh these.

3.4.6 THE GENDER DIMENSIONS OF CHILD LABOUR

The harmful impact of child labour does not discriminate between girls and boys. Thus, in principle, both girls and boys might be subjected to the same risks and hazards. It should however be pointed that the worst forms of child labour can have a gender dimension. This is due to the fact that female child labourers may be further exposed to other hazards or risks due to the environment where they have been employed as child labourers.

TRAINING ACTIVITY

AIM

To help us to: determine the gender dimensions of child labour

TASK

Participants should list down a number of risks and hazards that children may be subjected to while working. What hazards may (a) affect both boys and girls (b) boys only (c) girls
Whom do you think may be open to other forms of abuse due to their situation as child labourers? Provide reasons for your choice.

A number of studies have shown that girls are generally more vulnerable than boys. This is due to a number of factors ranging from cultural beliefs and gender imbalances. This interplay repeats itself in situations where children are being used as child labourers. Girls, apart from facing other hazards, will be prone to sexual violence and child prostitution. Some of the underlying causes of the vulnerability of girls include the following:

Harmful Cultural practices

Sexual violence and harassment

Engagement in sexual activities for monetary gains

Low access to knowledge & information

Sexual abuse & exploitation by service providers

MODULE FOUR

4.0. STRATEGIES FOR ELIMINATING CHILD LABOUR AND KEY RESPONSIBILITIES OF

EMPLOYERS AND OTHERS

4.1. THE PREVENTION STRATEGY

4.2. WITHDRAWAL AND REHABILITATION OF CHILDREN FROM HAZARDOUS WORK

4.3. PROTECTION

4.4. WHAT EMPLOYERS SHOULD DO TO STOP CHILD LABOUR IN TANZANIA

4.4.1. THE PREPARATION PHASE

4.4.2. THE MONITORING PHASE

4.4.3. THE FOLLOW-UP PHASE

4.5. WHAT EMPLOYERS SHOULD BE AWARE OF WHEN WORKING WITH OTHERS TO

ADDRESS OTHER FORMS OF CHILD LABOUR?

4.5.1. LOCAL COMMUNITY INVOLVEMENT

4.5.2. WORKING WITH DEVELOPMENT PARTNERS

4.5.3. WORKING WITH TRADE UNIONS:

4.5.4. WORKING WITH GOVERNMENT

STRATEGIES FOR ELIMINATING CHILD LABOUR AND KEY RESPONSIBILITIES OF EMPLOYERS AND OTHERS

The following information and activities will be geared towards empowering parents/guardians, employers and policy enforcers to take up their roles in eliminating

worst forms of child labour in Tanzania, Kawe Ward precisely. The roles and responsibilities of other key stakeholders will also be discussed here. Parents and families, who are given a viable choice, prefer to keep children out of the workplace and use other options.

The issue of child labour cannot be resolved overnight. As one of the top priorities we should prevent and eliminate hazardous child work. This is a complex task and will often involve Government policies aimed at promoting adult employment, raising incomes and improving living standards. ILO's strategies are putting increasing emphasis on poverty alleviation as well as on expanding and improving institutional mechanisms for education and law enforcement.

TRAINING ACTIVITY

AIM:

To discuss strategies on child labour

TASK:

Participants should discuss and come up with some critical points, which, from the employers' point of view, can assist to eliminate child labour. The work and efforts to eliminate child labour, and particularly hazardous child labour industry, are based upon the hierarchy of prevention, withdrawal, and protection, which are all, outlined below.

THE PREVENTION STRATEGY

Prevention is the long-term goal and it is based on identifying children at potential risk and stopping them from starting hazardous work, and from entering the workplace. Investment in the prevention of child labour is the most cost-effective approach in the long run:

Families need income security and social benefits, such as health insurance, in order to survive the short-term and long-term crises

Parents/ guardians must be able to see investment in education as a viable option for their children

Parents/ guardians who depend on their children's income should be trained to be able to identify income generating activities.

The State can help by providing start-up funds, matching workers' contributions and developing supportive laws

Self-help groups can provide assistance through co-operatives, mutual benefit societies and so on, that are usually financed by beneficiary contributions

The educational system also plays a critical role in preventive policies and actions by ensuring availability of places in schools, adequate numbers of trained teachers, and good standards of education.

TRAINING ACTIVITY

AIM:

To examine possible challenges in the prevention strategy

TASK:

Employers may get involved in preventing children from being engaged in hazardous work. At the same time, there might be challenges that may be faced. Discuss and indicate what these challenges may entail. How would these affect the employers' ability to contribute to eliminating child labour?

WITHDRAWAL AND REHABILITATION OF CHILDREN FROM HAZARDOUS WORK

Withdrawal (and rehabilitation) of children already carrying out hazardous work is another central strategy. Withdrawal involves three main processes:

Identifying those children in hazardous work

Removing them from workplaces, and

Getting them into school and/or skills training

Employers can add value to their work by ensuring that they cooperate with others in efforts to withdraw and rehabilitate children from worst forms of child labour. Children in the worst forms of child labour need urgent action for rescue and rehabilitation.

Measures used to withdraw children from hazardous work include:

Persuasion, through dialogue with parents, children, employers or law enforcement authorities

Awareness raising

Experience shows that community-based, integrated solutions tailored to the specific needs of each target group, with close community participation, are the most effective.

There is also a need to match interventions to the age of the child removed. There should always be a strong link between transitional education programmes (rehabilitation programmes) and the formal education system, since basic education will ensure opportunities for further education and employment.

PROTECTION

Protection is based upon the reality that many children remain in the workplace in the short term:

Whilst prevention and withdrawal strategies are pursued, or

Because they have achieved the current minimum working age in their country (14-17 years, depending on national legislation)

These children remain at risk. So, there is a need to protect them whilst at work by improving occupational safety and health (OS&H) and working conditions and arrangements in the workplace. The basis for improving OS&H standards and protection is by strengthening risk management in the agricultural undertaking. A key operational aspect of management is commonly called risk assessment and has three closely interlinked stages:

Identifying the hazard which we can define as: “The potential to cause harm” - which can include such things as transport, machinery, long hours, and chemicals, tools, and processes

Assessing or evaluating the risk which we can define as: “The likelihood that the harm from a particular hazard is realised.” As we have already seen, the risks for children are often greater

Adopting protection and control measures to ensure the safety and health of workers, and ensuring compliance with health and safety standards

WHAT EMPLOYERS SHOULD DO TO STOP CHILD LABOUR IN TANZANIA

One of the biggest challenges in relation to child labour is the fact that the vast majority takes place in the informal economy and is consequently extremely difficult to reach. Employers can be successfully involved in positive and innovative programmes to reach even the most difficult target groups. An effective way of doing so is through the national employers’ organizations like ECAM, which can, play many important roles by virtue of their unique place in society.

Employers can get involved in monitoring child labour. The development of a Child labour Monitoring System can be divided roughly into three phases:

The Preparatory phase,

The Monitoring phase and

The Follow-up phase.

Employers can be active in all of these phases, and in order to become sustainable and credible, employers must be active in all of these phases. Some possible roles for employers and their organisations are presented in the following sections.

The preparatory phase:

The determination of the problem and the best strategy to deal with it takes place during this phase. The concept of child labour, and in particular its worst forms should be comprehensively defined and an assessment of the frequency and geographical concentrations of child labour should be undertaken. This stage also includes awareness-raising in society in general and building partnerships to create the functional base for future action.

In order to create the maximal political will and community commitment in support of the future, employers and, especially, their national organizations should be active when the problem is defined, and particularly when the worst forms are defined, so that possible concerns and sector specific information are taken into account. Employers can provide important information concerning how to outline the most realistic action plan and they can provide help when policy priorities are defined. All this helps ensure that employers

are integrated as active and innovative members in the coming monitoring system and prevent them from becoming simply passive objects of monitoring visits.

The monitoring phase:

This is the stage when workplaces are monitored and the monitoring of school attendance is undertaken. When children are found working, they are either withdrawn immediately or an effort is made to reduce the hazards they are exposed to. Information gathered during this phase is aggregated and used for purposes of national policy development. Employers' organisations can use the information they possess about the worksites and factories, to help sketch and organise the monitoring schemes. Companies should also be encouraged to open their worksites for inspections and to provide the most up-to-date data about their workers.

One of the major challenges that business may face is control of 3rd parties service contractors in the supply route chain. It is important that business puts in place checks to ensure that their suppliers do not use child labour. It would also assist if a company can develop a simple guideline for use to verify that products from suppliers are not using child labour. This will assist to protect a company's image. Further, if a business has taken all the necessary measures, it would not only assist to root out child labour but it would also go a long way in protecting the company itself.

The follow-up phase:

During the follow-up phase, the children withdrawn from work are to be provided schooling or other social activities. The firms can take part in this action by cooperating with educational agencies in order to plan vocational or non-formal education schemes. Also, continuous work for a change of attitudes amongst parents and the community at large about the risks of child labour is an important tool so that new children do not enter

the labour market. An important element of this phase is the analysis of information gathered during the monitoring phase for a broader, national level policy rethink and resource allocation concerning the educational budget, labour administration, social and health issues, etc.

WHAT EMPLOYERS SHOULD BE AWARE OF WHEN WORKING WITH OTHERS TO ADDRESS THE WORST FORMS OF CHILD LABOUR

The distinction between the WFCL and other forms of child labour is presented in this document to promote clarity of meaning and to assist in setting priorities in addressing the issue of child labour. Other actors may not make such a distinction and their goal may be to target all child labour without distinction. Employers should, therefore, be cognisant of the priorities of other actors to ensure that its goals and priorities are being met in any collaborative efforts.

The elimination of the WFCL requires collaborative effort given its complexity. Employers in Tanzania are encouraged to work alongside other stakeholders who share the same objectives. It is important to identify and promote synergies between stakeholders. To increase the chances of providing effective long-term solutions for children and their families.

There are many possible groups and organizations that companies can partner with employers' organizations; consumer associations; the media; non-government organizations ("NGOs"); local communities; and trade unions. The following are comments about the three most common and natural partners for employers, namely: local communities, NGOs and trade unions.

LOCAL COMMUNITY INVOLVEMENT:

Because of the potential impact on the social, economic and institutional development of the communities in which they operate, it may be useful for employers where appropriate, to solicit community-based participation. Employers can benefit from community engagement, which can lead to open, transparent and effective strategies against child labour. It can help to promote a respect for the culture, customs and values of the individuals and groups, including customers and employees, whose livelihoods may be affected by the actions of employers. Engaging the support of the community may also reduce the likelihood of children simply moving between employers or sectors.

In this regard, community education and mobilisation are essential with the recognition that child labour is dangerous to children. Children employment often demands too much of children, requiring them to labour long hours that keeps them from school and takes too great a toll on their developing bodies. This prevents children from exercising their rights and developing to their full potential.

Communities must have alternatives to child work, in particular education facilities for all children. Extending and improving schooling for the poor – especially for girls – is the single most effective way to stem the flow of children into abusive forms of work. But rural communities face the worst educational services. Special efforts therefore need to be made to ensure adequate school provision, allied to improvements in the quality, flexibility and relevance of education, so as to improve the demand for education from poor parents.

WORKING WITH DEVELOPMENT PARTNERS

A number of NGOs have shown themselves to be innovative and dynamic in addressing both the WFCL and other forms of child labour and there are examples of successful working relationships between NGOs and companies.

In order to ensure that partnerships with NGOs are constructive, it is important to clarify expectations from the outset. Only the company is in a position to know what is and is not possible for it to accomplish. This includes expectations around time lines, resource allocation and expected results. Similarly, a company should carefully consider whether to accept NGOs' assistance with monitoring since these arrangements have been known to work against the interest of companies.

WORKING WITH TRADE UNIONS:

Trade unions are another potential ally. The issue of child labour, which often simply includes both the WFCL as well as other forms of child labour, is increasingly forming part of the collective bargaining process. To the extent that any commitments are made in this context, it is important that employers clearly understand the impact of these commitments. A trade union may not be in a position to understand the extent or limitations of a company's influence and reach over such parties as contractors and subcontractors. Though companies should strive to influence the third parties with whom they do business to adhere to ethical business standards, a trade union's expectations in this regard may be difficult to achieve.

As representatives of employees, trade unions have a crucial role to play including the following:

Put pressure on management for gradual elimination of child labour

Awareness raising to employees, employers and general public on the evils

of the worst forms of child labour

Monitoring development of child labour

Engagement in collective bargaining with employers about ways to avoid and eliminate child labour

Playing a watchdog role

Establishing structures for eliminating worst forms of child labour in the work place

Utilizing supervisory mechanisms of international instruments

Directing assistance to working children and their families

WORK WITH GOVERNMENT

A number of government departments will be actors in the fight against the worst forms of child labour. These would include the ministries of gender, health and labour. Apart from other activities, Government is the prime facilitator of poverty reduction. Government can also be seen as a key provider of civic education and legislation for the reduction of child labour. It has been made clear that legislation against child labour, no matter how good or comprehensive would be ineffective without addressing the main cause of poverty.

Below are some suggested key roles of government:

Enact Legislation for the fight against child labour in education, on employment of children, among other areas.

Enforce legislation that has been enacted to deal with child labour

Promote poverty reduction

Government has a unique role in the context of the WFCL. Government must establish and promote the necessary conditions and regulatory environment to stimulate productive employment. This role must be clearly distinguished from the role of employers.

Employers must respect the authority of the governments. This requires, first and foremost, that every employer fully adheres to all applicable labour laws and regulations. A government's inability to enforce its laws, due to lack of capacity or other challenges, does not alter the employer's obligations in this respect. Employers should not be seen to be taking advantage of any opportunities created by the difficult obstacles many governments face.

Notwithstanding the foregoing, employers can and should partner with government and support its efforts in addressing child labour, particularly the worst forms of child labour. This can be accomplished in a number of ways, including but not limited to promotion, training or partnerships in specific programmes.

CONCLUSION

At the end of this Training Manual and Resource Book, users should be able to come up with the next steps they would like to take as ECAM members. The training activity below might assist in this exercise.

TRAINING ACTIVITY: Your next steps

AIMS

To help us to:

Work out a plan for future activity on hazardous child labour

Identify the steps that we can take

TASK

Identify three things that you will do in relation to hazardous child labour in your workplace/community as a result of this course, and when you will do them. Think particularly about how you can work together with other parents/guardians, employers, trade unions and community groups.

Prepare a report back to the rest of the course with your plan

Evaluation

AIMS

Find out to what extent the aims of the information has been absorbed

Decide how the manual could be improved

ACTIVITY EVALUATION

AIMS

To help us to:

Find out to what extent the aims of the course have been achieved

Decide how the course could be improved

TASK

In your small group discuss the following questions:

Taking the manual as a whole, did the different sessions meet your needs and interests?

Which sessions or parts of the course were most valuable to you and why?

Which sessions or parts of the course were of less or no interest to you and why?

What suggestions would you want to make to improve future courses?

Is there any other comment you would like to make?

REFERENCE MATERIALS

Useful sources of information

A sample of useful sources of information has been listed below for further use. These sources have been used to provide information in the manual.

NATIONAL

Employment Act

Constitution of Tanzania

INTERNATIONAL

A future without child labour – Global Report on the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work 2002

International Programme for the Elimination of Child labour, Training resource pack on the elimination of hazardous child labour (2005)

International Programme on the Elimination of Child Labour (IPEC)

<http://www.ilo.org/public/english/standards/ipec/index.htm>

Every Child Counts – New Global Estimates on Child Labour ILO (IPEC) 2002

Children at Work – Health and safety risks ILO 2002

The UNICEF child Labour resource guide.

IPEC Fact Sheets on Child Labour issues

<http://www.ilo.org/public/english/standards/ipec/about/factsheet/index.htm>

ILO Safework (www.ilo.org/public/english/protection/safework/index.htm)

APPENDIX V:

PARENTS/GUARDIANS INCOME GENERATING ACTIVITIES TRAINING MANUAL

MODULE ONE: WHO IS AN ENTREPRENEUR

Objectives

Upon completion of this unit parents should be able to:

State what is a business

Identify functions of a business

State who is an entrepreneur

Identify the role of an entrepreneur

Identify the characteristics of an entrepreneur

Understand the risk of becoming an entrepreneur

Recognize the benefits of being a successful business
owner

Differentiate between an opportunity and an idea

Identify business opportunities around them

Assess the reasons why they thinking about starting a
business

What is a business?

A business is all activity concerned with the production and consumption of goods and services that satisfy human wants and needs.

Before you begin, what is your answer to these questions?

Have you ever dream of starting you own business? <input type="checkbox"/> Yes <input type="checkbox"/> No
If Yes, what kind/type of business?

If No, why not

What would be the best or worst thing about owning your own business?

Who is an entrepreneur?

An entrepreneur is someone that creates a new business. This can carry high risk because it requires money to set up a new business without knowing if it will give a return on investment. A good understanding of the market is needed and finding out what customers want and modify their products in line with market requirements. Every entrepreneurship business started with an idea of how to solve a particular problem or add value to a present product. This is the first phase of any business. This is where you test your idea for a business by doing research to find out if anyone else has had the same idea.

The production and sale of new products and services are sparked by entrepreneurial energy, creativity and motivation.

Role of an entrepreneur

Entrepreneurs seek disequilibrium—a gap between the wants and needs of customers and the products and services that are currently available. The entrepreneur then brings together the factors of production necessary to produce, offer and sell desired products and services. They invest and risk their money—and other people’s money— to produce a product or service that can be sold at a profit.

The role of an entrepreneur includes the following:

Innovators who create new products or process

They are risk takers

They take an idea and make it a success

Combines the other three factors of production (land, labour, capital) to produce a good or service

Takes the risk of losing investment if business fails

Class Discussion

Do you know any entrepreneurs? What do entrepreneurs do and how do they differ from employees?

How employees and entrepreneurs differ

Employees work for someone else and entrepreneurs work for themselves, entrepreneurs risk more than employees. Employees may risk losing a job if they are not paid for their work. Entrepreneurs risk not being able to pay their employees or themselves if business is “slow”.

The reward employees and entrepreneurs get from their work can also be different. A reward can involve money, but it also might be personal satisfaction or independence. As business owners, entrepreneurs are in control of the money made by business. They also have the final say in all business decisions. As a result, entrepreneurs are ultimately responsible for the success or failure of their businesses.

Rewards of being an entrepreneur

Money- When you are self employed; your earning potential is only limited by your own brains and motivation to build a successful business. The more effort and smart planning you put into your business, the more you will directly benefit from your own work.

Opportunities- Entrepreneurs launch their business in order to create opportunities for themselves that they could not find in traditional jobs within their local labour market. When you build your own business, you can build opportunities and working conditions that are a good fit for your needs in ways that you may not find in traditional employment.

Accomplishment- Building a successful business can provide an entrepreneur with a sense of pride that has created something for yourself based on something you value. You get to build something from the ground up that is your own and a reflection of your values and any business success is always your success.

Time- While you invest a lot of time in building your business, depending upon the type of business you launch, being an entrepreneur can provide you with a lot of flexibility and freedom with your schedule that you would not often have with a traditional job.

Making your own rules- When you own your business, you get to be your own boss. You decide what type of schedule you work, where you work and how and when you get paid.

MODULE 2: SMALL BUSINESS MANAGEMENT

Learning objective

Objectives:

By the end of this module participants will be able to:

1. Define what management is.
2. Identify the pillars of Management
3. Apply the Management concepts to their own business
4. Appreciate SWOT analysis in its basic form

Learning Activities:

Ask the trainees the following questions:

1. What do you understand by Management?
2. What is the function of a manager?
3. Is management the same thing as leadership?
4. Identify situations in which management skills are required
5. In groups of four, discuss the role of a manager and report to the class in five minutes what you have discussed.

Management

The word “management” designates all activities carried out in the course of running a business venture. Management is supported by four basic pillars without which success would be difficult to achieve. These pillars include

planning,
organizing,
leading
controlling

Planning

Planning can be defined as “the thinking that takes place before the action”. This is the anticipation of future business environmental trends, predetermining future activities and resource use to meet the challenges and opportunities therein. Planning happens in two phases;

Pre-business planning

- involves development of the business idea
- gives a guide to future development and expansion
- Helps identify any potential bottlenecks in a business process and improve productivity.

Day-to-day planning

Involves planning on a daily basis to ensure production takes place correctly.

The planning process involves

Determining the objectives to be attained in the future. This calls for complex processes of perception, anticipation and forecasting future circumstances and requirements.

Assessing the present limitations to the achievements of the set goals and determining how these could be overcome. At this point the entrepreneur should do a SWOT analysis and weigh the possible options

Strengths

Strong points of the proposed Business

Weaknesses

Weak areas that could be encountered in the project

Opportunities

Environmental functions that can be manipulated to future advantage for the project

Threats

Environmental conditions that can cause danger to the project in the future.

Designing actions and programs for progress towards the set goals.

Determining future problems likely to occur, the techniques on how to handle them and alternative courses of action. This involves the ability to anticipate unforeseen circumstances.

It has to be noted that planning in itself:

Facilitates the accomplishment of objectives. The orderliness of planned activities, minimize unnecessary waste of time because everyone involved knows what to do and all other resources are in their proper places.

Provides the basis for all other managerial functions (organization and control) as planning defines what is to be done, who should do what, and what resources are required.

Organization arranges and relates these resources so as to meet the set objectives.

Provides the management with the best possible foresight. It provides the instrument for monitoring and control.

Provides the basis for the efficient utilization of resources, avoiding waste of time, material and human resources.

MODULE 3: MARKETING YOUR BUSINESS

Learning objective

By the end of this lesson the trainees should be able to:

Understand the importance of marketing to a business

Appreciate the various approaches to marketing products and services

Identify various ways of collecting information about products marketability

Understand the importance of advertising to a business and identify the various alternatives of advertising a business

Understand how to create a good advert

Appreciate the various alternative channels of distribution

Learning Activities

Ask the trainees to divide themselves into groups of 3 or 4 people. Each group should choose a product. They should discuss the chosen product or service under the following headings:

People: What are the characteristics of the people the trainees wish to sell

the product to: Age, gender, education, income, and culture?

Product: Why is the chosen product different from similar products in the market?

Place: Which locality will be the most suitable place for selling such a product? Why did you choose that locality?

Price: What would be the suitable price for the product? Can the price be raised if the quality is improved or there is added advantage of delivery? Can it be lowered to increase volume of sales?

Promotion: What time will the product be on sale? What methods would you employ to sell the product? Would you give discounts? How would you attract and retain your customers.

Marketing your business

For you to make money from business you must be able to sell goods or provide services. Goods and services are bought by customers. Customers do not just dream about what you are selling, they need to get informed about them by someone. They also have to get those goods in a place they can access. For example, if you start the business of making beautiful dresses for ladies, all the ladies within the area must know about it before they buy.

Customers do not appear out of nowhere. They must hear of your business before they will ever call you, and that is the purpose of marketing. What is marketing? Essentially, it is anything you do to promote your business, get your name remembered, and generate sales. It encompasses promotions, giveaways, publicity, customer relations, public speaking, signs— anything that keeps your business in the public eye and brings customers in the door.

Make a list or just name of ten sources of business or ten ways you can attract customers.

If you are going to make your business a success, you will need to be creative and come up with many different ways to generate sales.

There are many different methods that you can use to promote your business:

Signs. A big, bold sign in the right location can be a very effective way to bring in new business. Retail businesses swear by good signage. A number of different factors need to be considered when choosing a sign:

From what distance do you want the sign to be seen?

Do you want it to be seen at night?

What kind of weather will it be exposed to?

How much can you afford to spend? Shop around.

Can you legally put up the sign you desire? Check the local requirements in your area. If your proposed sign is illegal, you will first need to get a clearance from the authority.

Testimonials.

Satisfied customers can be your best sales tools as they lend credibility to your business.

Excellence

It costs five times more to create a new client than to retain an existing one. A satisfied customer will spread the good word about your business to at least one other person, while an unhappy customer will likely complain to many more than that. Doing great work and offering superior customer service can go a long way toward creating continuing revenue.

Networking

Networking begins with your friends and family. Make sure that they know how much you value their business and appreciate referrals. Networking is particularly critical in local service

businesses. For certain types of specialized professional consulting fields, such as salon and beauty shops or tailors, networking can make a huge difference.

Advertising on Radio: Advertising on radio is a simple way of making a lot about your product.

Where is the market for your product?

The following steps can be used to check whether there is likely to be a market for your product:

Step 1. Observe the various activities within your community

Where do the people come together or congregate? Check for Hospitals, Schools, Public Offices, Religious institutions, industries, and local produce markets. What do people need in those areas? For example non-prescription medicine, school uniforms, refreshments and food etc.

Step 2. What are the needs of the people in your community?

Ask the people in your community what products or services they are interested in.

Step 3. Find out what activities are allowed in those areas

What is and is not allowed in the business

Where and when not to make business

Step 4: Collect information about similar businesses

How many similar businesses are in your locality?

From where do they sell? Home? Open air market? Shops? Stalls? Vending?

What are their prices?

Do they sell all the time or do they sell on season's basis?

What equipment do they use?

How many businesses failed and why did they fail?

Step 5: Find out about the buyers of your product

Estimate the number of people who will buy from you

Who are your customers? Age? Income? Other?

Why will they buy from you and not the next person?

Where do they usually buy?

Step 6: Find out about the source of your product; where will you get it from?

Where will you buy your stock?

Is it only one place or more than one place?

How far is their location from your business? Is transport readily available? Will they deliver the goods to your place of business?

What are the prices? What are their terms of payments?

Are there alternative sources of the stock if the existing ones are not good?

MODULE 4: CARING FOR CUSTOMERS

Learning objective;

By the end of this session the participants should be able to:

Understand why customers are vital to business

Appreciate the hard work needed to get new clients continuously

Identify steps taken to care for and retain customers

Understand that losing customers is part of business and sometimes inevitable

Learning Activities:

Ask the trainees the following questions to elicit responses:

Which products or service do you like?

Where do you buy it from usually?

Is it available in other places?

Why do you specifically buy it from that place? Is it because you like the seller or you don't like the other sellers of that product?

How are you treated by the seller of that product? Are you likely to continue buying it from the current seller?

Caring for Customers

Advertising and marketing have the same goal in mind: to bring customers in the door. What happens is up to you. If customers like what they see, if they find great products or service, if they are treated well, they will return. When that happens, you have the most prized of all things: a valued, loyal, returning customer.

Experience has shown that it costs five times more to create a new customer than it does to retain a current one. Similarly, there is a rule of thumb that says that 80 percent of your business comes from 20 percent of your customers (the 80/20 rule). The best thing you can do to stay successful in business is make new customers consistent customers by treating them well, giving them exceptional service, and doing what you say you will do when you say you will do it. By the same token, you also need to care for your employees. Employees are the backbone of your business. If they are happy, your business runs well; if they are not, well, you know. Your job once you get your business up and running (among your many other jobs) is to care for these two constituencies. Take care of your customers and employees, and they will take care of you.

Almost every business will have three different types of customers: new customers, existing customers, and exiting customers. You need to know how to handle all three correctly if you want to succeed in business. Creating new customers is an ongoing process, and it is one of the fun aspects of business. Many entrepreneurs enjoy spending their time figuring out ways to lure in new business. Where many drop the ball, however, is after the initial sale. Flush with success, a new entrepreneur often neglects the new customer after that sale, inadvertently failing to realize that that new customer may become one of the valued 20 percent if treated properly. You turn that new customer into a returning customer by treating him or her well from the start. If you don't, it's the business equivalent of a one-night stand.

Existing customers are one of your most valuable business assets and cannot be taken for granted. They usually make up the bulk of your business, so it is incumbent upon you to nurture that relationship and let those customers know how important they are. Existing customers should be given special services and discounts when appropriate, and should always be shown appreciation for their patronage.

Finally, all business will have customers who are ending their relationship for one reason or another, and even this customer needs special treatment. The ending may just be the natural course of the relationship; for example a customer who is moving away. Because you never know who they talk to or who they may refer to you, this customer needs to be cared for just as well as the others.

Great Customer Service

Be attentive. Think like a customer. What do they want from you? What are their needs? The better you can meet those needs, the better your customer service.

Make it personal. Endeavour generally to anticipate the needs of particularly special customers. Offer recommendations and ideas that they might be able to use. Become their partner. They won't forget it.

Give them a discount. A discount on future purchases is a great way to make customers feel special (and remain loyal)

Keep them informed. Know your customers and call to inform them about any new products or services you have introduced.

Take personal responsibility. Make sure you or your workers act promptly, keep promises, and follow up. The idea is to have one person accept responsibility for fixing a problem, do more than the client expected, and do so in a positive, helpful way.

MODULE 5: IDENTIFYING INCOME GENERATING ACTIVITIES

Learning objectives;

By the end of this lesson, the learners should:

1. Identify business opportunities within their environment
2. Ask critical questions on generation of business opportunities.
3. Relate the needs and challenges of the population in their locality to a business opportunity
4. Search for business opportunities on their own and assess its viability in their locality
5. Understand the global nature of business opportunities.

Learning Activities

Ask the trainees to name the most well known products in their locality and who sells them. From the answers they give ask if the product is locally made or imported. Then ask if anyone knows any defect in that product that could be improved. Is there a business opportunity there?

Divide the trainees into groups of 3 or 4 and ask them to come up with one product or service that is needed in their locality but is either not available at all or is hard to find. Tell them to discuss how that product could be made available.

Identifying Business Opportunities

In order to identify a business idea an entrepreneur must find a need and create an Opportunity. This is done by literally looking around your environment and analyzing the needs of the population around the area you live.

Needs of potential customers vary and the size of the opportunity created can vary from one entrepreneur to another.

INVENT NEW PRODUCT OR SERVICE

Inventing a product or service that meets an existing but unaddressed demand can create an excellent business opportunity.

Some Examples:-

An entrepreneur saw the work hospital staff went through to prop patients up in their beds and invented the mechanical hospital bed.

Recognizing the opportunity arising from the growth in computers in businesses, a businessman developed the first company to provide computer cleaning services. The company is now franchised internationally.

ACTIVITY

Suggest needs that exist in your location and what new products that can be invented so that such needs is addressed.

How to Do It

Concentrating on products and processes that are familiar to you, try to think of ideas for products, processes or services that would enhance or improve existing situations. (“What we need here is something that would . . .”)

Observe products or services that could be made more effective to save time, effort or money.

Look for products and services that people are requesting, but do not exist.

Examine current products and services from various perspectives to see if they could be improved by adding, subtracting, changing or combining elements.

Use creative thinking to come up with an entirely new product or service.

Key Questions

What services or products are needed but don't exist?

What consumer needs could be met by a new invention?

What familiar processes could I improve by inventing a new procedure, product or service?

What ideas do I have that I could develop into inventions?

Is there a market for my invention?

Assemble Products

Assembling products involves purchasing all of the parts for a product and putting them together to produce the finished item. It can also mean providing an assembly service for parts purchased by others.

Some Examples:-

A technician assembles office furniture on contract for customers of office supply stores, at the customer's home or place of business.

A mechanic offers an assembly service for customers who purchase car kits.

A technician assembles toys bought from shops in town for kids to play with.

ACTIVITY

Look for products that are made of several parts and meet one or more of these conditions:

How to Do It

The assembly process is expensive for individuals, and there is a need for a central assembly service to reduce costs;

The product is assembled from parts made in different locations, and you are centrally located to become a convenient assembly point;

The product needs to be assembled into its finished form before being shipped from your area to other locations;

It is too expensive to ship the assembled product into your area as a completed unit, but the unassembled parts can be shipped less expensively and then be put together by you;

The product is sold unassembled to consumers, but the average person is not willing or

able to assemble it; and The assembled product is a bulky item that is difficult to transport, but the separate parts are easy to ship.

Analyze various products and assembly operations to find situations where you can save yourself or someone else time, effort or money by setting up your own assembly operation.

Identify and talk to potential customers for the assembled product to determine whether there is a need for the item.

Key Questions

What product could I assemble to save someone time, effort or money?

Can I offer this product or service at a reasonable enough prices that people would use it?

Is there a market for the product? Have potential customers stated that they would buy the product?

Become A Supplier

A supplier produces a product or service that is then used by someone else as part of a larger product or service. A supplier may provide a single specialized part or a large number of simple parts. Sometimes there is an opportunity to become a secondary supplier, when the larger producer does not want to rely on a single source of supply for critical parts.

Some Examples:-

A women group supplies milk to a large hotel in town.

A young businessman supplies bread from his bicycle to customer in town. He specializes in bread delivery to customers a round his area.

A businesswoman provides an editing and proofreading service to help consultants in various industries produce professional project reports for their clients.

A young businessman supplies mineral water to offices and businesses in town from a water depot on the outskirts of the town.

An enterprising businessman supplied various commodities to shops and supermarkets in town.

A company is contracted to supply maize and beans by a humanitarian NGO every month.

How to Do It

Consider the components required to manufacture a product with which you are familiar with. Determine how you can provide one or more of those components with improved quality, cost or reliability. For example, become a supplier of eggs to bakeries.

Contact purchasing agents who work for manufacturing companies. Ask them about their supply needs, to identify supplies that are difficult to obtain, too expensive or come from a single source that may be at risk.

Look for request-for-supply notices in newspapers or public notice areas.

Identify a product or service you can offer and analyze the range of producing organizations that could use it as part of their process.

Key Questions

What products or services could I supply?

Could these products or services be used as a component by another producer or supplier?

Could supplying my products or services to another company save the company time or money, improve their product or service, or help them realize other efficiencies?

Is there a market for these products or services?

Find Uses For Waste Materials

Sometimes uses can be found for waste materials-by-products, left-over materials or other resources discarded by individuals or companies. These materials can often be obtained free or at a very low cost and then processed to produce useful goods.

Some Examples:-

A businessman takes pieces of lumber that are too short to be usable and joints them together to create longer pieces. These are then sold for door frames and trim.

With simple technology, plastic bags and bottles can be recycled to produce roofing tiles.

An entrepreneur contacted a chicken processing plant that discarded large volumes of chicken feet and asked to take them away. He froze the feet, then sold and shipped them to China where they were cooked, combined with sauces, packaged and exported back to other countries. as a dim sum delicacy.

Daily food waste from hotels can be turned into animal feed so long as they are collected under clean and healthy environment and in separate containers.

How to Do It

To find waste materials that can be reused:

Take inventory of all products discarded from your existing business or other businesses;

Identify obsolete products which, although no longer used by a business or industry, remain in storage; and

Observe materials collected by recycling companies, local waste product dumps, demolition specialists and junk pick-up services.

Analyze the value of waste products to other producers. Consider whether these waste products may be used in their original form, as parts or as material in a recycled form.

Identify or develop new uses for existing materials to create a more valuable end product.

Study ways in which waste products are recycled in other parts of the world, and develop similar systems in your area.

Talk to potential customers to determine whether they would buy your product.

Key Questions

What waste materials are available to me?

Which of these waste materials could be used to produce something useful and saleable?

What waste products are costly or difficult for an industry or business to dispose of, which would therefore be available to me at little cost?

Is there a market for the end product I am considering? Have potential customers said they would buy it?

START A CO-OPERATIVE

Co-operatives are found in business and community sectors including in the forestry, fisheries, childcare, housing, entertainment, tourism, transportation, agriculture and high-tech industries.

Co-operatives operate much like other businesses, but they are owned and operated equally by their members, who are also their shareholders. Each member of a co-op has

one vote to ensure every member has an equal opportunity to participate in the decision-making process.

Co-ops can provide a creative alternative to traditional businesses. By working together, co-operative members can pool resources for start-up costs and achieve better purchasing power, more dynamic joint marketing and less individual risk.

Some Examples:-

A livestock rearing cooperatives that keeps goats, cows and chicken and supplies milk meat and eggs to their locality.

A co-op offering office and business support services to non-profit societies and other community organizations affords economies of scale that enable the co-op to provide services such as word processing, desktop design and printing at costs lower than a society would pay a private company.

A cooperative that runs number of small shops that sell basic products to public. The members work for the cooperative and share in the profits.

A cooperative that guarantees its members grants from a development organization and monitors that all their members benefit from the grants and repay them.

A cooperative that operates mobile airtime and money transfer shops as well as sells mobile phones and accessories.

How to Do It

Identify the type of business you'd like to start up.

Determine whether you could add value to or reduce the cost of the product or service by joining with other entrepreneurs in the same or a related field to form a co-operative.

Talk to other entrepreneurs who could be potential members of the cooperative to see if they are interested in forming a cooperatively structured venture.

Determine if a market exists for your cooperatively offered products or services.

Key Questions

Can I add value to my products or services by offering them in conjunction with other entrepreneurs?

Are there other entrepreneurs who recognize the opportunity presented by offering the products or services in a co-operative arrangement?

Can the co-operative structure achieve better economies of scale, or add value to the products or services, thereby passing along benefits to the consumer?

Would taking a co-operative approach to starting a business work for me?

BECOME AN AGENT

Becoming an agent involves contracting to sell products or services for a fee or commission. The contract may be with either a producer or distributor.

Some Examples:-

A sales agent for airlines sells tickets on behalf of the airline for a commission.

A sales agent for Mineral Water Company sells the product on behalf of the manufacturer and makes a margin profit.

An agent is contracted by a computer company to sell its equipment to computer retailers in the region.

Any distributor needs a sales agent so that his products can be available to the public.

How to Do It

Identify a type of product or service you believe you can sell directly to customers.

Find producers or distributors who need someone to handle the direct sales of their product or service.

Join or start a sales and marketing groups and attend their meetings and share ideas.

Key Questions

For what type of product or service could I act as a sales agent?

What manufacturers can I find who need the services of a sales agent?

Is there a market for the products or services I would like to represent?

MODULE 6: SAVINGS

Learning Objectives

At the end of this session the learner should be able to:

Understand why individuals save money

Identify the various methods of saving

Appreciate the risks associated with saving and borrowing

Ask the trainees the following questions:

Do you save any money?

Why do you save money?

How do you save your money?

From the answers given ask the trainees to explain the various traditional ways of saving in their local community and which one they consider the most effective.

What is saving?

Saving means withholding something valuable for future use. Saving is defined as consumption foregone. Money saved is for future use. When people have a choice, they often choose to save. Savings is made by the poor out of the income from economic activities. In rural areas, money is saved from sale of agricultural produce, wages and income from enterprise while urban poor save mainly from wages earned. There are two key elements of any saving activity:

Discipline and sacrifice: Withholding something valuable for future use instead of consuming it immediately.

Planning for the future: Saving is all about the future, about anticipating and preparing for possible risks and emergencies (a bad harvest, sickness or death), preparing for upcoming events and expenditures (payment of school fees, a marriage, old age, or funeral) or starting a new business or expanding an existing one.

Why people save

Everybody saves, even the poor. It's just that the poor have fewer resources to start with, and so can only save in small amounts. People save for a variety of reasons:

To prepare for future emergencies or risks (natural disasters, injuries, death).

To smooth out variations in income and consumption: Saving during surplus periods to use during difficult periods.

To educate their children.

To be prepared for old age and disability.

To invest in opportunities potentially profitable (purchasing a cow, starting a small enterprise, storing grain to resell during high price season, etc.).

To fulfill social and religious obligations (marriage, funeral).

How people save

People save in many ways, as individuals or in a group. They may save in kind, in cash (at home or in a bank), or by giving.

In kind: When prices are continually rising (high inflation), when there is little cash in circulation (barter economy), or when there is no bank around, saving in kind may make sense. In kind savers normally save in food-grains, like maize or rice, or in livestock, such as cattle, goats, or chickens, and sometimes in items like jewelry or gold or other valuable goods which increase in value as prices rise and can be easily resold for cash at a later date.

The disadvantages of in kind savings are that they tend to be less portable, more difficult to store and maintain (cattle are vulnerable to diseases, grains can be attacked by insects or rodents), less easily converted into cash, and more visible (sometimes people don't want others to see that they now have more chickens or cows than they used to have).

In cash: Almost everyone, including the very poor, has some need for cash: to buy medicine or pay for school fees or buy new clothes, etc. The main advantages of saving in cash are that cash is very portable, storable, not very visible and can be exchanged for almost anything. In view of these features, saving in cash is generally preferred. The main weakness of keeping cash is that it can lose its value during high inflation. That's why many choose a mixed strategy of saving in kind and in cash.

At home or in a bank: Saving at home has its benefits. The savings are nearby and easily accessed, but this means that it is also more easily accessed by other family members or

can be easily stolen. Saving at a bank may be a safer option. The problem is that banks only accept cash savings, the cost of opening and maintaining a savings account can be quite high and there are few banks, if any, located in rural areas.

By giving: People give gifts or offer services not just out of generosity, but also sometimes with the hope of receiving the favour back when needed. A typical example would be volunteering to help a neighbour harvest his crop. By doing this, you expect him to help you when it comes time to harvest your crop.

THANK YOU FOR YOUR PARTICIPATION

Joseph Nyirabu