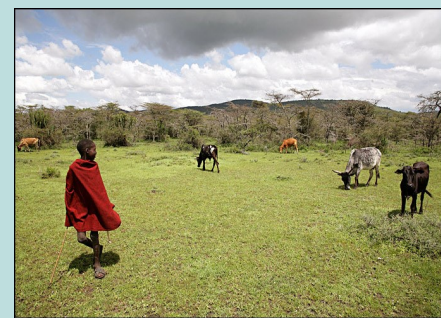


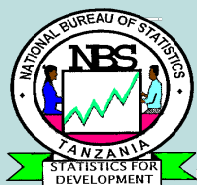


CHILD WORK AND CHILD LABOUR IN TANZANIA

The Integrated Labour Force Survey, 2006



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Acronyms

EA	Enumeration Area
GDP	Gross Domestic Product
ILFS	Integrated Labour Force Survey
ILO	International Labour Organisation
MLYWCD	Ministry of Labour, Youth, Women and Children Development
MoLEYD	Ministry of Labour, Employment and Youth Development
NBS	National Bureau of Statistics
NMS	National Master Sample
OCGS	Office of the Chief Government Statistician
SNA	System of National Accounts
Tsh	Tanzania shilling
TUS	Time Use Survey
UNICEF	United Nations Children's Fund
WFCL	Worst Forms of Child Labour

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Foreword

Since becoming independent in 1961, Tanzania has ratified relevant international conventions and put in place a range of policies to promote the welfare and protect the rights of children. Several of these measures relate to the issues of work and labour.

The country has ratified a range of international conventions. These include the *Minimum Age for Admission to Employment Convention* of 1973, which the country ratified in 1998, the *Worst Forms of Child Labour Convention* of 1999, which Tanzania ratified in 2001, and the 1989 United Nations Convention on the Rights of the Child, which Tanzania ratified in 1991. Domestically, Tanzania's *Employment and labour relations act no.6 of 2004*, prohibits employment of children under 14 years of age. The Ordinance states further that no child shall be employed in any situation that is injurious to health, dangerous, or other unsuitable.

These instruments acknowledge that work can be beneficial and contribute to the child's development and the well-being of the family. They therefore do not prohibit light work in the home or beyond where the work is appropriate for the age of the child. Where work is excessive, however, or occurs in hazardous circumstances, it is considered child labour. The government's commitment is thus to abolish child labour rather than to stop work that is beneficial.

In order to monitor the effectiveness of the government's commitments and the related legislation, the National Bureau of Statistics in collaboration with the Ministry of labour, Employment and Youth Development (Mainland) and Office of Chief Government Statistician-Zanzibar in collaboration with the Ministry of labour, Youth, Women and Children Development (Zanzibar) included a child labour module in the 2006 Integrated Labour Force Survey questionnaire. Questions on child work and labour had also been included in the 2000/2001 Integrated Labour Force Survey for Tanzania Mainland. The 2006 module thus also allows some comparisons of the situation in 2006 with that of five years earlier.

The design, implementation and subsequent analysis of the survey results involved a collaborative venture between various Tanzanian government agencies and development partners. In terms of development partners, we were greatly assisted by the United Nations Children's Fund (UNICEF) as well as the International Labour Organisation (ILO). These partners provided technical and financial assistance, as well as moral support.

The data analysis and report writing were done by a team drawn from the NBS, OCGS, Ministry of labour, Youth, Women and Children Development (MLYWCD) and Data Vision. The team comprised Mr Ephraim E Kwesigabo, James E Mbongo, Ruth D Minja, Hafidh A Khamis, Opiyo T Mamu, Abdulla Othman and Said Nyambaya. Debbie Budlender of the Community Agency for Social Enquiry in South Africa assisted with coordination of report-writing and editing.

The report would, of course, not have been possible without the cooperation of the children who were interviewed and their parents and guardians. We appreciate their preparedness to give of their time, and hope that policy makers, implementers and general public will use the information in a way that rewards these efforts and ensures protection of the children of the country and their optimal development.

Albina A Chuwa
Director General
National Bureau of Statistics

Definitions

The following concepts are frequently used in this report.

Economic activities

Economic activity as defined by the United Nations System of National Accounts (SNA) of 1993 covers all market production and certain types of non-market productions, including production and processing of primary products for own consumption, own account construction (owner occupied dwellings) and other production of fixed assets for own use. It does not cover unpaid production of services for own consumption, such as housework and care of other household members. Any form of engagement in economic activity is regarded as **employment**.

Occupation

Occupation classifies the type of work performed by a person. The classification system used by the NBS is based on the Tanzania Standard Classification of Occupations (TASCO), which uses skill level as the main basis for determining the ten major occupational groups. The “elementary” group represents the least skilled workers.

Industry

Industry classifies the workplace in which the person works, rather than the type of work performed by the person. The classification system used by the NBS is based on the International Standard Industrial Classification (ISIC), Revision 3.1.

Status in employment

Status in employment describes the explicit or implicit contract of employment of the person with other persons or organizations. The criteria used to define the different status categories are the type of economic risk associated with the job. The ILFS distinguishes the following categories:

- *Paid employees* are persons who perform work for a wage or salary in cash or kind. Included are permanent, temporary and casual paid employees.
- The *self-employed* (outside traditional agriculture) are persons who perform work for profit or family gain in their own non-agricultural enterprise. This includes small and large business persons working on their own enterprises. The category is sub-divided into those with employees and those without employees.
- *Unpaid family helpers* (outside traditional agriculture) are persons working completely without payment in cash or kind in family enterprises other than in the family farm or shamba.
- *Work on family shamba* covers traditional agriculture workers as either self-employed persons or as unpaid family helpers.

Production boundaries

In analysing use of time, the activities performed by individuals can be classified into three broad categories based on the SNA of 1993. The first category of SNA-related activities comprises those activities that fall within the **SNA production boundary**. Engagement in these activities classifies a person as employed. The activities concerned include all production for the market, as well as production of goods for own consumption. The second category comprises activities that fall within the **general production boundary**, and are thus recognised as 'work' or 'production', but which do not fall within the narrower SNA production boundary. Engagement in these activities thus does not classify a person as employed. The activities concerned involve production of services for own consumption, and include household maintenance, care of persons in the household, and care and other services performed unpaid for the community. These activities are often termed **unpaid care work** or **extended SNA**. The third category, non-productive activity, comprises activities that fall outside the general production work, and are not regarded as production or work. This category includes activities such as sleeping and eating, learning, and social and cultural activities.

Child labour

The report uses two measures of child labour.

For the hours- and occupation-related measure used in the main ILFS report, a child as being in child labour if:

Time-related

- S/he worked more than 43 hours on economic and housekeeping work combined
- S/he is 15-17 years old, was attending school, and worked 14-43 hours on economic and housekeeping work combined
- S/he is under 15 years and worked 14-43 hours on economic and housekeeping work combined (whether or not attending school)

Occupation-related

- S/he is employed in any of a number of specified occupations considered as constituting hazardous' work, namely:
 - House girls/boys
 - Miners, blasters, stone cutters, mineral processors & mining plant operators and the like
 - Metal moulders, welders and the like
 - Metal processors and metal plant operators
 - Chemical processors and chemical plant operators
 - Construction labourers and the like.

To avoid double-counting, where a child is in both time-related and occupation-related child labour, she or he is recorded in the tables only under occupation-related child labour.

For hazard-related child labour, a child is defined as being in child labour if s/he is reported to face any one of a pre-defined set of hazards at work. The pre-defined hazards are dangerous tools or animals, frequently or sometimes carrying heavy loads, work underground or at height, physical, emotional or sexual abuse, work with chemicals, work in extreme temperatures or humidity, exposure to dust, fumes or gases, insufficient lighting, or injuries.

Executive summary

Summary statistics on work and labour of children aged 5-17 years

	Boys	Girls	Total
Total children aged 5-17 years	6,139,827	5,943,522	12,083,349
Children involved in economic work in last 12 months	4,284,179	4,216,677	8,500,855
Children involved in housekeeping in past 7 days	4,921,168	4,916,455	9,837,623
Children not involved in work activity	978,826	860,074	1,838,900
Children in ILFS-defined child labour	1,399,722	1,100,296	2,500,018
Children engaged in hazardous work	3,930,891	1,179,914	3,837,470
Total children aged 7-17 years	5,176,000	4,977,185	10,153,185
Children 7-17 years attending school	4,219,384	4,085,191	8,304,575

Introduction

During 2006, the National Bureau of Statistics (NBS) conducted the fieldwork for Tanzania's fourth Integrated Labour Force Survey (ILFS). The survey included a module on child labour as well as one on time use. The child labour module was intended to determine the extent to which children are denied their basic rights such as schooling due to being involved in work-related activities. The module also allows some updating of the findings on child work and labour emerging from the 2000/1 ILFS and child labour survey that was conducted in Tanzania Mainland.

The 2006 module adopted a broad definition of work that included both "economic" work that results in a person being classified as "employed" in terms of labour force statistics, as well as non-economic work such as unpaid housekeeping in one's own home and caring for children, the elderly, ill and disabled. The analysis presented in this report reflects international recognition of the need to distinguish between "child work" and "child labour". Using this approach, it is recognised that some engagement in work can be beneficial to a child's development as well as to the welfare of the child's family. However, where the work interferes with or jeopardises the child's development, or where it endangers the child's health and well-being, it constitutes "child labour". The approach corresponds with that used in international conventions as well as with Tanzania's domestic legislation.

The child labour module targeted all children aged 5-17 years living in private household in Tanzania Mainland and Zanzibar that were covered by the ILFS. The tables in the report distinguish between three age groups. The children aged 5-6 years are those who will generally not yet be in school as the official school entry age in Tanzania is seven years. The children aged 7-13 years are those for whom primary schooling is free and compulsory and who are under the age at which employment is legally permitted. A child would also usually be expected to complete standard 7 of schooling by age 13. Those aged 14-17 years

are those who are legally permitted to be employed in Tanzania in work that is not harmful to their health and school attendance.

Profile of children in Tanzania

The 2006 ILFS found an estimated 12,083,349 children aged 5-17 years in Tanzania, accounting for 31.4% of the estimated Tanzania population of 38.4 million. Just over half (50.8%) of the children aged 5-17 years are boys. More than half (58.6%) of the children are in the age group 7-13 years, with a further 25.4% aged 14-17 years and 16.0% aged 5-6 years. Over three-quarters (76.1%) of Tanzania's children are living in rural areas.

Children engaged in work activities

Most children aged 5-17 years in Tanzania (67.1%) are engaged in both economic and housekeeping activities, followed by children not working (15.2%), those doing only housekeeping (14.4%) and those doing only economic activities (3.3%). Thus 70.4% of children are engaged in economic activities.

Over seven in ten children in rural areas (71.0%) are engaged in both economic and housekeeping work, compared to 54.7% in urban areas.

Of the Tanzanian total of 8,602,190 households, nearly a half (48.5%) have at least one child involved in economic work followed by 37.8% which have no children at all in the household. This leaves 7.7% of households that have at least one child in housekeeping only, and a further 6.0% that have children not working.

Of all households with children aged 5-17 years, 78% have at least one child who is in economic work, while a further 12% have at least one child doing housekeeping although not doing economic work.

Children living in households with incomes of less than Tsh 100,000 per month are more likely than those in better-off household to be involved in both economic and housekeeping work, showing a clear link between children's engagement in work and poverty. Among children aged 7-13 years, for example, 73.2% of children in the poorest households engage in both economic and housekeeping work, while this is the case for 62.3% of children of this age in other income groups.

Children engaged in economic work

In rural Tanzania, boys account for 51.0% of the children involved in economic work activities, while in urban Tanzania girls account for 52.3% of those doing economic work.

More than half of all children doing economic work do so on the family farm or shamba.

Of those doing agricultural work, working girls are more likely than boys to engage in crop growing, at 90.8 % and 75.1% respectively, while boys are more likely than girls to be involved with keeping livestock and animals (24.3% and 9.0% respectively).

Three-quarters of children doing economic work are in elementary (unskilled) occupation and about a fifth work as agriculture and fishery workers. In terms of industry, more than three-quarters of the children who do economic work are engaged in agriculture, hunting, forestry and fishing, which accounts for 86.1% of working boys and 75.5% of girls. This is followed by private households with employed persons which account for 10.2% of boys and 20.9% of girls.

Working boys tend to work an average of 20 hours a week in economic activities as against 19 hours a week for girls. Girls and boys aged 14-17 years report averages of 30 hours and 28 hours a week for boys and girls respectively.

About 2% of children who do economic activities are in paid employment, in the sense of working as a paid employee. Of those in paid employment, 80.9% work during the day, evening and night, while 17.0% work only in the day. Older children are more likely than younger ones to work day, evening and nights. There are virtually no children 5-6 years in paid employment.

Nearly four-fifths (78.2%) of children in paid employment are paid cash only, with very little difference between girls and boys in this respect. A further 21.8% are paid in both cash and kind, while none are paid only in kind. Both adults' and children's responses suggest that boys tend to earn more than girls. In general, children working as employees receive no benefits.

Of all children working as employees, 43.3% work overtime with pay and 9.8% work overtime without pay, while nearly half (46.9%) do not do overtime work.

Nearly two-thirds (65.1%) of all children who work for others give part of their earnings themselves to parents or guardians, while a further 8.6% give all of their earnings themselves, and in 3.5% of cases the employer pays the full earnings to the parents or guardians. Just over a fifth (22.1%) do not give any part of their earnings to their parents or guardians.

Half of the children (50.8%) working for others save their earnings. More boys do not save than girls, at 58.8% and 40.9% respectively. Saving to start their own business is offered as a reason by 38.6% of children who save, followed by assisting with family expenses, at 26.8%.

Perceptions of children and parents or guardians

Most (69.4%) children working as employees feel that their relationship with the employer is good. None of the children report that their relationship with the employer is bad.

The major reasons offered by parents and guardians for letting children do economic work are for good upbringing and imparting of skills (37.6%), to assist in the household enterprise (32.5%) or so that the child's work can supplement household income (20.8%).

Good upbringing is offered more often as a reason for letting younger children work, while supplementation of household income is more common for older children.

More than one quarter (28.2%) of parents and guardians fear that the household's living standard will decline if the child stops working. In respect of a further 24.5% of children, parents and guardians say that the household will not be able to afford living expenses, while in 21.6% of cases they say that the household enterprise will not operate properly.

When the working children themselves were asked what will happen if they stop working, 40.9% responded that nothing will happen, 29.0% said that their parents will lose someone to assist them and 23.2% reported that they will not be able to assist family or parents. Younger children were more likely than older to say that nothing will happen.

More than half (56.6%) of working children are not satisfied with their present work.

Across both age groups girls are less likely than boys to be satisfied with their current work. The most common reason for dissatisfaction, cited by 51.9% of dissatisfied children, is that their wages are too low. The next most common reason is that the work is too tiring (48.6%).

Over three in five (61.8%) adults responsible for working children would prefer the children to go to school full time. Similarly, when children were asked what they would like to do in the future, the most common priority is going to school full time (76.4%).

When parents and guardians were asked what kind of support is required to address the problems related to their children working, 71.4% responded that improvement of their living standards is required, followed by 26.2% who want job creation for parents or guardians. The patterns are fairly similar for rural and urban areas.

Children engaged in housekeeping work during the previous week

Over four in five children aged 5-17 years (82.7% of girls and 80.1% of boys) did housekeeping work during the seven days prior to the survey.

Children aged 14-17 years who do housekeeping tend to spend a longer amount of time on this work (average of 2.6 hours per day) than other groups. Girls of this age tend to spend more time on housekeeping work (2.7 hours) than boys (2.4 hours). However, in younger age groups, the average times reported for boys and girls on housekeeping work are very similar.

Children living in rural areas who do housekeeping work tend to spend more time on this work (2.3 hours per day) than children living in urban areas (1.5 hours). Children aged 7-13 years in rural areas spend the longest time (2.1 hours) of all location-age groups on such activities.

Health and safety of children engaged in work activities

According to the parents and guardians, 13.1% of working children in Tanzania were injured or became ill as a result of work, with a slightly higher percentage (13.7%) for boys than girls (12.4%). When the children themselves were asked, a significantly higher 17.0% reported that they had suffered illness or injury as a result of work.

According to the adults, among children doing both economic and housekeeping work, 15.0% suffered from injuries or illness as compared to 9.2% among those doing only economic activities. The lowest rate of injuries or illness is noted for children doing housekeeping activities only, where the rate is 4.7%. The children confirmed that the rate of injuries and illness during the last 12 months is highest for those engaged in both economic and housekeeping work, followed by those engaged only in economic work.

The proportion of affected children reported by adults to have been often or frequently injured or ill is 12.1%. More than 50% of the children are reported to have been injured or ill occasionally and 37.0% rarely. The responses of the children are very similar to those of parents and guardians in respect of frequency of illness and injury.

Wounds or deep cuts are the most commonly reported type of injury or illness, affecting 64.2% of all injured or ill children. This is followed by general injuries or illness like fever or cold at 49.0% and burns at 8.0%. Wounds or deep cuts affected 67.1% of affected boys as compared to 61.1% of affected girls. Conversely, girls (50.4%) more frequently reported general injuries or illness like fever or cold than boys (47.8%).

More than half (59.4%) of all injured and ill children were affected while working in private households with employed persons, while 48.9% were affected while working in agriculture, hunting, forestry and fishing.

In terms of work-related consequences, 27.4% of children who were injured or ill as a result of work continued working, 38.8% temporarily rested, and 7.2% were completely unable to

work. There were relatively few who were permanently disabled or changed their job, at 0.5% and 1.6% respectively. In terms of schooling consequences, 12.2% stopped schooling temporarily and 0.9% was completely unable to go to school.

The overwhelming majority (92.4%) of working children in Tanzania do not use any protective gear in their work places. The most common form of protection is special shoes, at 4.6% of all working children.

Over a quarter (27.3%) of working children sometimes carry heavy loads, 17.4% rarely and 10.0% frequently carry heavy loads. Girls and older children are more likely than others to carry loads frequently or sometimes.

Close on a third (30.0%) of working children report they are required to operate tools in their work place. Use of tools is again most common among the oldest children.

Over a third of children are exposed to dusts, fumes and gases in their working places, and about a fifth are exposed to heat, high temperature or humidity.

Work and school attendance

Among Tanzanian children aged 7-17 years, the most common reason offered for a child not attending school is being too young (17.3%) followed by other reasons (16.9%), failed at school (14.8%) and no one to support or assist (12.5%). The reasons offered for girls and boys not attending school are very similar across all age groups. However, having to assist with household chores and not having anyone to support or assist them are offered somewhat more often as reasons for girls.

Of all children aged 7-17 years who do not attend school, 67.1% engage in both economic and housekeeping work, with very similar proportions for boys and girls. Fewer than a fifth of children not attending school report no work activity.

The majority of Tanzanian children attending school are engaged in both economic and housekeeping activities (72.2% of 7-13 year olds and 81.3% of 14-17 year olds). This situation is more common for girls than boys in both age groups.

In Tanzania as a whole, 14.9% of the working children who attend school report that their work affects their school attendance. An effect on school attendance is reported more often on the Mainland than in Zanzibar. There is, however, no real difference between girls and boys in this respect either for the country as a whole or for the Mainland and Zanzibar. In terms of age, older children are more likely than younger to say that work affects their school attendance.

In Tanzania as a whole 24.3% of children who do only economic work report that their work affects regular attendance of school, with boys more likely to be affected than girls. Of those children who do both economic and housekeeping work, 15.8% report that their work affects regular attendance, while among those children who do housekeeping work only, only 8.8% report an effect.

Children living away from home

Adults were asked if there were any children of the household who did not usually live or reside there and were thus not listed as household members. A total of 58,068 children were reported to be living away from home, of whom 50.3% were aged 7-13 years, and 29.1% aged 14-17 years.

Of all children living away from their household, 76.4% are living with their relatives, with a further 9.3% living in schools, colleges or training institutions. Virtually no children are reported to be living alone.

Of all children living away from their households, 71.6% are attending school or a training institution.

Less than one in twenty-five (3.8%) of the children are reported to be away from home because they are working for someone elsewhere, with a further 1.3% away from home to work for themselves.

Work is a more common reason for boys than girls for living away from home.

Child labour

For the purposes of this report, child labour is defined using two approaches. The first approach defines a child as being involved in child labour if she or he works excessive hours or is in specified occupations considered as constituting hazardous work. The second approach examines a range of different hazardous situations.

Using the approach based on hours of work and occupation, 20.7% of all Tanzanian children aged 5-17 years are in child labour. Time-related child labour is more common (18.5%) than occupation-related (2.2%).

Boys (22.8%) are more likely than girls (18.5%) to be involved in child labour. In rural areas, 24.8% of children are in child labour, compared to 7.6% in urban areas.

Using the hazard-based approach, 38.3% of working girls in Tanzania frequently or sometimes carry heavy loads, compared to 36.4% of working boys. Girls (37.8%) are also more likely than boys (33.5%) to be exposed to dusts, fumes and gases in their work environment. Boys and girls are more or less equally likely (19.0% and 18.7%) to work in an

environment with extreme temperature, while injuries in their working environment are more common among boys (17.8%) than girls (16.1%).

Overall, more than 60% of all working children across sex-age groups are exposed to at least one of the specified hazardous situations.

For each of the most common hazards, between 78.4% and 94.0% of the affected boys and girls are involved in both economic and housekeeping work. In addition, children who are in child labour using the first approach are more likely than other working children to face each of the specified hazards. The relative increase in hazard for those involved in ILFS-defined child labour is largest for frequently or sometimes carrying heavy loads and being exposed to dusts, fumes and gases.

Time use

The time use questionnaire recorded the activities done by an individual each hour for each of seven consecutive days. It thus yields a slightly different picture of engagement in work and other activities than the other parts of the ILFS.

The time use data reveal that, as expected, the participation of boys is lower than that for girls across all age groups for extended SNA, which corresponds roughly to housekeeping. The largest difference in participation rates across age groups is found for SNA productive activities (roughly equivalent to economic work) where the rates range from a low of 55% among 5-6 year olds to a high of 95% among 14-17 year olds for boys and from 58% to 95% for girls.

Overall, non-productive activities (such as sleeping, eating and socialising) account for 71% of the average 24-hour day for a Tanzanian child aged 5-17 years compared with about 14% and 8% spent on learning and SNA production respectively. Least time is spent on extended SNA activities, at 7% of the 24-hour day.

Personal care and self-maintenance, which includes activities such as sleeping and eating, account for nearly 60% of the day, with small gender differences. The next largest categories in terms of the amount of time spent on them are learning at 13.8% of the day, social and cultural activities at 10.9%, and primary production at 7.9%. Boys tend to spend more time than girls on primary production (9.0% and 6.8% respectively of the day) while girls spend more time than boys on household maintenance, management and shopping for own household (7.0% and 3.5% respectively). Time spent on employment in establishments, which is roughly equivalent to work in the formal sector, accounts for a lower proportion of the average day than primary production, at 0.5% and 7.9% respectively. The time spent by boys and girls on employment in establishments is very similar (0.5%) but time spent by girls on primary production is less (6.8%) than for boys (9.0%). The participation rate is also noticeably higher for girls (90%) than boys (82%) in respect of household maintenance,

management and shopping for own household, and care of household members. Participation rates of boys are noticeably higher than for girls for primary production activities, social and cultural activities, and mass media use.

Chapter One

Introduction

1.0 Background

During 2006, the National Bureau of Statistics (NBS) conducted the fieldwork for Tanzania's fourth Integrated Labour Force Survey (ILFS). The survey included a module on child labour as well as one on time use. The NBS implemented the survey in collaboration with the Ministry of Labour, Employment and Youth Development in Tanzania Mainland. The survey was funded by the government of Tanzania through the Vice Presidents Office and Poverty Eradication Department of the Ministry of Planning, Economy and Empowerment in collaboration with development partners, as part of the overall monitoring system for MKUKUTA, Tanzania's National Strategy for Growth and Poverty Reduction. In Zanzibar, Office of the Government Statistician (OCGS) implemented the survey in collaboration with the MLYCD. The survey was funded by the Government and UNDP.

The main objective of the survey was to provide up-to-date data needed by the government and other stakeholders on human economic activities, and particularly those related to the informal sector and its magnitude, unemployment, underemployment, child labour and time use. Lack of such data hinders the Government of United Republic of Tanzania and other stakeholders in their endeavours to plan and implement strategies aimed at proper use of the available resources so as to improve the quality of life and social well-being of the people of Tanzania.

The inclusion of the child labour and time use modules alongside the standard labour force questions was aimed at meeting specific demands of data users. The child labour module was included to respond to Government of Tanzania's concern to address issues of child labour. The International Labour Organisation (ILO) and United Nations Children's Fund (UNICEF) were especially interested in the child labour module as a means of determining the extent to which children are denied their basic rights such as schooling, and the highest standard of health and well being due to being involved in work-related activities. The child labour module was intended to update the findings on child work and labour emerging from the 2000/1 ILFS and child labour survey that was conducted in Tanzania Mainland.

1.1 Child work and child labour

The child labour module adopted a broad definition of work that included both "economic" work that results in a person being classified as "employed" in terms of labour force statistics, as well as non-economic work such as unpaid housekeeping in one's own home and caring for children, the elderly, ill and disabled. The analysis presented in this report reflects international recognition of the need to distinguish between "child work" and "child labour". Using this approach, it is recognised that some engagement in work can be beneficial to a child's development as well as to the welfare of the child's family. However,

where the work interferes with or jeopardises the child's development, or where it endangers the child's health and well-being, it constitutes "child labour". The operationalisation of this approach for data analysis purposes is described in more detail in the chapter on child labour.

The approach corresponds with that used in international conventions as well as with Tanzania's domestic legislation. Thus in 1998, the United Republic of Tanzania ratified the ILO *Minimum Age for Admission to Employment Convention* of 1973. This convention requires that ratifying states pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons. It says that the minimum age for work likely to jeopardise the health, safety or morals should be at least 18 years. It states that laws may permit employment of children 13 to 15 years of age in *light work* unlikely to be harmful to their health or development and that will not prejudice their benefiting from school or vocational programmes.

In line with this convention, Tanzania's *Employment and labour relations act no.6 of 2004*, prohibits employment of children under 14 years of age. The Ordinance states further that no child shall be employed in any situation that is injurious to health, dangerous, or other unsuitable.

In 2001, Tanzania ratified the *Worst Forms of Child Labour Convention* of 1999. The Worst Forms of Child Labour (WFCL) convention includes several pre-defined worst forms, including trafficking of children, commercial sexual exploitation of children and use, procuring or offering of a child by others for illegal activities, including trafficking or production of drugs. None of these WFCL is likely to be captured by the LFS as respondents are unlikely to respond honestly on illegal activities, and some of the children involved in these activities will not be living in households. However, the Rapid Assessment studies suggest a significant number of children engaged in the WFCL.

Also relevant is that in 1991 Tanzania ratified the 1989 United Nations Convention on the Rights of the Child. Article 32.1 of this Convention provides that every child has the right to be "protected from economic exploitation and from any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development".

1.2 Methodology

The child labour module targeted all children aged 5-17 years living in private households in Tanzania Mainland and Zanzibar that were covered by the ILFS. The time use module – which is also drawn on in this report – covered every fifth household of the ILFS sample. The sampling for the ILFS was based on the National Master Sample (NMS). A simple random sampling technique was adopted at the first stage of sample design to determine

representative samples of villages and enumeration areas (EAs) in rural and urban areas respectively. The second stage involved random selection of EAs in rural and urban areas. This was then followed by the third stage of sampling which involved random selection of households to form representative samples of 20 and 30 households in rural and urban EAs respectively.

The full ILFS instrument consisted of five questionnaires. The first questionnaire (LFS1) listed household members and collected basic demographic information about each member as well as information about the household as a whole. The second questionnaire (LFS2) collected labour force details for individuals aged five years and above, and thus provided some data for this report. The third questionnaire (CLS1) was administered to parents or guardians of all children aged 5 to 17 years. The fourth questionnaire (CLS2) was administered to children aged 5 to 17 years. The fifth questionnaire, on time use (TUS), was administered to individuals aged 5 years and above. The TUS questionnaire was administered on seven consecutive days to each member of selected households who was in this age group so as to collect information on activities performed over a week.

The target sample size for the ILFS was 18,520 households on the Mainland and 5,400 households in Zanzibar. The realised sample for Mainland was 18,375 households, covering 72,442 individuals. The realised sample for Zanzibar was 5,320 households, covering 28,277 individuals. The target sample size for the time use component was 3,704 households on the Mainland, and the realised sample 2,677 households, and 10,553 individuals. (The chapter of this report on time use is based on data only from the Mainland.) The data were weighted so as to be representative of the Tanzania population as a whole.

For purposes of analysis, the tables in this report distinguish between three age groups. The children aged 5-6 years are those who will generally not yet be in school as the official school entry age in Tanzania is seven years. The children aged 7-13 years are those who for whom primary schooling is free and compulsory and who are under the age at which employment is legally permitted. A child would also usually be expected to have completed standard 7 of schooling by age 13. Those aged 14-17 years, corresponding to secondary school age, are those who are legally permitted to be employed in Tanzania.

1.3 Profile of children in Tanzania

The 2006 Integrated Labour Force Survey found an estimated 12,083,349 children aged 5-17 years in Tanzania, accounting for 31.4% of the estimated Tanzania population of 38.4 million aged 5 years and above. In Mainland, there are 11,707,384 children aged 5 -17 years, accounting for 31.2% of the estimated Mainland population of 37.5 million. There are 375,965 children of the same age in Zanzibar, accounting for 40.3% of the estimated population of 931,780 on the island. Just over half (50.8%) of the children aged 5-17 years are boys. More than half (58.6%) of the children are in the age group 7-13 years, with a

further 25.4% aged 14-17 years and 16.0% aged 5-6 years. The pattern in respect of age groups is similar on the Mainland and in Zanzibar.

Table 1. 1: Children by age group and sex

Age group	Mainland			Zanzibar			Tanzania		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
5-6	932,740	934,367	1,867,107	31,086	31,970	63,056	963,826	966,337	1,930,163
7-13	3,456,801	3,415,365	6,872,166	104,041	107,931	211,972	3,560,842	3,523,296	7,084,138
14-17	1,564,622	1,403,489	2,968,111	50,536	50,400	100,936	1,615,158	1,453,889	3,069,047
Total	5,954,164	5,753,220	11,707,384	185,663	190,302	375,965	6,139,827	5,943,522	12,083,349

Table 1.2 below shows that over three-quarters (76.1%) of Tanzania's children are living in rural areas. A lower proportion (61.4%) of the child population of Zanzibar is rural than for the Mainland (76.6%).

Table 1. 2: Children by age group and geographic area

Age group	Mainland			Zanzibar			Tanzania		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
5-6	78.4	21.6	100.0	61.1	38.9	100.0	77.8	22.2	100.0
7-13	77.0	23.0	100.0	62.1	37.9	100.0	76.5	23.5	100.0
14-17	74.5	25.5	100.0	60.0	40.0	100.0	74.0	26.0	100.0
Total	76.6	23.4	100.0	61.4	38.6	100.0	76.1	23.9	100.0

Table 1.3 below shows that 67.7% of children aged 5-6 years are reported in the demographic section of the ILFS instrument as having never attended school. (A slightly different figure is reported in chapter 7, based on responses to a question in the child labour section of the instrument.) This is the situation for 68.8% of the boys and 66.6% of the girls. This pattern is not surprising, as 7 is the official school entry age. The table thus includes a sub-total for children aged 7-17 years, as the age group for which school attendance is more relevant. The table also reveals that 8.1% of children aged 14-17 years have never attended school. Further analysis shows that 4.6% of children aged 14-17 years have dropped out of school with a slightly higher proportion of boys (5.1%) than girls (4.1%) in this situation. School attendance is highest (85.8%) among children aged 7-13 years.

Table 1. 3: Children by sex, age group and whether attending school

Age group/sex		Drop-out	Completed	Attending	Never attended	Total
Boys	5-6	0.2	0.4	30.5	68.8	100.0
	7-13	1.1	0.4	85.0	13.5	100.0
	14-17	5.1	13.1	73.9	8.0	100.0
	7-17	2.3	4.4	81.5	11.8	100.0
	Total	2.0	3.8	73.5	20.7	100.0
Girls	5-6	0.5	0.5	32.4	66.6	100.0
	7-13	1.3	0.5	86.7	11.5	100.0
	14-17	4.1	16.7	70.9	8.3	100.0
	7-17	2.1	5.2	82.1	10.6	100.0
	Total	1.8	4.5	74.0	19.7	100.0
All	5-6	0.4	0.5	31.5	67.7	100.0
	7-13	1.2	0.5	85.8	12.5	100.0
	14-17	4.6	14.8	72.5	8.1	100.0
	7-17	2.2	4.8	81.8	11.2	100.0
	Total	1.9	4.1	73.8	20.2	100.0

The links between child work and school attendance are further explored in Chapter Seven.

Chapter Two

Children engaged in work activities

2.0 Introduction

The survey collected information on economic activities usually performed by children over the previous twelve months. In addition, information was collected on housekeeping activities performed by children in the week prior to the survey. This chapter covers both of these types of activities which are collectively referred to as work activities. (See definitions section of this report for more detail.)

2.1 Child work activities

Table 2.1 below shows that most children in Tanzania (67.1%) are engaged in both economic and housekeeping activities, followed by children not working (15.2%), those doing only housekeeping (14.4%) and those doing only economic activities (3.3%). Thus 70.4% of children are engaged in economic activities, and 84.6% in work more broadly defined. Over seven in ten children in rural areas (71.0%) are engaged in both economic and housekeeping work, with 69.9% of boys and 72.2% of girls in this position. In contrast, 54.7% of children in urban areas do both these forms of work, with 52.9% of boys and 56.3% of girls in this position. Thus in both urban and rural areas, girls are more likely than boys to do both forms of work.

Nearly seven-tenths (68.2%) of children in Mainland are engaged in both economic and housekeeping activities and only 3.3% only in economic activities. In contrast, more than half of children in Zanzibar (57.1%) are involved only in housekeeping work as compared to nearly a third in both economic and housekeeping work (32.4%) and a very small number only in economic activities (1.1%).

Table 2. 1: Children by type of work activity, area and sex

	Work activity	Rural			Urban			Total
		Boys	Girls	All	Boys	Girls	All	
Mainland	Economic work only	4.3	3.0	3.7	2.4	2.0	2.2	3.3
	Housekeeping work only	10.2	10.4	10.3	22.7	21.3	22.0	13.0
	Economic & housekeeping work	70.8	73.1	71.9	54.2	57.9	56.1	68.2
	No work activity	14.8	13.4	14.1	20.7	18.8	19.8	15.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Zanzibar	Economic work only	2.0	0.8	1.4	0.7	0.5	0.6	1.1
	Housekeeping work only	48.9	54.3	51.6	65.1	67.0	66.1	57.1
	Economic & housekeeping work	35.9	34.9	35.4	27.7	27.2	27.4	32.4
	No work activity	13.2	10.0	11.6	6.5	5.3	5.9	9.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tanzania	Economic work only	4.3	3.0	3.6	2.3	1.9	2.1	3.3
	Housekeeping work only	11.1	11.5	11.3	24.6	23.6	24.1	14.4
	Economic & housekeeping work	69.9	72.2	71.0	52.9	56.3	54.7	67.1
	No work activity	14.7	13.3	14.0	20.1	18.1	19.1	15.2
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chart 2.1 below shows participation rates for 2001 and 2006. The comparison is restricted to Mainland, as data for Zanzibar are not available for 2001. Overall, fewer children engage in work in 2006 than in 2001, at 84.6% and 88.3% respectively for the two years. The decrease is sharpest for the 5-6 year olds, at 11 percentage points, compared to 3.3 percentage points for 7-13 year olds and less than one percentage point for 14-17 year olds.

Chart 2. 1: Work participation rates by age group and year in Mainland Tanzania

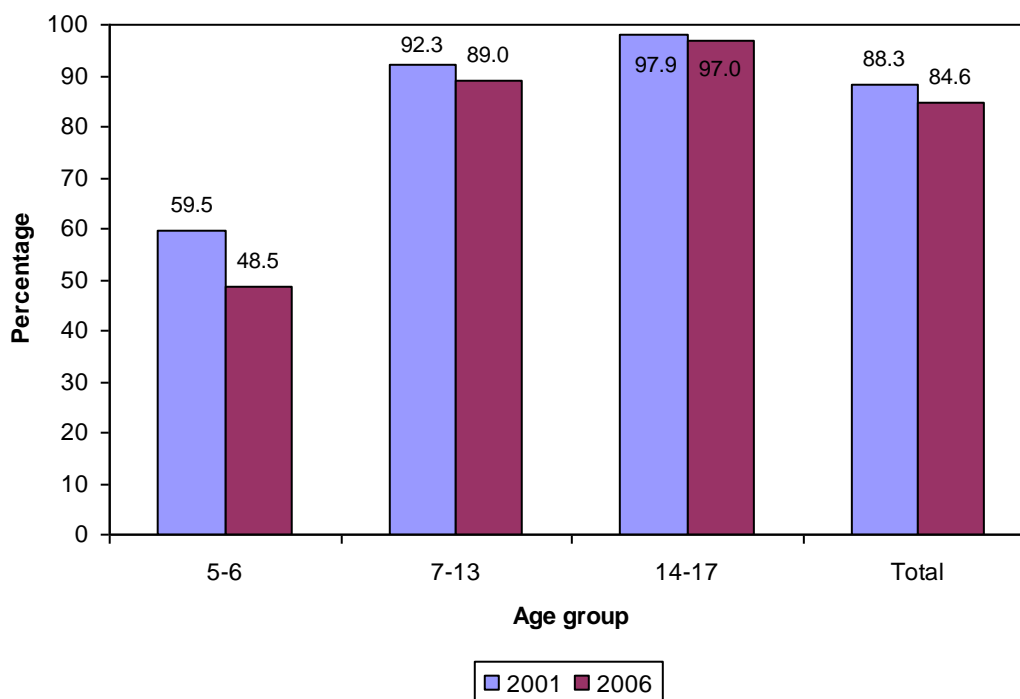


Table 2.2 below reveals that of the Tanzanian total of 8,602,190 households, nearly a half (48.5%) contain at least one child aged 5-17 years involved in economic work, followed by 37.8% of households with no children aged 5-17 years. In rural areas, 54.3% of households have at least one child involved in economic work, and 34.5% have no children age 5-17 years. In urban areas, 45.7% of households have no children and 34.5% have at least one child involved in economic work.

Expressed differently, in 78% of households with at least one child aged 5-17 years, at least one of the children is in economic work, in a further 12% of these households there is at least one child doing housekeeping although not doing economic work, while in the remaining 10% of households with children aged 5-7 years, none of the children is working.

The table also shows that, 34.3% of households in Zanzibar have at least one child in housekeeping only followed by households with no children and households with at least one child involved in economic work, each of which type account for 31.4% of all Zanzibar households. However, the situation differs between urban and rural areas. Thus 37.5% of households in rural Zanzibar have at least one child involved in economic work and 29.9% have at least one child in housekeeping only. In urban areas, 41.0% of households have at least one child in housekeeping only and 34.7% of households have no children.

Table 2. 2: Households by involvement of children in work

Area	Children involvement	Mainland		Zanzibar		Tanzania	
		HH	%	HH	%	HH	%
Rural	No children	2,064,104	34.6	37,551	29.2	2,101,655	34.5
	At least one child in economic work	3,259,922	54.7	48,223	37.5	3,308,145	54.3
	At least one child in housekeeping only	318,119	5.3	38,431	29.9	356,550	5.9
	No working children	319,415	5.4	4,382	3.4	323,796	5.3
	Total	5,961,560	100.0	128,586	100.0	6,090,147	100.0
Urban	No children	1,117,768	46.1	29,712	34.7	1,147,480	45.7
	At least one child in economic work	847,337	34.9	18,998	22.2	866,335	34.5
	At least one child in housekeeping only	269,181	11.1	35,041	41.0	304,223	12.1
	No working children	192,243	7.9	1,763	2.1	194,006	7.7
	Total	2,426,530	100.0	85,514	100.0	2,512,044	100.0
Total	No children	3,181,872	37.9	67,263	31.4	3,249,135	37.8
	At least one child in economic work	4,107,259	49.0	67,221	31.4	4,174,480	48.5
	At least one child in housekeeping only	587,301	7.0	73,472	34.3	660,773	7.7
	No working children	511,658	6.1	6,145	2.9	517,803	6.0
	Total	8,388,090	100.0	214,101	100.0	8,602,190	100.0

2.2 Engagement in schooling and work

Table 2.3 below shows the type of work activity done by children attending and not attending school. The table is confined to children aged 7-17 years, as seven is the official starting age for schooling in Tanzania.

Table 2.3 shows that for children not attending school, among children aged 14-17 years, 84.6% are engaged in both economic and housekeeping work.

For children attending school, 82.8% of children aged 14-17 years are involved in both economic and housekeeping work.

Table 2. 3: Children by type of work activities, school attendance and age group

Activity	School attendance			
	Attending		Not attending	
	7-13	14-17	7-13	14-17
Economic work only	3.2	3.4	3.9	3.7
Housekeeping work only	14.9	11.3	14.3	4.1
Economic & Housekeeping work	72.4	82.8	62.0	84.6
No work activity	9.6	2.6	19.9	7.6
Total	100.0	100.0	100.0	100.0

Table 2.4 shows that the attendance rate is lower for boys (76.0%) and girls (76.3%) with no work activity than for those doing work. Amongst working boys, attendance is lowest among those doing economic work only, at 80.2%. Among working girls there is less variation according to type of work in which engaged, but the rate is lowest for those doing housekeeping work only (76.3%) or economic work only (87.2%).

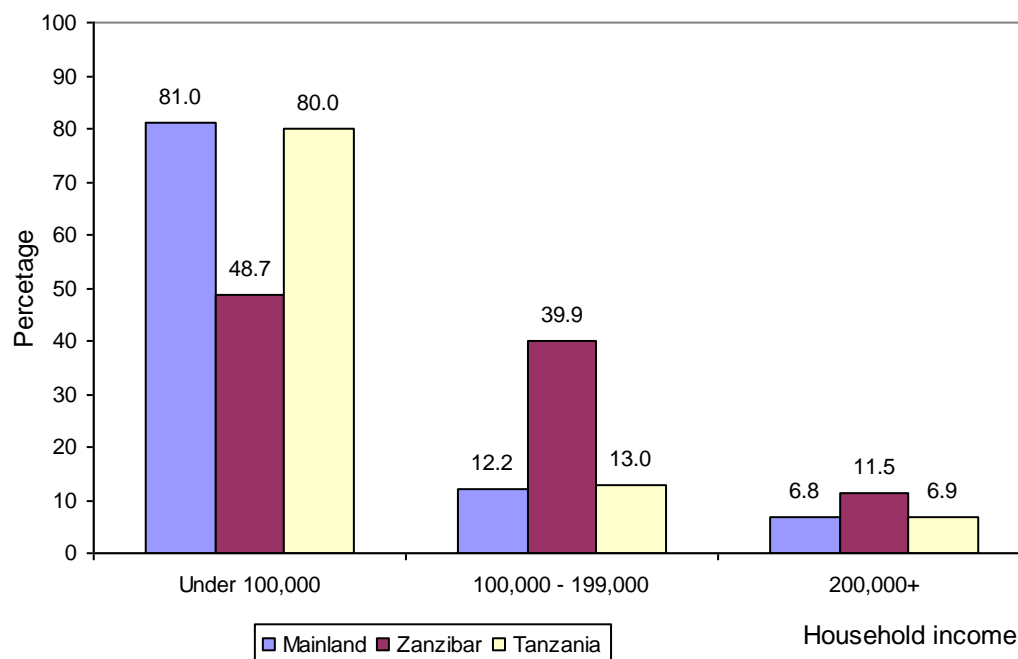
Table 2. 4: Children aged 7-13 years by type of activity, sex and whether attending school

Activity	Boys			Girls		
	Attending	Not attending	Total	Attending	Not attending	Total
Economic work only	80.2	19.8	100.0	86.6	13.4	100.0
Housekeeping work only	87.3	12.7	100.0	87.2	12.8	100.0
Economic & housekeeping work	86.3	13.7	100.0	88.0	12.0	100.0
No work activity	76.0	24.0	100.0	76.3	23.7	100.0
Total	85.0	15.0	100.0	86.7	13.3	100.0

2.3 Engagement in work by household characteristics

As can be seen from chart 2.1 below, the majority (80.0%) of children in Tanzania live in households with incomes of less than 100,000 Tanzania shillings (TShs) per month (equivalent to US\$ 79.7 using an official rate of Bank of Tanzania in 2006). This is the situation for 81.0% of children in Mainland and 48.7% of children in Zanzibar. Nearly four-tenths (39.9%) of children in Zanzibar live in households with incomes of TSh 100,000-199,000 as compared to only 12.2% of children in Mainland.

Chart 2. 2: Children by household income group



From Table 2.5 below, it can be seen that more children (68.7%) living in households with incomes of less than Tsh 100,000 per month than those in other income groups are involved in both economic and housekeeping work. It is thus clear that children's engagement in work is associated with household poverty. Involvement in both economic and housekeeping work is more common for girls (70.0%) than boys (67.4%) in these poor households.

In households with income of Tsh 200,000 and above, 61.4% of children are engaged in both economic and household work. The proportion doing both types of work is more or less the same for boys and girls (61.2% and 61.5% respectively).

Table 2. 5: Children by type of work activities, sex and household income

Sex	Household income	Type of work activity				
		Economic work only	Housekeeping work only	Economic and housekeeping work	Not working	Total
Boys	Less than 100,000	3.7	12.9	67.4	15.8	100.0
	100,000 to 199,999	3.9	19.7	59.2	16.7	100.0
	200,000+	4.6	18.3	61.2	15.7	100.0
	Total	3.8	14.2	65.9	15.9	100.0
Girls	Less than 100,000	2.8	13.0	70.0	14.1	100.0
	100,000 to 199,999	2.2	21.3	60.5	15.8	100.0
	200,000+	3.0	19.0	61.5	16.3	100.0
	Total	2.7	14.5	68.2	14.5	100.0
Total	Less than 100,000	3.3	13.0	68.7	15.0	100.0
	100,000 to 199,999	3.1	20.5	59.9	16.2	100.0
	200,000+	3.8	18.7	61.4	16.0	100.0
	Total	3.3	14.4	67.1	15.2	100.0

Table 2.6 below reveals that, among children aged 5-6 years, there is little difference across households with different incomes in the likelihood that children will not do any work. However, engagement in both economic and housekeeping work is least common in the middle income group, while engagement only in housekeeping work is most common in this group of households. For children aged 7-13 years, 73.2% of children in the poorest households engage in both economic and housekeeping work, while this is the case for 62-63% of children of this age in other income groups. For children aged 14-17 years, 84.7% of those in the poorest households are engaged in both economic and housekeeping work. This is again a higher percentage than for the better off household groupings.

Table 2. 6: Children by type of work activities, age group and household income

Age group	Type of work activity	Household monthly income level			
		Less than 100,000	100,000 to 199,999	200,000+	Total
5-6	Economic only	3.0	2.9	6.0	3.2
	Housekeeping work only	18.2	22.6	17.9	18.7
	Economic and housekeeping work	28.1	23.2	26.9	27.4
	No work activity	50.8	51.2	49.2	50.8
	Total	100.0	100.0	100.0	100.0
7-13	Economic only	3.3	2.7	3.7	3.3
	Housekeeping work only	13.2	22.5	19.6	14.8
	Economic and housekeeping work	73.2	62.1	62.7	71.1
	No work activity	10.3	12.7	14.1	10.9
	Total	100.0	100.0	100.0	100.0
14-17	Economic only	3.3	4.1	3.1	3.4
	Housekeeping work only	9.2	15.3	17.4	10.7
	Economic and housekeeping work	84.7	76.8	75.7	82.9
	No work activity	2.8	3.8	3.8	3.0
	Total	100.0	100.0	100.0	100.0
Total	Economic only	3.3	3.1	3.8	3.3
	Housekeeping work only	13.0	20.6	18.7	14.4
	Economic and housekeeping work	68.8	60.0	61.5	67.1
	No work activity	15.0	16.3	16.0	15.2
	Total	100.0	100.0	100.0	100.0

24.4% of children aged 5-17 years living in Tanzania live in households headed by females. Table 2.7 reveals that among children in female-headed households, 68.8% engage in both economic and housekeeping work in Tanzania as a whole, as compared to 66.6% in male-headed households. Among both boys and girls, rates of engagement in both economic and housekeeping work are higher for those living in female-headed than in male-headed households.

Over seven in ten (71.1%) of children in the female-headed households in Mainland are found to be engaged in both economic and housekeeping work as compared to 67.3% of children in male-headed households. In Zanzibar, 57.6% of children in male-headed households are involved in housekeeping work compared to 56.6% of children in female-headed households. There is, however, a difference in Zanzibar between the patterns for girls' and boys' engagement across male and female-headed households. Girls in female-headed households are far more likely than girls in male-headed households to do both

economic and housekeeping work. For boys, it is those who are in the male-headed households who are more likely to do both types of work.

Table 2. 7: Children by sex, sex of household head and type of work activities

	Type of work activities	Male head			Female head			Total
		Boys	Girls	All	Boys	Girls	All	
Mainland	Economic work only	4.0	2.8	3.4	3.6	2.9	3.2	3.3
	Housekeeping work only	13.2	13.7	13.4	12.4	11.1	11.7	13.0
	Economic & housekeeping	66.3	68.4	67.3	69.5	72.8	71.1	68.2
	No work activity	16.6	15.2	15.9	14.6	13.2	13.9	15.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Zanzibar	Economic work only	1.6	0.3	1.2	1.4	0.9	1.0	1.1
	Housekeeping work only	54.4	65.1	57.6	56.1	56.8	56.6	57.1
	Economic & housekeeping	34.6	23.6	31.2	28.6	35.5	33.5	32.4
	No work activity	9.4	11.0	9.9	13.9	6.9	8.9	9.4
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tanzania	Economic work only	3.9	2.7	3.3	3.5	2.7	3.1	3.3
	Housekeeping work only	14.3	14.4	14.3	14.0	15.0	14.5	14.4
	Economic & housekeeping	65.4	67.8	66.6	68.0	69.6	68.8	67.1
	No work activity	16.4	15.1	15.8	14.5	12.7	13.6	15.2
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 2.8 below reveals that broad similarity across male and female-headed households remains when we consider each age group separately, and when we consider the Mainland and Zanzibar separately.

Table 2. 8: Children by age group, sex of household head and type of work activities

	Type of work activities	Male head				Female head			
		5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Mainland	Economic work only	3.4	3.3	3.5	3.4	2.7	3.3	3.5	3.2
	Housekeeping work only	16.8	13.8	10.1	13.4	18.3	12.2	8.0	11.7
	Economic & housekeeping work	28.3	71.8	83.6	67.3	27.5	73.8	85.0	71.1
	No work activity	51.5	11.0	2.9	15.9	51.6	10.7	3.6	13.9
	Total	100.	100.	100.0	100.	100.	100.	100.0	100.
Zanzibar	Economic work only	0.1	1.1	2.0	1.2	0.2	1.2	1.2	1.0
	Housekeeping work only	68.3	61.4	43.3	57.6	68.8	59.0	44.0	56.6
	Economic & housekeeping work	3.4	29.3	52.4	31.2	3.6	32.7	53.3	33.5
	No work activity	28.2	8.2	2.3	9.9	27.3	7.2	1.4	8.9
	Total	100.	100.	100.0	100.	100.	100.	100.0	100.
Tanzania	Economic work only	3.3	3.3	3.4	3.3	2.5	3.1	3.3	3.1
	Housekeeping work only	17.9	14.7	10.9	14.3	22.1	15.0	10.1	14.5
	Economic & housekeeping work	27.8	71.0	82.9	66.6	25.7	71.4	83.1	68.8
	No work activity	51.0	11.0	2.8	15.8	49.7	10.5	3.4	13.6
	Total	100.	100.	100.0	100.	100.	100.	100.0	100.

There were virtually no child-headed households recorded in the ILFS.

Chapter Three

Children engaged in economic work

3.0 Introduction

This chapter presents findings in respect of the children who during the previous twelve months performed economic activity (work). As shown in table 2.1 above, these children account for 70.4% of all children aged 5-17 years. The full range of economic work is covered, ranging from paid work as an employee, to work on the family shamba to contribute to family subsistence or household sales. The analysis in this chapter covers both those who did only economic work and those who did both economic and housekeeping work. The chapter describes the children engaged in work activities by geographical area, sex, employment status, occupation, industry and form of payment.

3.1 Location

Table 2.1 revealed that 74.6% of rural children and 58.2% of urban children are engaged in economic activity. Table 3.1 reveals that in rural Tanzania, boys account for 51.0% of the children involved in economic work activities. The situation is different in urban Tanzania where girls account for 52.3% of the children engaged in economic work. The same urban-rural pattern is observed in both Mainland and Zanzibar.

Table 3. 1: Children who worked in last 12 months by sex and geographic area

	Area	Did any work activity		
		Boys	Girls	Total
Mainland	Rural	51.0	49.0	100.0
	Urban	47.7	52.3	100.0
	Total	50.4	49.6	100.0
Zanzibar	Rural	48.0	52.0	100.0
	Urban	50.7	49.3	100.0
	Total	51.0	49.0	100.0
Tanzania	Rural	51.0	49.0	100.0
	Urban	47.7	52.3	100.0
	Total	50.4	49.6	100.0

3.2 Nature of the economic work

Table 3.2 reveals that, overall, more than half of all children doing economic work do so on their own (or family's) farm or shamba, with girls (55.0%) slightly more likely than boys (53.5%) to be in this situation. Amongst the very young children, those aged 5–6 years, 71.1% of girls and 50.0% of boys are unpaid family helpers. The distinction between unpaid family helpers and those classified as working on the family shamba is that the latter are in traditional agriculture.

Table 3. 2: Children who worked by status in main employment, sex and age group in Tanzania

Status of main employment	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
A paid employee	0.0	0.0	0.0	0.5	0.7	0.6	3.5	4.5	3.9	1.7	2.1	1.9
Self-employed with employees (outside traditional agriculture)	0.8	0.0	0.4	0.1	0.0	0.0	0.2	0.3	0.2	0.2	0.1	0.2
Self-employed without employees (outside traditional agriculture)	0.2	0.5	0.3	1.1	0.6	0.9	3.7	2.5	3.1	2.1	1.3	1.8
Unpaid family helper (non-agriculture)	50.0	71.1	59.9	11.1	18.8	14.4	5.7	14.7	9.6	11.6	21.1	15.7
Unpaid family helper (agricultural)	25.9	12.8	19.8	36.0	22.9	30.4	25.3	18.2	22.2	31.0	20.3	26.3
Work on own farm or shamba	23.1	15.6	19.6	51.2	57.0	53.7	61.6	59.8	60.8	53.5	55.0	54.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chart 3.1 below shows that the patterns in respect of status in employment are very similar in 2001 and 2006. There is, however, a slight decrease in the proportion of children working as unpaid family helpers (non-agriculture) in 2006 (15.7%) as compared to 2001 (18.0%). This trend should, however, be treated with caution as the categories used in the two years were not identical. In particular, there was no category for unpaid family helper in agriculture in 2001, and this category was therefore combined with children working on own farm for 2006.

Chart 3. 1: Children who did economic work by status in employment, 2001 and 2006

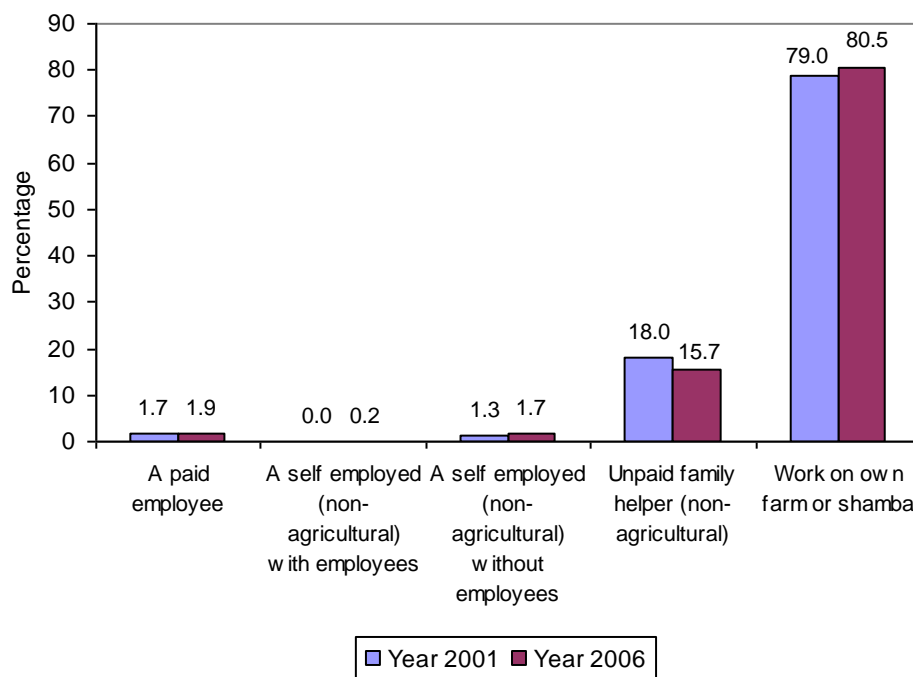


Table 3.3 shows that of those doing agricultural work 2006, working girls are more likely than boys to engage in crop growing, at 90.8 % and 75.1% respectively, while boys are more likely than girls to be involved with livestock and animals (24.3% and 9.0% respectively). Overall, less than 1% of children doing agricultural work are engaged in fishing.

Table 3. 3: Children who did agricultural work by main activity, sex and age group

Main activity	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Fishing	0.8	0.0	0.5	0.5	0.1	0.3	0.8	0.3	0.6	0.6	0.2	0.4
Crop growing	47.5	68.1	54.4	69.6	88.6	77.4	85.0	95.3	89.2	75.1	90.8	81.5
Livestock / animals	51.7	31.9	45.1	29.9	11.3	22.3	14.2	4.3	10.2	24.3	9.0	18.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.4 reveals that 76.8% of the girls and 75.8% of the boys work in elementary (unskilled) occupations, and 22.6% of the boys and 20.6% of the girls work as agriculture and fishery workers. Only a small proportion of children doing economic work are found in the other occupations.

On Tanzania Mainland 76.8% of employed girls and 75.8% of employed boys are found in elementary occupations, while in Zanzibar 90.9% of girls and 69.0% of boys are in such occupations. In Zanzibar, the second most common occupation is service and shop sales workers, at 18.0% of boys and 9.1% of girls.

Table 3. 4: Children who did economic work by main occupation, sex and age group

	Occupation	5-6			7-13			14-17			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	Service workers and shop sales workers	0.0	0.0	0.0	0.0	0.4	0.2	2.0	4.9	3.3	0.8	2.2	1.4
	Agricultural and fishery workers	0.0	0.0	0.0	0.0	0.0	0.0	56.3	51.1	54.0	22.6	20.6	21.7
	Elementary occupations	100.0	100.0	100.0	100.0	99.6	99.8	39.7	43.0	41.1	75.8	76.8	76.2
	Other occupation	0.0	0.0	0.0	0.0	0.0	0.0	1.9	1.0	1.5	0.8	0.4	0.6
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Zanzibar	Service workers and shop sales workers	0.0	0.0	0.0	19.3	10.3	16.2	16.8	7.4	14.5	18.0	9.1	15.4
	Agricultural and fishery workers	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Elementary occupation	0.0	0.0	0.0	74.3	89.7	79.6	63.9	92.6	71.1	69.0	90.9	75.6
	Other occupation	0.0	0.0	0.0	6.4	0.0	4.2	19.2	0.0	14.4	12.9	0.0	9.0
	Total	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tanzania	Service workers and shop sales workers	0.0	0.0	0.0	0.1	0.4	0.2	2.0	4.9	3.3	0.8	2.2	1.4
	Agricultural and fishery workers	0.0	0.0	0.0	0.0	0.0	0.0	56.3	51.0	54.0	22.6	20.6	21.7
	Elementary occupations	100.0	100.0	100.0	99.9	99.6	99.8	39.7	43.0	41.2	75.8	76.8	76.2
	Other occupation	0.0	0.0	0.0	0.0	0.0	0.0	2.0	1.0	1.6	0.8	0.4	0.6
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chart 3.2 shows the distribution of children by occupation in 2001 and 2006. The chart shows an increase in the proportion of children recorded in agricultural occupations, from 69.2% in 2001 to 81.1% in 2006. Conversely, there is a decrease in the proportion of children in elementary occupations, from 27.2% to 16.8%.

Chart 3. 2: Children who did economic work by occupation, 2001 and 2006

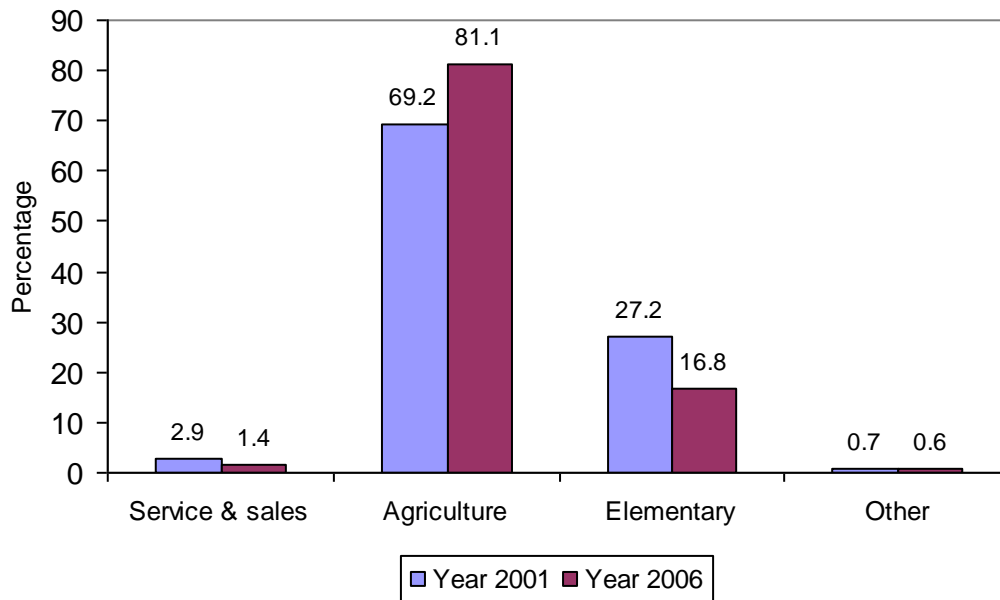


Table 3.4 focuses on the occupation – the work done by that particular child. Table 3.5, in contrast, focuses on the industry, i.e. the nature of the establishment in which the child works. In many cases the two concepts match closely. For example, most agricultural workers will be employed in the agriculture industry. However, in some cases there is not this close match. For example, a clerk in a factory would be classified as clerical in terms of occupation, but as manufacturing in terms of industry.

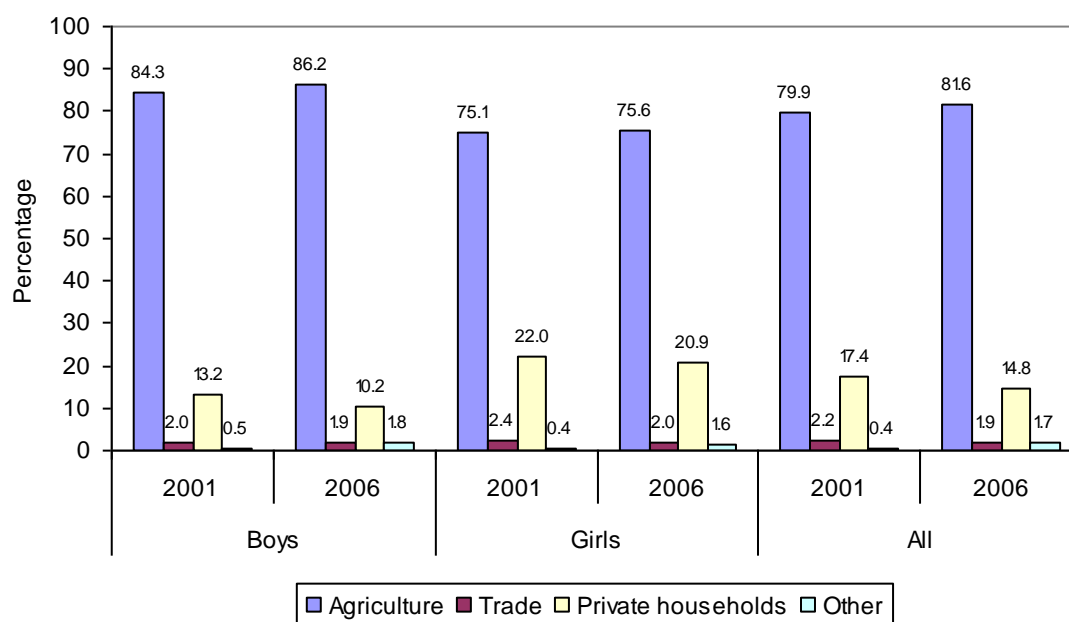
Table 3.5 shows that more than three-quarters of the children who do economic work are engaged in the agriculture, hunting, forestry and fishing industry, which accounts for 86.1% of working boys and 75.5% of girls. This is followed by private households with employed persons which account for 10.2% of boys and 20.9% of girls. The majority of those classified as working in private households would be domestic workers, gardeners or the like.

Table 3. 5: Children who did economic work by main industrial group, sex and age group

Industrial group	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Agriculture/ hunting/ forestry & fishing	49.4	28.4	39.6	88.2	80.1	84.7	89.5	78.6	84.7	86.1	75.5	81.5
Wholesale & retail trade	0.0	0.0	0.0	1.4	1.4	1.4	2.9	3.3	3.1	1.9	2.0	2.0
Private households with employed persons	50.6	71.3	60.2	9.2	17.7	12.8	4.7	15.4	9.4	10.2	20.9	14.8
Other industries	0.0	0.3	0.2	1.3	0.9	1.1	2.9	2.8	2.8	1.8	1.6	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chart 3.3 shows that agriculture is the dominant industry for Mainland Tanzanian children, employing similar percentages (80.0% and 81.6% respectively) in 2001 and 2006. Boys (86.2%) are somewhat more likely than girls (84.3%) to be employed in this industry. Private households rank second in both years, but employ a smaller proportion of children in 2006 (14.8%) than in (17.4%). In both years, girls are more likely than boys to be employed in this industry.

Chart 3. 3: Children who did economic work by industry and sex, 2001 and 2006.



In Tanzania as a whole, working boys tend to work an average of 20 hours a week in economic activities as against 19 hours a week for girls. Girls and boys aged 14–17 years tend to work more hours than those in other age groups. The older children report averages of 30 hours and 28 hours a week respectively.

Table 3. 6: Children who did economic work by average hours per week, sex and age group

	Age Group	Hours		
		Boys	Girls	Total
Mainland	5-6	23	18	20
	7-13	26	26	26
	14-17	34	35	35
	Total	29	29	29
Zanzibar	5-6	-	-	-
	7-13	17	11	15
	14-17	22	25	23
	Total	20	17	19
Tanzania	5-6	23	18	20
	7-13	21	18	20
	14-17	28	30	29
	Total	20	19	20

3.3 Children working as employees

The next set of tables focuses on children in paid employment, i.e. those working for an employer. Table 3.7 reveals that in Tanzania as a whole four-fifths (80.9%) of children in paid employment work during the day, evening and night, while 17.0% work only in the day. Girls (85.2%) are somewhat more likely than boys (76.9%) to work during the day, evening and night.

Table 3. 7: Children in paid employment by sex and when usually worked

Period	Sex		
	Boys	Girls	Total
Day only	20.6	13.2	17.0
Night only	0.1	0.0	0.0
Day & evening	0.6	0.4	0.5
Evening & night	1.8	1.2	1.5
Day, evening & night	76.9	85.2	80.9
Total	100.0	100.0	100.0

Table 3.8 shows that children in paid employment who are aged 14-17 years are more likely than those in other age groups to work in the day, evening and nights. Thus 84.5% of 14-17 year olds work day, evening and nights, compared to 63.0% of 7-13 year olds. There are virtually no children of younger ages in paid employment, and the few younger children are thus not shown separately in the tables that follow.

Table 3. 8: Children in paid employment by age group and when usually worked

Period	Age group		
	7-13	14-17	Total
Day only	32.9	13.8	17.0
Day & evening	0.6	0.5	0.5
Evening & night	3.5	1.1	1.5
Day, evening & night	63.0	84.5	80.9
Total	100.0	100.0	100.0

The type of payment received by children in paid employment is shown in table 3.9 below. Nearly four fifths (78.2%) of the children are paid cash only, with very little difference between girls and boys in this respect. A further 21.8% are paid in both cash and kind, while none are paid only in kind.

Table 3. 9: Children in paid employment by sex and type of payment

Type of payment	Boys	Girls	Total
Cash only	77.1	79.3	78.2
Cash & in kind	22.9	20.7	21.8
Total	100.0	100.0	100.0

Table 3.10 shows that children aged 14-17 years are more likely (79.6%) than children aged 7-13 years (71.7%) to be paid in cash only.

Table 3. 10: Children in paid employment by age group and type of payment

Type of payment	Age group		
	7-13	14-17	Total
Cash only	71.7	79.6	78.2
Cash & in kind	28.3	20.4	21.8
Total	100.0	100.0	100.0

Table 3.11 shows the parents' and guardians' responses to questions asking for the amount earned by the children. The mean for cash shown in the table is calculated in respect of all children receiving cash, including those who receive both cash and in-kind payment. Similarly, the mean for in-kind payment is calculated in respect of all those receiving in-kind payment, including those who also receive cash. Finally, the mean for 'cash + in-kind' is calculated only in respect of those children who receive both types of payment.

The mean cash income per day of the boys in paid employment is Tsh 1,117 compared to Tsh 415 for girls. In contrast, the mean in kind payment for girls is slightly higher than that for boys, at Tsh 1,216 and Tsh 1,202 respectively. Finally, the table reveals that boys receive a higher income than girls when cash and in-kind payment are combined. The mean for the boys is Tsh 1,384 per day while that for the girls is Tsh 881 per day.

Table 3. 11: Mean daily payment for paid employment by sex (adult response)

Age group	Mean cash payment (Tsh)		
	Boys	Girls	Total
7-13	780	292	517
14-17	1,205	478	910
Total	1,117	415	808
Age group	Mean in kind payment (Tsh)		
	Boys	Girls	Total
7-13	196	274	233
14-17	196	274	233
Total	1,202	1,216	1,172
Age group	Mean cash + in kind payment (Tsh)		
	Boys	Girls	Total
7-13	678	412	529
14-17	1,570	1,137	1,399
Total	1,384	881	1,167

Table 3.12 shows the mean cash payment per day reported by the children. The table shows an overall mean of Tsh 788 per day. Boys again tend to earn more (Tsh 904) than girls (Tsh 509). Older children earn more than younger ones. This situation is observed in both Mainland Tanzania and Zanzibar.

Table 3. 12: Mean daily cash payment for paid employment by sex and age group (child response)

	Age group	Sex		
		Boys	Girls	Total
Mainland	7-13	443	380	418
	14-17	726	668	700
	Total	679	627	656
Zanzibar	7-13	987	183	582
	14-17	1158	543	1025
	Total	1130	392	920
Tanzania	7-13	715	281	500
	14-17	942	606	863
	Total	904	509	788

Table 3.13 shows the responses of children working as employees in respect of the benefits provided by their employers. The responses confirm that, in general, no benefits at all are received. A free meal is the most common benefit, but is enjoyed by only 24.8% of girls and 19.0% of boys. In many cases, the meal might be what is recorded as in kind benefits in the previous questions. Free lodging is also relatively common, especially for girls. The reason that girls more often than boys receive in kind benefits, meals and free lodging could be that girls are more likely to work as domestic workers.

Table 3. 13: Benefits provided to children in paid employment by sex (multiple response)

Benefits provided	Sex		
	Boys	Girls	Total
Paid holidays	5.7	0.7	3.1
Paid sick leave	3.7	2.1	2.9
Social security insurance (health, pension)	0.0	1.2	0.6
Regular bonus	1.0	3.0	2.0
Free uniform	3.2	5.0	4.1
Subsidized uniform	1.8	0.0	0.9
Free meals	19.0	24.8	22.0
Subsidized meals	0.5	0.5	0.5
Free transport	0.7	2.1	1.4
Subsidized transport	1.0	0.0	0.5
Free lodging	9.0	21.8	15.6
Subsidized lodging	0.0	0.0	0.0
No benefit at all	45.3	30.8	37.8
Other	0.0	2.1	1.1
Do not know	9.0	6.0	7.4
Total	100.0	100.0	100.0

Table 3.14 reveals that of all children working as employees, 43.3% work overtime with pay and 9.8% work overtime without pay, while nearly half (46.9%) do not do overtime work. Boys (54.0%) are more likely than girls (29.7%) to work overtime with pay. The same gender pattern is evident in both the Mainland and Zanzibar, but paid overtime is more common in Zanzibar (52.6%) than on the Mainland (43.2%).

Table 3. 14: Overtime work of children in paid employment by sex

	Working overtime	Sex		
		Boys	Girls	Total
Mainland	Yes, with pay	53.8	29.7	43.2
	Yes, without pay	9.0	11.2	10.0
	No overtime work	37.2	59.1	46.8
	Total	100.0	100.0	100.0
Zanzibar	Yes, with pay	62.6	27.1	52.6
	Yes, without pay	0.0	0.0	0.0
	Overtime work not available	37.4	72.9	47.4
	Total	100.0	100.0	100.0
Tanzania	Yes, with pay	54.0	29.7	43.3
	Yes, without pay	8.8	11.1	9.8
	No overtime work	37.2	59.2	46.9
	Total	100.0	100.0	100.0

Table 3.15 shows that, according to the children, in Tanzania about three-fifths (59.5%) of the children working as employees receive wages at a level prevalent in the locality. However, a further 9.4% do not receive standard wages, while 31.2% do not know if this is the case or not. There is little difference between girls and boys in this respect. Child employees in Zanzibar are somewhat more likely than those on the Mainland to be paid at the prevailing wage rates.

Table 3. 15: Children in paid employment by sex and whether receive locally prevalent adult wages

	Receive prevalent wage payment	Sex		
		Boys	Girls	Total
Mainland	Yes	59.4	59.2	59.3
	No	7.8	11.3	9.3
	I don't know	32.8	29.5	31.4
	Total	100.0	100.0	100.0
Zanzibar	Yes	75.4	52.6	68.9
	No	6.7	20.3	10.5
	I don't know	18.0	27.2	20.6
	Total	100.0	100.0	100.0
Tanzania	Yes	59.7	59.1	59.5
	No	7.8	11.4	9.4
	I don't know	32.5	29.5	31.2
	Total	100.0	100.0	100.0

Table 3.16 reveals that in Tanzania as a whole 65.1% of all children who work for others give part of their earnings themselves to parents or guardians, while a further 8.6% themselves give all of their earnings, while in 3.5% of cases the employer pays the full earnings to the parents or guardians. Just over a fifth (22.1%) of the children do not give any part of their earnings to their parents or guardians. The differences between boys and girls in this respect are small, but girls are somewhat more likely than boys (24.3% and 20.3% respectively) not to give any part of their earnings to their parents or guardians.

Table 3. 16: Children in paid employment by sex and whether give earnings to parents/guardian

	Give part of earnings	Sex		
		Boys	Girls	Total
Mainland	Yes, all directly through the employer	2.9	4.4	3.6
	Yes, all by myself	10.5	6.3	8.7
	Yes, some part by myself	65.2	65.4	65.3
	No	20.0	23.9	21.7
	Other	1.3	0.0	0.8
	Total	100.0	100.0	100.0
Zanzibar	Yes, all directly through the employer	0.0	0.0	0.0
	Yes, all by myself	7.7	0.0	5.5
	Yes, some part by myself	56.0	43.7	52.5
	No	36.3	56.3	42.0
	Other	0.0	0.0	0.0
	Total	100.0	100.0	100.0
Tanzania	Yes, all directly through the employer	2.9	4.3	3.5
	Yes, all by myself	10.5	6.2	8.6
	Yes, some part by myself	65.0	65.2	65.1
	No	20.3	24.3	22.1
	Other	1.3	0.0	0.7
	Total	100.0	100.0	100.0

Table 3.17 shows the proportion of children working for others who save part of their earnings by sex. In Tanzania as a whole, half of the children (50.8%) working for others save their earnings. More boys do not save than girls, at 58.8% and 40.9% respectively. The pattern in Mainland is similar to that for the country as a whole while in Zanzibar 72.1% of children do not save their earnings. Zanzibar boys (72.1%) are more likely than girls (66.7%) not to save their earnings.

Table 3. 17: Children in paid employment by sex and whether save some earnings

	Reasons	Sex		
		Boys	Girls	Total
Mainland	Yes, regularly	16.6	36.4	25.5
	Yes, occasionally	25.0	23.1	24.1
	No	58.4	40.6	50.4
	Total	100.0	100.0	100.0
Zanzibar	Yes, regularly	21.6	33.3	25.1
	Yes, occasionally	4.1	0.0	2.9
	No	74.4	66.7	72.1
	Total	100.0	100.0	100.0
Tanzania	Yes, regularly	16.7	36.3	25.5
	Yes, occasionally	24.5	22.8	23.7
	No	58.8	40.9	50.8
	Total	100.0	100.0	100.0

Table 18 shows that in Tanzania as a whole the most common reason for children saving is to start their own business. This reason accounts for 38.6% of children who save. Girls (42.8%) are more likely than boys (33.7%) to give this reason. The next most common reason for saving is to assist in family expenses, at 26.8% of children who save. This reason accounts for 30.7% of girls and 22.3% of boys who save.

In Mainland the main reason for saving is again to start their own business, while in Zanzibar the most common reason is assist with family expenses.

Table 3. 18: Children in paid employment by sex and main reasons for saving

	Reasons	Sex		
		Boys	Girls	Total
Mainland	To start my own business	33.6	43.1	38.7
	To meet school/training expenses	21.7	19.3	20.4
	To assist in family expenses	21.7	30.7	26.5
	Other	23.0	6.9	14.3
	Total	100.0	100.0	100.0
Zanzibar	To start my own business	37.6	0.0	24.1
	To meet school/training expenses	0.0	68.1	24.4
	To assist in family expenses	62.4	31.9	51.5
	Total	100.0	100.0	100.0
Tanzania	To start my own business	33.7	42.8	38.6
	To meet school/training expenses	21.4	19.7	20.5
	To assist in family expenses	22.3	30.7	26.8
	Other	22.6	6.8	14.1
	Total	100.0	100.0	100.0

Chapter Four

Perceptions of children, parents and guardians

4.0 Introduction

This chapter presents the perceptions of both the children themselves and their parents and guardians in respect of the children's work.

4.1 Relationship with employer

Table 4. 1: Children in paid employment by sex and relationship with employer (child's response)

Relationship	Boys	Girls	All
Good	70.3	68.4	69.4
Moderate	20.3	30.1	25.1
Does not know	9.3	1.5	5.5
Total	100.0	100.0	100.0

Table 4.1 above reveals that most children working as employees (69.4%) feel that their relationship with the employer is good. Generally, boys are more likely than girls to say that they do not know whether the relationship with the employer is good or bad. None of the children report that their relationship with the employer is bad.

4.2 Reasons for working

A range of questions were asked in respect of reasons for the child work and consequences of their not working.

Table 4. 2: Reasons for letting children work (adult response)

Reason/sex	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Supplement household income	13.4	17.5	27.2	20.8	13.6	18.8	25.4	20.9	14.8	18.3	26.0	20.8
To pay outstanding debt under contractual arrangement	0.3	0.3	0.3	0.3	0.8	0.3	0.5	0.4	0.7	0.3	0.4	0.4
To assist in household enterprise	30.0	33.9	32.6	33.2	28.3	32.7	31.7	31.5	28.5	33.2	32.5	32.5
Education/training programme not adequate/suitable	0.9	0.5	0.7	0.6	1.7	0.8	0.6	0.9	1.3	0.6	0.6	0.7
Education/training institutions are too far	0.7	0.3	0.0	0.2	0.5	0.3	0.0	0.2	0.6	0.3	0.0	0.2
To get good upbringing and imparting of skills	42.0	40.5	32.2	37.4	44.8	39.0	33.9	38.1	42.2	39.8	33.0	37.6
Cannot afford education/training expenses	1.0	0.4	1.2	0.8	0.3	0.5	1.9	1.0	0.8	0.5	1.5	0.9
Equality / peer pressure	11.0	5.7	4.8	5.8	8.3	6.2	4.5	5.8	9.5	6.0	4.7	5.8
Other	0.6	0.8	1.0	0.9	1.2	1.1	1.3	1.2	1.0	0.9	1.1	1.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.2 above shows the main reasons offered by parents and guardians as to why they allow the children to work. The table reveals that the major reasons for letting children work are for good upbringing and imparting of skills (37.6%), to assist in the household enterprise (32.5%) or so that the child's work can supplement household income (20.8%). Good upbringing is offered more often as a reason for letting younger children work, while supplementation of household income is more common for older children. The reasons given for girls and boys are very similar.

Table 4. 3: Reason for letting child work by main employment status (adult response)

Reason	A paid employee	Self employed (excl trad agriculture) with employees	A self employed (excl trad agriculture) without employees	Unpaid family helper (non-agricultural)	Unpaid family helper (agricultural)	Work on own farm or shamba	Total
Supplement household income	47.6	38.3	40.8	12.5	16.5	25.7	21.8
To pay outstanding debt under contractual arrangement	0.1	0.0	0.6	0.2	0.4	0.4	0.4
To assist in household enterprise	16.6	35.8	23.3	35.6	41.1	26.9	31.8
Education/training programme not adequate/suitable	0.5	0.0	2.1	0.9	0.3	0.9	0.8
Education/training institutions are too far	0.0	0.0	0.0	0.1	0.1	0.2	0.1
To get good upbringing and imparting of skills	11.0	15.2	21.3	41.1	36.5	38.5	37.5
Cannot afford education/training expenses	11.5	0.0	4.0	1.1	0.8	0.5	1.0
Equality / peer pressure	5.8	10.7	4.4	7.1	3.2	6.3	5.6
Other	6.7	0.0	2.2	1.0	1.1	0.6	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.3 above depicts the reasons for letting children work by main employment status. Overall, 47.6% of paid employees and 40.8% of the self-employed without employees are working to supplement household income. Among agricultural unpaid family helpers, 41.1% are working to assist the household enterprise and 36.5% for good upbringing and imparting of skills while the comparable percentages for non-agricultural unpaid family helpers are 35.6% and 41.1% respectively. The table also reveals that 38.5% of children working on own farm or shamba do so for good upbringing and imparting of skills.

Table 4. 4: Consequence if child stops working by sex and age group (adult response)

What will happen	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Household living standard will decline	17.7	25.9	31.6	27.5	19.6	27.7	33.8	29.2	20.3	26.9	32.3	28.2
Household cannot afford living expenses	22.2	24.0	26.5	24.7	21.2	23.3	25.9	24.6	22.0	23.8	26.0	24.5
Household enterprise cannot operate fully or other labour	24.4	22.0	22.0	22.3	24.3	21.1	20.4	20.6	23.7	21.5	21.6	21.6
Other	35.7	28.0	19.8	25.5	34.2	27.7	19.8	25.6	33.4	27.8	19.9	25.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Parents and guardians were asked what will happen if the child stops working. Table 4.4 above reveals that more than one quarter (28.2%) of parents and guardians fear that the household's living standard will decline if the child stops working. This reason was more commonly given in respect of girls (33.8%) than boys (31.6%) for children aged 14-17 years. In respect of a further 24.5% of children, parents and guardians say that the household will not be able to afford living expenses, while in 21.6% of cases they say that the household enterprise will not operate properly.

Table 4. 5: Consequence if child stops working by sex and age group (child's response)

What will happen	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
I will lose income	0.8	2.5	8.1	4.0	0.9	2.1	6.0	3.1	0.8	2.3	7.1	3.6
I will be unable to assist family/parent	11.0	21.9	28.0	22.9	12.0	22.8	28.7	23.5	11.5	22.4	28.3	23.2
My parent will lose someone to assist them	18.6	27.5	32.7	28.4	15.7	29.5	34.1	29.6	17.1	28.5	33.4	29.0
I will be unable to foot school fees	0.7	0.9	0.9	0.9	0.1	0.8	1.0	0.8	0.4	0.8	1.0	0.8
Nothing will happen	66.4	44.3	28.2	41.3	68.7	42.0	27.9	40.5	67.6	43.1	28.1	40.9
Other	2.5	2.8	2.0	2.5	2.6	2.7	2.3	2.6	2.6	2.8	2.1	2.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.5 shows that when the working children in Tanzania were asked what will happen if they stop working, 40.9% responded that nothing will happen, 29.0% said that their parents will lose someone to assist them and 23.2% reported that they will not be able to assist family or parents. Younger children were more likely than older to say that nothing will happen.

Table 4. 6: Consequence if child stops working by employment status (child's response)

Reasons/main status	A paid employee	A self employed (excl trad agricultural) with employees	A self employed (excl trad agricultural) without employees	Unpaid family helper (non-agricultural)	Unpaid family helper (agricultural)	Work on own farm or shamba	Total
I will lose income	42.1	15.1	28.3	2.5	4.2	6.5	6.4
I will be unable to assist family/parent	27.1	13.2	27.9	23.5	23.5	28.5	26.3
My parent will lose someone to assist them	15.4	41.3	16.8	28.2	31.6	31.4	30.3
I will be unable to foot school fees	0.4	0.0	5.3	1.0	0.7	0.9	0.9
Nothing will happen	13.5	19.7	20.4	42.3	36.6	29.8	33.2
Other	1.3	10.7	1.0	2.4	3.3	2.9	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.6 above reveals that 42.3% of children working as unpaid family helpers outside of agriculture feel that if they stop working nothing will happen, while this is the case for only 13.5% of those working as paid employees, and about 20% of those who are self-employed. More than two-fifths (42.1%) of those working as paid employees say that they will lose income if they stop working, and 41.3% of those working as self-employed outside of agriculture and about 30% of those working as unpaid family helpers feel that their parents will lose someone to assist them.

4.3 Satisfaction with the job

Table 4. 7: Satisfaction with present job by sex and age group

Satisfaction/sex	7-13			14-17			Total		
	Boys	Girls	All	Boys	Girls	All	Boys	Girls	All
Yes	45.7	30.9	39.7	45.7	41.9	44.1	45.8	40.3	43.4
No	54.3	69.1	60.3	54.3	58.1	55.9	54.2	59.7	56.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

All working children were asked if they are satisfied with their current job. Table 4.7 shows that more than half (56.6%) of working children are not satisfied with their present jobs. Across both age groups girls are less likely than boys to be satisfied with their current job.

Table 4. 8: Main reasons for dissatisfaction by sex and age group (multiple response)

Reasons	Boys			Girls			All		
	7-13	14-17	Total	7-13	14-17	Total	7-13	14-17	Total
Wages too low	60.0	38.8	42.3	20.8	71.5	62.9	41.6	53.9	51.9
Work too tiring/hard	40.8	64.9	60.9	29.8	35.5	34.5	35.7	51.3	48.6
Employer too hard / demanding	0.0	3.2	2.7	0.0	2.0	1.7	0.0	2.6	2.2
Earnings from self-employment very low	0.0	6.3	5.2	17.4	5.8	7.8	8.2	6.1	6.4
Other	0.0	3.1	2.6	31.9	2.6	7.6	15.0	2.9	4.9

Table 4.8 reveals that 51.9% of employed children are dissatisfied with the present job because their wages are too low. The next most common reason for dissatisfaction is that the work is too tiring (48.6%). Each of the other possible reasons was offered by less than 5% of dissatisfied children. Girls aged 14-17 years are far more likely than their male counterparts to say that the wage is too low, at 71.5% and 38.8% respectively. In contrast, having to do tiring work is given as a reason for 64.9% of boys aged 14-17 years but 35.5% of girls.

4.4 Preferred activity, problems and solutions

Both adults and children were asked what their preferred activity for the child would be.

Table 4. 9: What adult would prefer child to do by sex and age group

Reasons/sex	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Going to school full time	65.4	68.1	54.3	62.7	66.0	66.2	51.5	60.8	65.7	67.3	53.0	61.8
Working for income full time	4.7	3.6	6.1	4.6	3.5	5.3	7.9	6.1	4.1	4.4	6.9	5.3
Helping full time in household enterprise or business	1.4	1.6	2.5	1.9	1.4	1.4	2.7	1.9	1.4	1.5	2.6	1.9
Working full time in household chores or housekeeping	5.0	2.6	3.3	3.0	4.1	3.3	5.0	4.0	4.5	2.9	4.0	3.5
Going to school part-time and working part-time for income	5.5	8.3	8.7	8.3	4.6	8.5	9.4	8.5	5.1	8.4	9.0	8.4
Working part-time in household enterprise or business	0.7	1.3	1.1	1.2	1.7	1.0	1.3	1.2	1.2	1.2	1.2	1.2
Working part-time in household chores or housekeeping	6.5	5.2	5.7	5.4	6.8	4.7	5.8	5.3	6.6	5.0	5.7	5.4
To start working after completing education	3.0	6.2	7.3	6.4	6.3	5.8	6.3	6.0	4.6	6.0	6.8	6.2
To look for a better job than the present one	0.7	1.1	6.7	3.1	1.4	1.0	5.5	2.7	1.0	1.0	6.1	2.9
To continue with current work	5.0	1.8	3.7	2.7	4.2	2.4	4.2	3.2	4.6	2.0	4.0	2.9
Other	2.2	0.2	0.5	0.5	0.0	0.3	0.3	0.3	1.1	0.2	0.4	0.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.9 reveals that 61.8% of adults responsible for working children would prefer the children to go to school full time. This is the most common reason across all age groups, but is given less often for the older children than the younger ones. There are no major differences in the wishes of parents in respect of their boy and girl children.

Table 4. 10: What child would prefer to do by sex and age group

Sex/age group	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Continue with current work	9.7	4.1	5.1	4.9	7.4	3.5	4.9	4.2	8.5	3.8	5.0	4.6
Going to school full time	72.0	79.8	67.5	75.4	73.0	81.2	70.1	77.3	72.5	80.5	68.7	76.4
Working for income full time	0.8	1.1	4.3	2.1	0.8	0.9	3.7	1.7	0.8	1.0	4.0	1.9
Helping full time in household enterprise or business	0.5	0.5	0.8	0.6	1.0	0.6	1.3	0.8	0.8	0.5	1.0	0.7
Working full time in household chores or housekeeping	2.7	1.4	1.1	1.4	4.0	1.6	2.2	2.0	3.3	1.5	1.6	1.7
Going to school part-time and working part-time for income	0.7	3.0	4.8	3.3	1.8	2.7	3.1	2.7	1.2	2.9	4.0	3.0
Working part-time in household enterprise or business	0.1	0.4	0.8	0.5	0.0	0.2	0.7	0.3	0.1	0.3	0.7	0.4
Working part-time in household chores or housekeeping	4.7	3.1	2.7	3.1	5.7	2.9	3.2	3.2	5.2	3.0	2.9	3.2
To start working after completing education	3.5	5.0	8.2	5.9	2.5	5.6	6.7	5.6	3.0	5.3	7.5	5.8
To look for a better job than the present one	1.2	0.9	4.1	1.9	0.8	0.4	3.6	1.3	1.0	0.7	3.9	1.6
Other	4.0	0.7	0.6	1.0	3.1	0.4	0.5	0.7	3.5	0.6	0.6	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.10 above shows that, like the adults, when children were asked what they would like to do in future, the most common priority is going to school full time (76.4%). This is again the most common wish for both boys and girls across all age groups, but is offered more often in respect of children in the middle age group than for those who are younger and older.

Table 4. 11: Problems affecting child by sex and age group

Sex/age group	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Injuries, wounds, illness or poor health	34.7	36.6	36.0	36.2	39.1	35.4	33.5	35.0	36.9	36.1	34.9	35.7
Poor progresses in school	1.7	12.3	11.3	11.2	5.1	11.3	9.7	10.2	3.4	11.9	10.6	10.7
Physically abused	0.2	1.0	0.9	0.9	1.0	0.8	0.9	0.9	0.6	0.9	0.9	0.9
Emotionally abused	2.4	1.2	1.1	1.2	0.6	0.6	1.4	0.9	1.5	0.9	1.2	1.1
Sexually abused	0.7	0.5	0.8	0.6	2.3	1.1	1.6	1.4	1.5	0.7	1.2	1.0
None	60.2	48.3	49.7	49.7	51.8	50.6	52.7	51.5	56.1	49.3	51.1	50.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Parents and guardians were asked what problems affect their child as a result of working. A maximum of one problem was recorded in respect of each child. Table 4.11 above reveals that 35.7% of parents or guardians report that the health of their working children is affected by their work. A further 10.7% report that the children's school work is affected. Half (50.5%) of all responsible adults say that no problems arise as a result of the children's work. Very small numbers report physical, emotional or sexual abuse. School problems are mentioned more often for older children, perhaps because many of the youngest children are not yet in school. There are no noticeable gender differences in terms of reported problems.

Table 4. 12: Problems affecting child by employment status

Problem/status	A paid employee	A self employed (excl trad agricultural) with employees	A self employed (excl trad agricultural) without employees	Unpaid family helper (non-agricultural)	Unpaid family helper (agricultural)	Work on own farm or shamba	Total
Injuries, wounds, illness or poor health	39.0	26.4	30.4	35.2	40.2	34.6	36.2
Poor progresses in school	8.7	6.2	28.2	8.0	10.2	10.4	10.3
Physically abused	0.8	0.0	1.1	1.1	0.6	1.1	1.0
Emotionally abused	6.1	15.4	1.0	0.9	1.5	0.8	1.1
Sexually abused	2.8	0.0	0.4	0.8	1.2	0.9	1.0
None	42.5	52.0	38.9	54.0	46.3	52.2	50.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.12 above shows that the proportion of children reported to be affected by work-related injuries or illness is highest among paid employees and agricultural unpaid helpers. Over a quarter (28.2%) of non-agricultural self employed with employees are not performing well in school as a result of their work. The reported level of emotional abuse is highest (15.4%) among non-agricultural self employed with employees.

Table 4. 13: Support required by geographic area

Support required	Mainland			Zanzibar			Tanzania		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Job creation for parents / guardian	28.4	25.7	26.1	29.5	36.2	31.6	28.6	25.8	26.2
Improve living standards	68.8	72.1	71.7	63.0	51.8	59.4	68.0	71.9	71.4
Other forms of assistance	2.7	2.2	2.3	3.4	6.8	4.5	2.8	2.2	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Parents and guardians were asked what kind of support is required to address the problems. Table 4.13 above reveals that 71.4% of parents and guardians of working children in Tanzania feel that improvement of their living standards is required, followed by 26.2% who want job creation for parents or guardians. The patterns are fairly similar for rural and urban areas.

Chapter Five

Children engaged in housekeeping work

5.0 Introduction

The 2006 ILFS collected information on both economic and non-economic work activities. Chapter Two reported that 82.7% of girls and 80.1% of boys aged 5-17 years did housekeeping work during the seven days prior to the survey. This is a much higher percentage than the 47.8% of Mainland children aged 5-17 years reported to have done housekeeping work in the 2001 survey.

This chapter describes the length of time spent by children involved in such activities in 2006. Unfortunately, the questionnaire asks only whether the child has been “engaged in housekeeping activities or household chores in own parents’/guardians’ home on a regular basis during last week”, without further specification or breakdown of the type of tasks done. It is thus not possible to analyse responses by type of task.

5.1 Average hours worked

Table 5.1 below shows the average amount of daily time spent on housekeeping by those who do this work. In Tanzania as a whole, children aged 14-17 years who do housekeeping tend to spend a longer amount of time on this work (average of 2.6 hours per day) than other groups. Girls of this age tend to spend more time on housekeeping work (2.7 hours) than boys (2.4 hours).

Similar to the pattern for the country as a whole, children aged 14-17 in Mainland who do this work spend a large amount of time on housekeeping activities (3.0 hours per day) with girls spending more time (3.1 hours) than boys (2.9 hours)

In Zanzibar, those who tend to spend more time on housekeeping work are again the 14-17 year olds, with an average of 2.1 hours per day. Again girls are more disadvantaged than boys as they spend more time on these activities (2.3 hours for girls and 2.0 hours for boys).

In younger age groups, the average times reported for boys and girls on housekeeping work are very similar. Overall, across all age groups combined, the times spent by boys and girls on housekeeping work are similar.

Table 5. 1: Average daily hours on housekeeping by sex and age group

	Age group	Sex		
		Boys	Girls	All
Mainland	5-6	1.9	1.7	1.8
	7-13	2.3	2.3	2.3
	14-17	2.9	3.1	3.0
	Total	2.5	2.5	2.5
Zanzibar	5-6	0.8	0.9	0.8
	7-13	1.4	1.5	1.5
	14-17	2.0	2.3	2.1
	Total	1.5	1.6	1.6
Tanzania	5-6	1.4	1.3	1.3
	7-13	1.9	1.9	1.9
	14-17	2.4	2.7	2.6
	Total	2.0	2.1	2.0

Table 5.2 shows that children living in rural areas who do housekeeping work tend to spend more time on this work (2.3 hours per day) than children living in urban areas (1.5 hours). Girls in rural areas are the most disadvantaged in this respect as they tend to spend the longest hours on these activities (2.3 hours average).

Among children in Mainland, those living in rural areas (2.6 hours) who do housekeeping work tend to spend longer hours on this work than those in urban areas (1.9 hours). In rural areas, boys and girls tend to spend an equal amount of time (2.6 hours) on such work, while in urban areas girls tend to spend longer than boys.

In Zanzibar, again children living in rural areas (1.9 hours) tend to spend longer than those in urban areas (1.1 hours) on housekeeping work (1.9 hours per day) if they do this type of work. In both rural and urban areas, girls tend to spend somewhat longer than boys on housekeeping work.

Table 5. 2: Average daily hours on housekeeping by geographic area, sex and age group

	Geographic area	Sex		
		Boys	Girls	All
Mainland	Rural	2.6	2.6	2.6
	Urban	1.8	2.0	1.9
	Total	2.5	2.5	2.5
Zanzibar	Rural	1.8	2.0	1.9
	Urban	1.0	1.1	1.1
	Total	1.5	1.6	1.6
Tanzania	Rural	2.2	2.3	2.3
	Urban	1.4	1.6	1.5
	Total	2.0	2.1	2.0

Table 5.3 shows that among Tanzania children as a whole, children in rural areas aged 14-17 years who do housekeeping work tend to spend more time on these activities (2.9 hours) than those in urban areas (2.0 hours). Children aged 7-13 years in rural areas spend the longest time (2.1 hours) of all location-age groups on such activities.

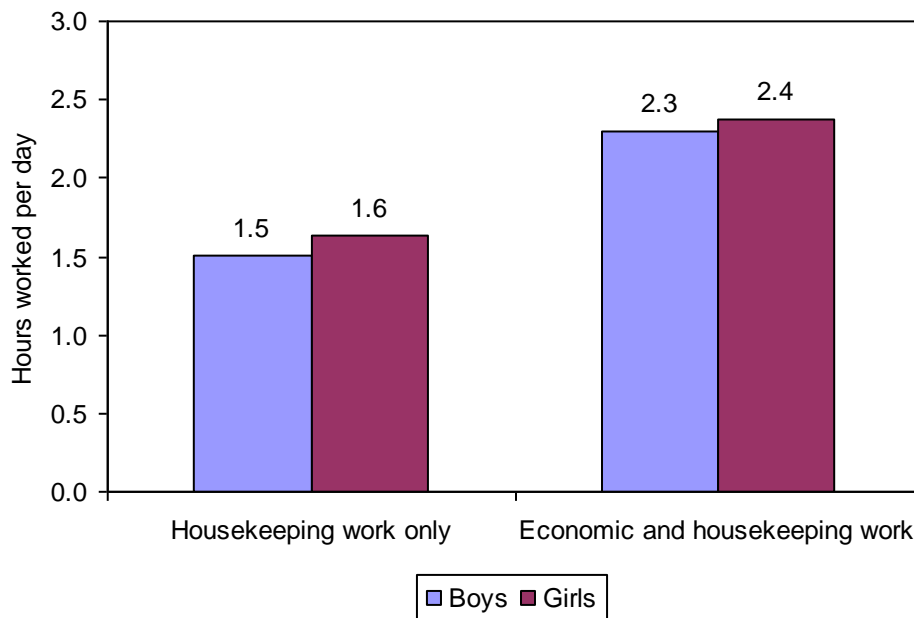
In Mainland, children in rural areas aged 14-17 years spend the most time (3.2 hours per day), followed by children aged 7-13 years (2.5 hours per day) and finally by children aged 5-6 years (1.9 years). Similar to Mainland, children living in rural areas in Zanzibar aged 14-17 tend to spend longest on housekeeping work. They work an average of 2.6 hours a day as compared to 1.4 hours a day for children in urban areas.

Table 5. 3: Average daily hours on housekeeping by geographic area and age group

	Geographic area	Age group			
		5-6	7-13	14-17	Total
Mainland	Rural	1.9	2.5	3.2	2.6
	Urban	1.3	1.7	2.5	1.9
	Total	1.8	2.3	3.0	2.5
Zanzibar	Rural	1.0	1.8	2.6	1.9
	Urban	0.7	1.0	1.4	1.1
	Total	0.8	1.5	2.1	1.6
Tanzania	Rural	1.5	2.1	2.9	2.3
	Urban	1.0	1.3	2.0	1.5
	Total	1.3	1.9	2.6	2.0

Across all Tanzanian children, girls engaged in both economic and housekeeping spend an average of 2.4 hours per day on this work as compared to 1.6 hours for those engaged in housekeeping work only. Boys who do both economic and housekeeping work tend to spend slightly less time on housekeeping (2.3 hours per day) than girls who do both, but longer than those boys who do housekeeping work only (1.5 hours per day).

Chart 5. 1: Average daily hours on housekeeping by sex and type of work activities



5.2 Actual hours worked

Table 5.4 below shows the actual, rather than average, number of hours spent on housekeeping work by boys and girls of different ages. Of all boys in Tanzania, around a third (33.0%) spend no time in housekeeping work. This situation is more common for young children aged 5-6 years (57.2%). An almost equal number of boys (32.4%) work for 1-2 hours a day on housekeeping.

Similar to the boys, about a third (32.7%) of girls spend no time on housekeeping work. This situation is again most common for those aged 5-6 years (56.4%) followed by those aged 7-13 years. About another third (33.4%) of girls work for 1-2 hours a day on housekeeping. Younger boys are less likely to be engaged in housekeeping than younger girls.

Table 5. 4: Hours spent on housekeeping by sex and age group

Hours per day	Boys				Girls			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Spent no time	57.2	29.8	25.5	33.0	56.4	29.1	25.8	32.7
Less than one hour	18.0	18.1	13.5	16.9	19.4	16.9	9.9	15.6
1-2	16.0	32.4	31.0	29.5	16.9	33.4	31.2	30.2
3-4	4.9	12.6	16.1	12.3	4.6	14.1	16.6	13.1
5-6	1.7	3.8	6.0	4.1	1.6	3.9	8.9	4.8
7-8	1.2	1.8	4.3	2.4	0.6	1.4	4.1	1.9
9+	0.9	1.6	3.5	2.0	0.5	1.3	3.5	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chapter Six

Health and safety of children engaged in work activities

6.0 Introduction

This chapter presents the parents' and guardians' perspectives as well as children's views regarding work-related injuries and illnesses incurred over the past twelve months. The chapter discusses findings on the type of work activities, industries and occupations causing injuries or illness, the most serious injuries or illnesses, medical treatment for injured or ill working children, vulnerability, health and safety problems that working children face.

6.1 Incidence and frequency of illness and injury

Table 6. 1: Rate of illness or injury by sex and type of work activity (adult response)

	Type of work activity	Ever been hurt/injured or ill at work or work place		
		Boys	Girls	Total
Mainland	Economic work only	9.5	8.7	9.2
	Housekeeping work only	4.8	5.7	5.2
	Economic and housekeeping work	16.0	14.2	15.1
	Total	14.1	12.8	13.4
Zanzibar	Economic work only	16.4	5.7	12.9
	Housekeeping work only	1.1	1.3	1.2
	Economic and housekeeping work	5.4	5.0	5.2
	Total	2.9	2.6	2.8
Tanzania	Economic work only	9.6	8.7	9.2
	Housekeeping work only	4.4	5.1	4.7
	Economic and housekeeping work	15.9	14.1	15.0
	Total	13.7	12.4	13.1

Table 6.1 above show the parents' and guardians' responses on the proportion of working children who suffered from injuries or illness at work during the previous 12 months. The proportions are calculated in respect of all working children, whether engaged in economic or non-economic work. Overall, 13.1% of working children in Tanzania are reported by their parent or guardian as having been injured or ill as a result of work with a slightly higher percentage (13.7%) for boys than girls (12.4%). Among children doing both economic and housekeeping work, 15.0% suffered from injuries or illness as compared to 9.2% among those doing only economic activities. The lowest

rate of injuries or illness is noted for children doing housekeeping activities only, where the rate is 4.7%.

The rate of injury and illness among working children in Mainland is similar to that for Tanzania as a whole. The situation is different in Zanzibar where 12.9% of children engaged in economic activities only were injured or ill, and 5.2% of those doing both economic and housekeeping activities. The overall rate of injury and illness reported for Zanzibar (2.8%) is much lower than that for Mainland (13.4%).

Among boys doing both economic and housekeeping activities there is a higher percentage (16.0% and 5.4% respectively) suffering from injuries or illness than among girls (14.2% and 5.0%) for both Mainland and Zanzibar.

Table 6. 2: Rate of illness or injury by sex and type of work activity (child response)

Type of work activity		Ever been injured or ill at work or work place		
		Boys	Girls	Total
Mainland	Economic work only	14.1	12.5	13.5
	Housekeeping work only	7.4	8.4	7.9
	Economic and housekeeping work	20.4	18.1	19.3
	Total	18.2	16.5	17.4
Zanzibar	Economic work only	15.9	6.0	12.6
	Housekeeping work only	5.9	5.3	5.6
	Economic and housekeeping work	9.4	7.9	8.6
	Total	7.4	6.2	6.8
Tanzania	Economic work only	14.2	12.4	13.5
	Housekeeping work only	7.3	8.0	7.7
	Economic and housekeeping work	20.3	17.9	19.1
	Total	17.9	16.1	17.0

Table 6.2 above show the responses of the working children themselves on whether they suffered from injury or illness as a result of work during the previous 12 months. The reported rate of illness and injury is noticeably higher than that shown in table 6.1 for adults. Thus 17.0% of working children reported that they had suffered illness or injury as a result of work, while the parents or guardians reported that this had happened in respect of only 13.1% of children. The rate of injuries and illness during the last 12 months is again highest for those engaged in both economic and housekeeping work, followed by those engaged only in economic work, at 19.1% and 13.5% respectively.

Zanzibar again has a much lower rate (6.8%) of reported illness and injury than Mainland (17.4%), but for both Zanzibar and Mainland the reported rates are noticeably higher than those reported by parents and guardians.

In 2001, 22.9% of working children in Mainland Tanzania reported that they had suffered from illness over the last twelve months, and 18.8% reported that they had sustained injuries. However, the report on the 2001 survey notes that it is not clear whether there was always a direct linkage with the work carried out. The 2006 questionnaire asked explicit for injuries or illnesses that were due to the working conditions or occupation/job.

Table 6. 3: Rate of illness or injury by age group and type of work (adult response)

	Type of work activity	Ever been injured or ill at work or work place			
		5-6	7-13	14-17	Total
Mainland	Economic work only	10.5	6.4	14.5	9.2
	Housekeeping work only	2.9	5.6	6.6	5.2
	Economic and housekeeping work	10.5	14.3	17.7	15.1
	Total	7.7	12.8	16.5	13.4
Zanzibar	Economic work only	-	11.2	16.3	12.9
	Housekeeping work only	0.2	0.9	2.9	1.2
	Economic and housekeeping work	-	3.8	7.1	5.2
	Total	0.2	2.0	5.4	2.8
Tanzania	Economic work only	10.4	6.5	14.5	9.2
	Housekeeping work only	2.6	5.0	6.1	4.7
	Economic and housekeeping work	10.4	14.1	17.5	15.0
	Total	7.4	12.4	16.2	13.1

From the parents' and guardians' perspective, table 6.3 suggests that 16.2% of working children aged 14-17 years had injuries or illness, and 12.4% among children aged 7-13. Those aged 5-6 years had the lowest incidence, at 7.4%. Further, 17.5% of working children aged 14-17 who were doing both economic and housekeeping activities suffered from injuries or illness as compared to 14.1% among those aged 7-13. There is little difference between Mainland and Zanzibar in age patterns of affected children.

Table 6. 4: Rate of illness or injury by age group and type of work activity (child response)

	Type of work activity	Ever been injured or ill at work or work place			
		5-6	7-13	14-17	Total
Mainland	Economic work only	13.0	11.5	18.0	13.5
	Housekeeping work only	5.0	8.2	10.3	7.9
	Economic and housekeeping work	13.9	18.1	22.8	19.3
	Total	10.8	16.4	21.4	17.4
Zanzibar	Economic work only	-	9.3	18.3	12.6
	Housekeeping work only	3.5	5.2	8.7	5.6
	Economic and housekeeping work	3.2	6.3	11.6	8.6
	Total	3.5	5.7	10.4	6.8
Tanzania	Economic work only	13.0	11.5	18.0	13.5
	Housekeeping work only	4.9	7.8	10.1	7.7
	Economic and housekeeping work	13.9	17.9	22.5	19.1
	Total	10.4	16.1	21.1	17.0

Table 6.4 above show the responses from the working children themselves on whether they suffered from injury or illness as a result of work during the previous 12 months. The reported rate of illness and injury is again higher for all groups than those reported by adults and shown in table 6.3. The rate of injuries and illness is highest for children aged 14-17 years engaged in both economic and housekeeping work, followed by those engaged only in economic work, at 22.5% and 18.0% respectively.

Table 6. 5: Frequency of illness or injury by sex and age group (adult response)

Frequency	Age group								
	5-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Often or frequently	11.1	10.9	11.0	15.0	13.0	14.1	12.6	11.6	12.1
Occasionally	49.4	50.8	50.1	53.6	50.9	52.4	51.0	50.8	50.9
Seldom/rarely	39.4	38.3	38.9	31.4	36.2	33.5	36.4	37.6	37.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6.5 above shows the parents' and guardians' perception of the frequency of illness or injuries for working children who suffered illness or injury in the past twelve months. The proportion of affected children reported to have been often or frequently injured or ill

is 12.1% with similar proportions for both boys and girls. More than 50% of the children are reported to have been injured or ill occasionally and 37.0% rarely.

Affected children aged 14-17 years are more likely than those in other age groups to have been often or frequently injured or ill, with boys at more risk than girls (at 15.0% and 13.0% respectively). Affected children aged 5-13 years are less likely (11.0%) than older ones (14.1%) to have been often or frequently injured or ill. Across both age groups, the proportion of working children who were either occasionally or seldom injured or ill is higher than those who were often or frequently injured or ill.

Table 6. 6: Frequency of illness or injury by sex and age group (child response)

Frequency	Age group											
	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Often/frequently	16.1	7.9	12.2	10.9	11.3	11.1	11.4	9.9	10.8	11.4	10.6	11.0
Occasionally	41.3	37.8	39.6	48.9	51.7	50.2	54.0	53.5	53.8	50.4	51.6	50.9
Seldom/rarely	42.6	54.3	48.1	40.3	37.0	38.7	34.6	36.5	35.5	38.3	37.8	38.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6.6 above show the responses from the working children themselves about the frequency of injuries and illness over the past 12 months. The responses of the children are very similar to those of the adults. The similarity persists when we disaggregate by sex and age group.

6.2 Details of illnesses and injuries

Table 6. 7: Nature of illness or injury by sex (multiple response of child)

Injuries	Sex		
	Boys	Girls	Total
Backbone/muscle pains	3.3	2.3	2.9
Wounds/deep cuts	67.1	61.1	64.2
Fracture/broken bones	3.8	2.6	3.2
Burns	5.0	11.3	8.0
Stiff neck	2.1	4.0	3.0
Other injuries	4.9	4.4	4.7
Illness			
General, such as fever, cold	47.8	50.4	49.0
Eye infection	1.6	1.6	1.6
Ear infection	0.2	0.4	0.3
Skin ailments	2.6	2.2	2.4
Breathing problems	1.0	1.2	1.1
Anaemia	0.8	1.2	1.0
Other illnesses	4.6	3.2	3.9

Note: Percentages in this table are calculated on the total number (without duplicates) of all children who were injured/ill

Children were asked about the type of illness or injury from which they suffered. Where more than one illness or injury had affected a particular child, they were asked to mention all types. Table 6.7 reveals that wounds or deep cuts are the most commonly reported type of injury or illness, affecting 64.2% of all injured or ill children. This is followed by general injuries or illness like fever or cold at 49.0%, and burns at 8.0%. Each of the remaining types of injury or illness affected a relatively small proportion of injured and ill children. The greater likelihood of burns among girls than boys could reflect the fact that girls are more likely to be employed as domestic workers.

Wounds or deep cuts affected 67.1% of affected boys as compared to 61.1% of affected girls. Conversely, girls (50.4%) more frequently reported general injuries or illness like fever or cold than boys (47.8%).

Table 6. 8: Industry causing injury (multiple response of adults)

Industry	Sex		
	Boys	Girls	Total
Agriculture/ hunting/ forestry and fishing	58.5	38.2	48.9
Manufacturing	1.2	0.8	1.0
Wholesale and retail trade	1.5	0.9	1.2
Other community/social and personal service activities	1.2	0.7	1.0
Private households with employed persons	47.9	72.2	59.4

Note: Percentages in this table are calculated on the total number (without duplicates) of all children who were injured/ill

As shown in table 6.8, 59.4% of all injured and ill children were affected while working in private households with employed persons, while 48.9% were affected while working in agriculture, hunting, forestry and fishing.

Among injured or ill boys, 47.9% were working in private households with employed persons when injured or ill as compared to 72.2% for girls. Conversely, more than half (58.4%) of affected boys were working in agriculture, hunting, forestry and fishing when injured or ill, compared to 38.2% for girls.

Table 6. 9: Occupation causing injury (multiple response of adults)

Occupation	Sex		
	Boys	Girls	Total
Service workers and shop sales workers	0.8	1.0	0.9
Agricultural and fishery workers	13.5	7.7	10.8
Elementary occupation	87.8	93.8	90.6
Other occupation	0.8	0.6	0.7

Note: Percentage in this table are calculated on the total number (without duplicates) of all children who were injured/ill

Table 6.9 shows that, 90.6% of reported injuries and illnesses occurred among children in elementary occupations followed by 10.8% among agricultural and fishery workers

Among girls, 93.8% of reported injuries and illnesses occurred among those in elementary occupations, while this was the case for 87.8% of boys' injuries and illnesses. In contrast, agricultural and fishery workers accounted for 13.5% of incidents for boys as compared to 7.7% for girls

6.3 Consequences of illnesses and injuries

Table 6. 10: Consequences of most serious injury/illness by sex

Consequences	Sex		
	Boys	Girls	All
Permanently disabled	0.5	0.4	0.5
Completely unable to work	7.2	7.2	7.2
Temporarily rested	41.3	36.1	38.8
Changed work/job	1.4	1.9	1.6
Continued working	26.2	28.7	27.4
Stopped schooling temporarily	11.1	13.5	12.2
Completely unable to go to schooling	0.9	0.9	0.9
Not affected	11.4	11.4	11.4
Total	100.0	100.0	100.0

Table 6.10 shows the consequences on work and schooling of the most serious injuries or illness for affected children. In terms of work consequences, 27.4% of children who were injured or ill as a result of work continued working, 38.8% temporarily rested, and 7.2% were completely unable to work. There were relatively few who were permanently disabled or changed their job, at 0.5% and 1.6% respectively.

In terms of schooling consequences, 12.2% stopped schooling temporarily and 0.9% was completely unable to go to school.

There is very little difference between boys and girls in terms of relative seriousness and consequences of injuries or illness. However, a larger percentage of boys (41.3%) than girls (36.1%) temporarily rested from work as a consequence of their illness or injury.

Table 6. 11: Payment for medical treatment by type of work activity (multiple response)

Who paid for treatment	Type of work activity			
	Economic work only	House-keeping work only	Economic & house keeping work	Total
No treatment	27.4	24.4	29.2	28.9
Employer	5.1	1.7	0.7	0.9
Parents/guardian	63.3	63.6	64.9	64.8
Self	0.1	1.4	2.3	2.2
Free	4.2	0.7	3.0	2.9
Other	3.7	10.4	1.2	1.9

Note: Percentages in this table are calculated on the total number (without duplicates) of all children who were injured/ill

Table 6.11 shows that nearly two-thirds (64.8%) of affected children in Tanzania had their medical treatment paid for by their parents or guardians in respect of at least one incident while 28.9% had no treatment at all for at least one incident. Those who paid for medical treatment for themselves, obtained it free and were paid through other sources stand at 2.2%, 2.9% and 1.9% respectively. Only 0.9% of injured or ill working children had their medical treatment paid for by their employer at some point.

Nearly two-thirds (64.9%) of affected children doing economic and housekeeping work had their medical treatment paid for by their parents or guardian at some point and 5.1% of those engaged only in economic activities got treatment paid for by their employers. Nearly a quarter (24.4%) of those doing housekeeping only had no treatment at all in respect of at least one injury or illness.

6.4 Exposure to hazards

Table 6. 12: Use of protective gear by type of work activity (multiple response)

Use of protective gear	Type of work activity			
	Economic work only	Housekeeping work only	Economic & housekeeping work	Total
Glasses	0.0	0.1	0.0	0.0
Helmet	0.0	0.0	0.2	0.1
Earplugs	0.2	0.1	0.1	0.1
Special shoes	3.6	3.3	4.9	4.6
Gloves	0.1	0.6	0.6	0.6
None	93.8	92.5	92.3	92.4
Other	1.7	3.8	1.7	2.0
Don't know	0.6	0.0	0.2	0.2
Total	100.0	100.0	100.0	100.0

Note: Totals in this table is the total number (without duplicates) of all working children

Table 6.12 shows that 92.4% of working children in Tanzania do not use any protective gear in their work places. The percentage not using any protective gear is highest among those in economic work only, at 93.8%. The most common form of protection is special shoes, at 4.6%.

Table 6. 13: Carrying of heavy loads by sex and age group

How often carry	Age group											
	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Frequently/always/often	3.6	3.4	3.5	7.4	10.2	8.8	13.0	16.6	14.7	8.8	11.3	10.0
Sometimes	12.7	12.8	12.7	26.1	26.1	26.1	35.0	33.4	34.2	27.6	26.9	27.3
Seldom/rarely	11.7	11.6	11.7	18.5	17.6	18.1	17.7	17.6	17.6	17.7	17.0	17.4
Never/no loading	71.8	72.1	71.9	47.9	46.1	47.0	34.3	32.4	33.4	45.9	44.7	45.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6.13 reveals that 45.3% of working children never carry heavy loads but 27.3% sometimes carry heavy loads, 17.4% rarely and 10.0% frequently carry heavy loads. Working girls are more likely than boys to frequently carry heavy loads, at 11.3% and

8.8% of all working girls and boys respectively. More than 40% of both boys and girls among working children never carry heavy loads.

Working children aged 14-17 years are more likely than those in other age groups frequently (14.7%) or sometimes (34.2%) to carry heavy loads. In this age group girls are again more likely than boys to frequently carry heavy loads, at 16.6% as compared to 13.0%. Working children in the age group 5-6 years are the least likely to carry heavy loads.

Table 6. 14: Operation of tools by sex and age group (child response)

Age group	Sex		
	Boys	Girls	Total
5-6	17.4	20.0	18.7
7-13	29.9	28.3	29.1
14-17	37.2	33.0	35.2
Total	31.0	28.9	30.0

Table 6.14 above shows that 30.0% of working children report they are required to operate tools in their workplace. The rate is 31.0% among boys and 28.9% among girls. Use of tools is most common among the oldest children, in that 37.2% of working boys aged 14-17 years report operating tools as compared to 33.0% of girls of this age. Working children in the age group 5-6 years are least likely to report operating tools at 18.7% (17.4% of boys and 20.0% of girls).

Table 6. 15: Exposure to hazards by sex and age group (multiple response of child)

Type of hazards to which exposed	Age Group								
	5-6			7-13			14-17		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dusts, fumes, gases	31.1	31.6	31.4	33.7	37.7	35.7	33.9	40.3	36.9
Sound/noises	8.6	10.0	9.3	12.5	11.9	12.2	13.0	11.9	12.4
Heat/high temperature or humidity	15.9	14.2	15.0	18.3	18.2	18.3	21.3	21.2	21.3
Dangerous tools/animals	3.5	1.8	2.7	5.2	4.5	4.8	5.8	4.4	5.1
Working underground	2.4	3.2	2.8	2.8	2.4	2.6	2.9	2.6	2.8
Working uphill/greater heights	1.5	1.1	1.3	3.5	4.0	3.7	4.6	3.8	4.3
Insufficient lightning	2.5	2.4	2.4	2.7	2.6	2.6	3.3	3.0	3.2
Other	0.7	0.3	0.5	2.0	1.1	1.5	2.0	1.5	1.8

Note: The percentages in this table are calculated in respect of the total number (without duplicates) of all working children

Table 6.15 shows that, 36.9% of working children aged 14-17 years are exposed to dusts, fumes and gases in their working places, followed by 35.7% and 31.4% for children aged 7-13 and 5-6 years respectively. Heat, high temperature or humidity is the second most common type of hazard mentioned with 21.3% of working children aged 14-17, 18.3% of those aged 7-13 years and 15.0% of those aged 5-6 years reporting this hazard.

There is little difference in percentages for boys and girls who are exposed to hazardous conditions across the age groups. More than 30% of working boys and girls in all age groups are exposed to dusts, fumes and gases in their working places and about 21% and 18% of working boys and girls aged 14-17 and 7-13 years are exposed to heat, high temperature or humidity respectively.

Chapter Seven

Work and school attendance

7.0 Introduction

This chapter discusses the situation of children aged 5-17 years in respect of work activity and schooling. The focus is primarily on children aged 7-17 years as seven is the official school starting age in Tanzania.

7.1 School attendance and engagement in work activities

Table 7.1 below shows as expected, in the age group 5-6 years, the proportion of children who do not attend school is higher than in other age groups, at 59.0%. The proportion not attending is next highest among children in the age group 14-17 (23.4%). This proportion not attending is lowest among children aged 7-13 years (11.2%). Among children aged 7-17 years, 15.1% do not attend school.

A similar pattern is observed in both Mainland and Zanzibar in terms of the overall proportion of children attending school full time and there is very little difference between boys and girls in this respect. However, a higher proportion of children aged 5-6 years do not attend school in Zanzibar than in Mainland Tanzania. Conversely, in the oldest age group of 14-17 years, a larger proportion of Zanzibar than Mainland children is attending.

Table 7. 1: Children by sex, age group and attendance at school/training institution

		Age group											
		5-6			7-13			14-17			7-17		
	Attendance	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	Yes, full time	30.7	31.7	31.2	76.4	77.8	77.1	68.8	67.2	68.0	73.9	74.5	74.2
	Yes, part time	9.2	9.7	9.5	12.0	11.8	11.9	8.6	7.8	8.2	10.8	10.6	10.7
	No	60.1	58.5	59.3	11.6	10.4	11.0	22.7	25.0	23.8	15.3	14.9	15.1
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Zanzibar	Attendance												
	Yes, full time	22.8	27.2	25.1	80.3	83.0	81.7	85.6	86.5	86.1	82.2	84.2	83.2
	Yes, part time	2.2	2.9	2.6	1.0	1.0	1.0	1.8	1.1	1.5	1.3	1.1	1.2
	No	75.0	69.9	72.4	18.6	16.0	17.2	12.5	12.4	12.5	16.5	14.8	15.6
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tanzania	Attendance												
	Yes, full time	30.4	31.5	31.0	76.5	77.9	77.2	69.3	67.9	68.6	74.1	74.8	74.5
	Yes, part time	8.9	9.4	9.2	11.6	11.5	11.6	8.4	7.6	8.0	10.6	10.3	10.4
	No	60.7	59.0	59.9	11.8	10.6	11.2	22.3	24.6	23.4	15.3	14.9	15.1
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 7.2 shows the reasons for not attending school by age group. Children aged 5-6 years are excluded from the table as in Tanzania the official age for starting school is age 7. The most common reason for not attending school is being too young (17.3%) followed by other reasons (16.9%), failed at school (14.8%) and no one to support or assist (12.5%).

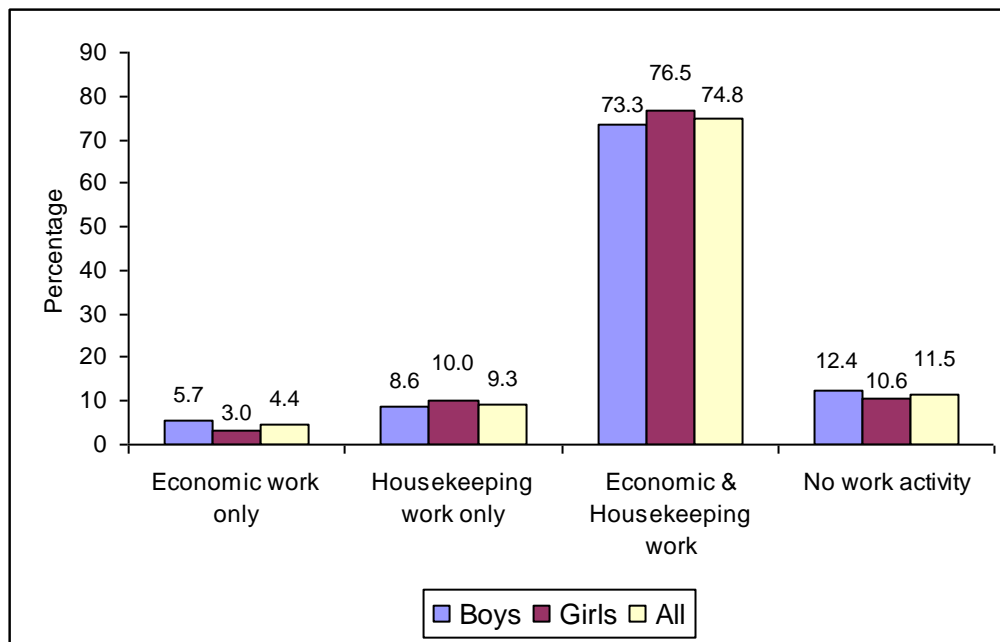
The patterns in respect of reasons for girls and boys not attending school are very similar across all age groups. However, having to assist with household chores and not having anyone to support or assist them are offered somewhat more often as reasons for girls.

Table 7. 2: Reason for not attending school by sex and age group

Reasons for not attending	Age group								
	7-13			14-17			7-17		
	Male	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No school or training institution available	4.8	4.8	4.8	3.2	1.6	2.4	4.1	3.1	3.6
No one to support or assist	9.5	10.6	10.0	13.8	16.4	15.1	11.6	13.6	12.5
Cannot afford school/institution fee	3.0	2.5	2.7	10.4	9.0	9.7	6.6	5.8	6.2
Fees expensive	1.1	1.6	1.3	7.5	8.1	7.8	4.2	4.9	4.6
Failed at school	8.6	8.6	8.6	22.5	19.5	21.0	15.3	14.2	14.8
Afraid of teachers	2.2	1.0	1.6	1.6	1.0	1.3	1.9	1.0	1.5
Illness/disabled	4.3	4.9	4.6	2.6	3.6	3.1	3.5	4.2	3.8
To help in household chores/housekeeping	7.1	9.1	8.0	2.9	5.2	4.1	5.1	7.1	6.1
To assist in household enterprise/business	8.4	9.3	8.8	6.7	3.7	5.2	7.6	6.5	7.0
To work for wage/salaries	0.0	0.1	0.0	1.8	1.9	1.8	0.9	1.0	0.9
To work in own business for income	0.2	0.4	0.3	2.0	0.9	1.5	1.1	0.6	0.9
Family does not permit schooling or training	6.7	4.5	5.6	2.1	2.6	2.3	4.5	3.5	4.0
Too young	34.2	33.4	33.8	0.4	0.5	0.5	17.8	16.6	17.3
Other	10.1	9.3	9.7	22.5	25.8	24.1	16.1	17.7	16.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chart 7.1 shows that in Tanzania as a whole, of all children who do not attend school, 67.1% engage in both economic and housekeeping work, with very similar proportions for boys and girls. Fewer than a fifth of children not attending school report no work activity.

Chart 7. 1: Children aged 7-17 years not attending school by sex and type of work activity



In Zanzibar, 55.2% of children who are not attending school engage only in housekeeping, with a higher percentage of girls (60.1%) than boys (50.8%) in this situation. In Mainland, in contrast, over three-quarters (76.2%) of children who are not attending school engage in both economic and housekeeping work, with little difference between boys and girls in this respect. In both Mainland and Zanzibar, there are 11.5% non-school attending children with no work activity.

Table 7. 3: Children aged 7-17 years not attending school by sex and type of work activity

	Type of work activity	Sex		
		Boys	Girls	Total
Mainland	Economic work only	5.8	3.0	4.5
	Housekeeping work only	7.3	8.4	7.8
	Economic & housekeeping work	74.5	77.9	76.2
	No work activity	12.4	10.6	11.5
	Total	100.0	100.0	100.0
Zanzibar	Economic only	2.7	1.4	2.1
	Housekeeping work only	50.8	60.1	55.2
	Economic and housekeeping work	33.9	28.3	31.2
	No work activity	12.5	10.2	11.4
	Total	100.0	100.0	100.0
Tanzania	Economic work only	5.7	3.0	4.4
	Housekeeping work only	8.6	10.0	9.3
	Economic & housekeeping work	73.3	76.5	74.8
	No work activity	12.4	10.6	11.5
	Total	100.0	100.0	100.0

Table 7.4 below shows that majority of Tanzanian children attending school aged 7-13 and 14-17 years are engaged in both economic and housekeeping activities (72.2% and 81.3% respectively). This situation is more common for girls than boys in both age groups. A further 15.0% of school-attending children aged 7-13 years were engaged in housekeeping only with no real difference between boys and girls.

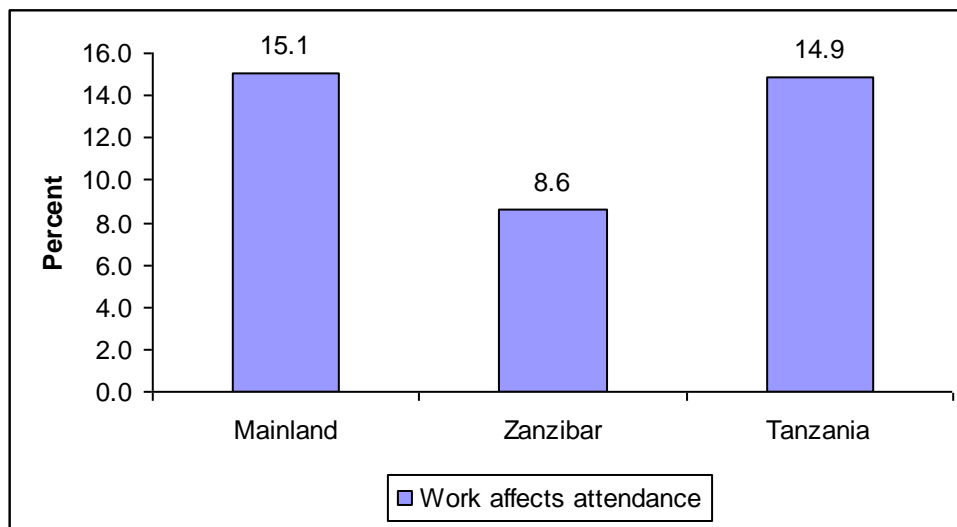
Table 7. 4: Children aged 7-17 years attending school by type of work activity and sex

Type of work activity	7-13			14-17		
	Boys	Girls	Total	Boys	Girl	Total
Economic work only	3.6	2.7	3.1	3.5	2.1	2.8
Housekeeping work only	14.9	15.2	15.0	13.2	12.9	13.0
Economic & housekeeping work	70.8	73.5	72.2	79.9	82.9	81.3
No work activity	10.7	8.6	9.6	3.4	2.2	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

7.3 Effects of work on school attendance

In Tanzania as a whole, 14.9% of the working children who attend school report that their work affects their school attendance. In both Mainland and Zanzibar most working children who attend school report that their work activities do not affect their school attendance, but an effect is more common on the Mainland than in Zanzibar. (See chart 7.2 and Table 7.4)

Chart 7. 2: Working children attending school whose work affects regular attendance



The effect of child work on regular attendance at school is shown in more detail in table 7.4 below. This table, like the diagram above, shows only children who are attending school and do some work activity. The table shows no real difference between girls and boys as to whether work affects regular school attendance either for the country as a whole or for the Mainland and Zanzibar. In terms of age, older children are more likely than younger to say that work affects their school attendance.

Table 7. 5: Working children attending school by sex, age group and effect on regular attendance

		Age group													
		5-6			7-13			14-17			Total				
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total		
	Mainland	Attendance	9.4	9.7	9.6	14.9	14.6	14.7	17.5	16.3	16.9	15.4	14.8	15.1	
	Work affects attendance	90.6	90.3	90.4	85.1	85.4	85.3	82.5	83.7	83.1	84.6	85.2	84.9		
	Work does not affect attendance	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0		
	Total														
		Zanzibar	Attendance	4.6	2.3	3.3	7.4	7.9	7.7	12.4	9.9	11.2	9.0	8.3	8.6
		Work affects attendance	95.4	97.7	96.7	92.6	92.1	92.3	87.6	90.1	88.8	91.0	91.7	91.4	
		Work does not affect attendance	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
		Total													
		Tanzania	Attendance	9.3	9.5	9.4	14.7	14.4	14.5	17.3	16.0	16.7	15.2	14.6	14.9
		Work affects attendance	90.7	90.5	90.6	85.3	85.6	85.5	82.7	84.0	83.3	84.8	85.4	85.1	
		Work does not affect attendance	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
		Total													

Table 7.5 shows that in Tanzania as a whole 24.3% of children who do only economic work report that their work affects regular attendance of school, with boys more likely to be affected than girls. Of those children who do both economic and housekeeping work, 15.8% report that their work affects regular attendance, while among those children who do housekeeping work only, only 8.8% report an effect.

In Mainland a higher proportion of children than in Zanzibar report an effect on regular attendance at school across all types of engagement in work activity. For both Mainland and Zanzibar, however, children who do only economic work are most likely to report an impact on regular attendance, and those who do only housekeeping work are least likely to report an impact.

Table 7. 6: Working children attending school by sex, age group, type of work and effect on regular attendance

	Work activity	Work affects attendance			Work does not affect attendance			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	Economic work only	28.3	18.5	24.4	71.7	81.5	75.6	100.0	100.0	100.0
	Housekeeping work only	8.7	9.2	8.9	91.3	90.8	91.1	100.0	100.0	100.0
	Economic & housekeeping work	16.1	15.6	15.9	83.9	84.4	84.1	100.0	100.0	100.0
Zanzibar	Economic work only	10.7	16.8	13.0	89.3	83.2	87.0	100.0	100.0	100.0
	Housekeeping work only	8.2	7.0	7.6	91.8	93.0	92.4	100.0	100.0	100.0
	Economic & housekeeping work	10.1	10.0	10.1	89.9	90.0	89.9	100.0	100.0	100.0
Tanzania	Economic work only	28.1	18.5	24.3	71.9	81.5	75.7	100.0	100.0	100.0
	Housekeeping work only	8.6	8.9	8.8	91.4	91.1	91.2	100.0	100.0	100.0
	Economic & housekeeping work	16.0	15.5	15.8	84.0	84.5	84.2	100.0	100.0	100.0

Chapter Eight

Children living away from the household

8.0 Introduction

Adults were asked whether there were any children aged 5-17 years who were considered members of the household, but did not usually live there, and would thus not have been listed in the LFS1 questionnaire. Where such children existed, they were asked further questions about each child. This chapter discusses the responses of parents and guardians who have children living away from their respective households by sex, age group, area, with whom they are living and what they are doing currently.

8.1 Demographic characteristics

For Tanzania as a whole, 58,068 children were reported to be living away from home, of whom 51,344 had their home on the Mainland and 6,724 had their home in Zanzibar. The number is very small when compared to the more than 12 million children aged 5-17 years estimated to be living in Tanzania.

Table 8.1 reveals that of all Tanzanian children living away from home, 50.3% were in the age group 7-13 years, with boys (52.8%) somewhat more likely than girls (48.3%) to be in this age group. The next largest age group is those aged 14-17 years. This age group accounts for 29.1% of the children living away from home, and 32.0% of girls compared to 25.5% of boys. This leaves about one-fifth of children living away from home in the 5-6 year age group.

A similar pattern is observed in both Mainland and Zanzibar where the largest proportion of children living away from their households is found in the age group of 7-13 years followed by children in the age group of 14-17 years.

Table 8. 1: Children away from household by sex, age group and geographic area

	Age group	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	5-6	18.9	20.1	19.5	32.8	21.8	26.2	22.0	20.6	21.2
	7-13	58.9	46.2	52.1	32.9	54.1	45.7	53.1	48.4	50.5
	14-17	22.3	33.7	28.3	34.3	24.1	28.1	24.9	31.1	28.3
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Zanzibar	5-6	23.5	8.6	15.1	10.0	26.8	18.8	19.5	13.3	16.1
	7-13	46.5	53.7	50.5	61.0	30.5	45.0	50.7	47.6	49.0
	14-17	30.0	37.8	34.4	29.0	42.7	36.2	29.7	39.0	34.9
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Tanzania	5-6	19.4	18.7	19.0	29.5	22.4	25.3	21.7	19.7	20.6
	7-13	57.6	47.1	52.0	37.0	51.5	45.6	52.8	48.3	50.3
	14-17	23.1	34.2	29.0	33.5	26.1	29.1	25.5	32.0	29.1
	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.2 reveals that of all children living away from their household, 76.4% are living with their relatives, with a further 9.3% living in schools, colleges or training institutions. Virtually no children are reported to be living alone.

A greater proportion of boys (82.7%) than girls (71.3%) are living with their relatives. In contrast, girls (12.9%) are more likely than boys (5.0%) to be living in a school, college or training institution. Girls (8.9%) are also more likely than boys (2.9%) to be living with their partner or spouse. This reflects the greater tendency for girls than boys to marry at a young age.

Table 8. 2: Children away from household by sex, and with whom living

With whom living	Sex		
	Boys	Girls	Total
School/college/institution	5.0	12.9	9.3
Employer	1.3	0.1	0.6
Relative	82.7	71.3	76.4
Friend	1.2	0.0	0.5
Alone	0.1	0.0	0.1
Partner/spouse	2.9	8.9	6.2
Do not know	0.0	1.1	0.6
Other	6.8	5.7	6.2
Total	100.0	100.0	100.0

Table 8.3 reveals that more than three quarters (78.4%) of children living away from rural households and 72.1% from urban households are living with their relatives. Children from urban households (11.2%) are more likely than those from rural households (8.5%) to be living in schools, colleges or training institutions

Table 8. 3: Children away from household by geographic area and with whom living

With whom living	Geographic area		
	Urban	Rural	Total
School/college/institution	11.2	8.5	9.3
Employer	2.1	0.0	0.6
Relative	72.1	78.4	76.4
Friend	1.8	0.0	0.5
Alone	0.2	0.0	0.1
Partner/spouse	7.1	5.8	6.2
We do not know	2.0	0.0	0.6
Other	3.5	7.4	6.2
Total	100.0	100.0	100.0

Chart 8.1 reveals that of all children living away from their households, 71.6% are attending school or a training institution. This reason is more common for girls (74.6%) than for boys (67.9%). Each of the remaining reasons account for less than 14% of children living away from home Under one in twenty-five (3.8%) of the children are reported to be away from home because they are working for someone else, with a further 1.3% away from home to work for themselves. Work is a more common reason

for boys than girls for living away from home. Marriage is a more common reason for girls than boys.

Chart 8. 1: Children away from household by sex and what doing

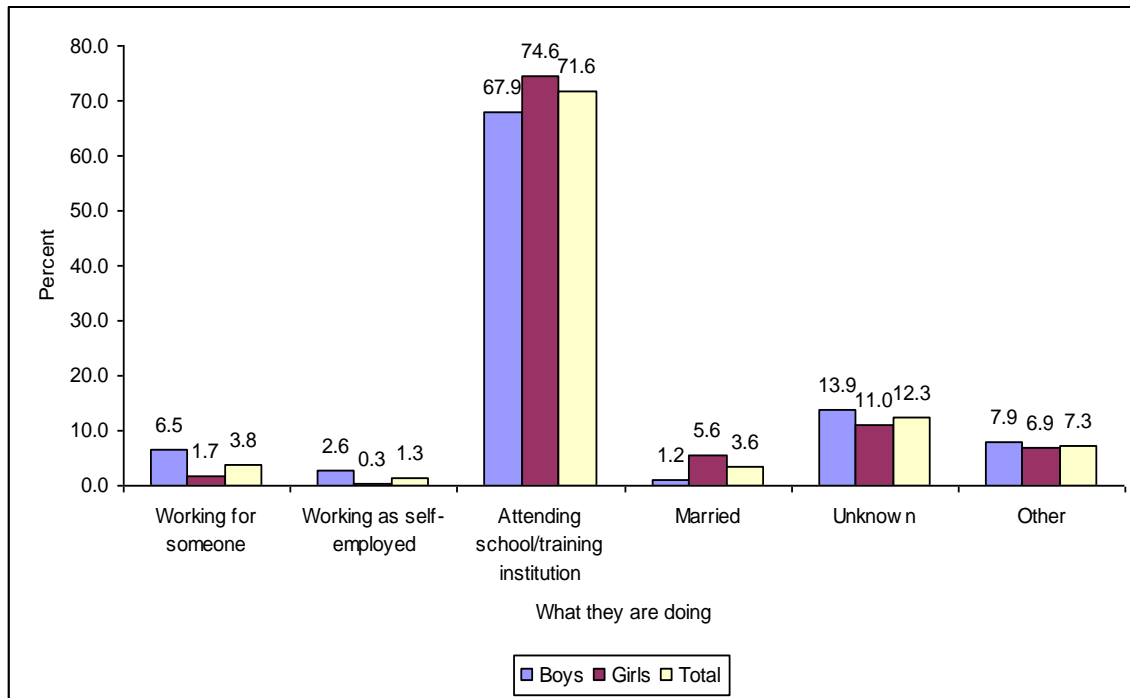


Table 8.4 shows that the majority (79.5%) of the children living away from their households in the age group 14-17 attend school or a training institution, while this is also the case for 75.9% of children aged 5-6 years who live away from home. The proportion of children in the age group 7-13 who are away from home for this reason is lower, at 63.2%. Children in this middle age group are most likely to be reported as away from home in order to work. There is also a substantial proportion of children (12.3% overall) living away from home for whom the parents or guardians could not say what they were doing.

Table 8. 4: Children away from household by sex, age group and what doing

What they are doing	Sex											
	Boys				Girls				Total			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Working for someone	0.0	6.1	10.4	6.5	2.3	2.9	0.3	1.7	1.1	4.4	4.2	3.8
Working as self-employed	0.0	5.2	0.4	2.6	0.0	0.3	0.3	0.3	0.0	2.7	0.3	1.3
Attending school/ training institution	68.4	62.3	75.7	67.9	84.2	64.0	81.9	74.6	75.9	63.2	79.5	71.6
Married	0.0	2.5	0.0	1.2	0.0	8.5	4.5	5.6	0.0	5.6	2.7	3.6
Unknown	25.9	14.7	6.3	13.9	1.2	16.4	8.8	11.0	14.2	15.6	7.9	12.3
Other	5.7	9.3	7.1	7.9	12.3	7.9	4.2	6.9	8.8	8.6	5.3	7.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Chapter Nine

Child Labour

9.0 Introduction

Engagement in work activity can be beneficial for a child's development as well as for the family's well-being. However, where work is excessive or exposes the child to dangers, it is considered child labour. This chapter discusses child labour in Tanzania using several different indicators.

9.1 The challenges in defining and measuring child labour

There are several challenges that make it difficult, if not impossible, to measure child labour accurately. The first challenge relates to the definition of worst forms of child labour contained in the relevant convention. This convention defines the worst forms of child labour as including four pre-defined worst forms, namely:

- (1) all forms of slavery or practices similar to slavery, such as
 - the sale of a child;
 - trafficking of children;
 - debt bondage or any other form of bonded labour or serfdom;
 - forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (2) commercial sexual exploitation, including the use, procuring or offering of a child for:
 - prostitution, or
 - the production of pornography or for pornographic performances;
- (3) use, procuring or offering of a child by others for illegal activities, including the trafficking or production of drugs
- (4) work which by its nature or the circumstances is likely to harm the health, safety or morals of children.

For the fourth pre-defined form, the convention recommends that the circumstances should be determined in consultation with organisations of employers and workers in a specific country.

The challenge with the first three forms is that they are unlikely to be captured in a household survey. Firstly, these forms will often be found among children not living in conventional households. Secondly, because the forms are illegal and stigmatized, they will not be readily reported. For the fourth form, the convention provides for variation across countries.

The second challenge in obtaining an accurate measure of child labour is that UNICEF and ILO have adopted different approaches to this. UNICEF, in *Progress for children: A world fit for children statistical review* (2006, New York), defines child labour on the basis of both economic activity and household chores. ILO, in contrast, in *Global child labour trends 2000-2004* (2006: Geneva), defines child labour on the basis only of economic activity. In this report, in line with the definition of production and work contained in the SNA, child labour is defined on the basis of both economic activity and household chores.

Both UNICEF and the ILO, in their international comparisons, categorise a child as being in child labour if the child performs more than a certain number of hours of work as well as if the child spends any hours in hazardous work i.e. work with adverse effects on the child's safety, health or moral development. For the hours-based definition, both organisations differentiate between children aged 5-11 years and those aged 12-14 years, but do not propose an hours cut-off for children aged 15-17 years.

In respect of hazardous work, the challenges consist of deciding what might constitute a hazard, and finding ways of measuring this through a questionnaire. Some hazards are clear. For example, if children reported that they are physically, verbally or sexually abused at work, this is clearly hazardous. However, if children report working in hot conditions in a country such as Tanzania, it is difficult to know whether this simply refers to the generally warm climate, or whether the heat is such as to be hazardous.

This report responds to the challenges by reporting two different measures of child labour. The first one, termed the time- and occupation-related measure, is the same measure reported in the main report on ILFS 2006. This measure is similar to the international UNICEF measure in terms of hours and in using 15 years to distinguish older children rather than the 14 years used elsewhere in this report. However, unlike the standard UNICEF measure, the ILFS measure includes an hours cut-off (of 43 hours) for children aged 15-17 years who are attending school on the basis that long hours of work would interfere with schooling and thus be detrimental for the child's development. The ILFS measure also, unlike the standard UNICEF measure, does not differentiate hours for children aged 5-11 years and those aged 12-14 years. For this measure, hazardous work is defined as work in any of a number of pre-specified occupation.

The second measure, termed the hazards measure, is based on questions that relate to a range of different forms of possible hazard. For this measure, a child is considered to be in child labour if the child is exposed to any one of these hazards.

9.2 Time- and occupation-related child labour

This section follows the main report on the ILFS report in regarding a child as being in child labour if:

Time-related

- S/he worked more than 43 hours on economic and housekeeping work combined
- S/he is 15-17 years old, was attending school, and worked 14-43 hours on economic and housekeeping work combined
- S/he is under 15 years and worked 14-43 hours on economic and housekeeping work combined (whether or not attending school)

Occupation-related

- S/he is employed in any of a number of specified occupations considered as constituting hazardous' work, namely:
 - House girls/boys
 - Miners, blasters, stone cutters, mineral processors & mining plant operators and the like
 - Metal moulders, welders and the like
 - Metal processors and metal plant operators
 - Chemical processors and chemical plant operators
 - Construction labourers and the like.

To avoid double-counting in the tables which follow, where a child is in both time-related and occupation-related child labour, she or he is recorded only under occupation-related child labour.

Table 9.1 below shows that in Tanzania as a whole, 20.7% of all children aged 5-17 years are in child labour. Boys (22.8%) are more likely than girls (18.5%) to be involved in child labour. Boys aged 14-17 years are the most likely to be engaged in child labour (31.1%). Time-related child labour is more common (16.7%) than occupation-related (1.8%). Again for time-related, boys tend to be most affected (20.3%) than girls (16.7%).

The patterns for Mainland are similar to those for the country as a whole. In Zanzibar, child labour stands at 8.4% of all children aged 5-17 years. Boys are more likely to be affected (8.6%) than girls (8.1%). Boys aged 14-17 years tend to be most affected (16.1%) as compared to other sex-age groups. Time-related child labour affects 7.6% of all children, compared to 0.8% who are in occupation-related child labour.

Table 9. 1: Child labourers by type, sex and age group

	Type of child labour	Sex								
		Boys				Girls				All
		5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	
Mainland	Time-related	6.5	20.2	29.8	20.6	5.1	16.9	25.1	17.0	18.8
	Occupation-related	1.7	3.3	1.8	2.7	0.6	2.2	2.0	1.9	2.3
	Total	8.2	23.5	31.6	23.2	5.7	19.1	27.0	18.9	21.1
Zanzibar	Time-related	0.4	6.0	15.4	7.6	0.5	6.1	15.1	7.5	7.6
	Occupation-related	0.1	1.4	0.7	1.0	-	0.7	0.8	0.6	0.8
	Total	0.5	7.4	16.1	8.6	0.5	6.8	15.9	8.1	8.4
Tanzania	Time-related	6.3	19.8	29.4	20.2	4.9	16.6	24.7	16.7	18.5
	Occupation-related	1.6	3.3	1.8	2.6	0.5	2.2	1.9	1.8	2.2
	Total	7.9	23.1	31.1	22.8	5.5	18.7	26.7	18.5	20.7

Table 9.2 below shows that 95.5% of children engaged in child labour do both economic and housekeeping work, with girls in child labour slightly more likely (96.1%) than boys (95.0%) to be engaged in both types of work. Mainland has a very similar pattern to that of Tanzania.

In Zanzibar, 89.6% of children in child labour are involved in both economic and housekeeping work. As in Mainland, more girls (91.1%) in child labour in Zanzibar than boys (88.1%) are engaged in both economic and housekeeping work. Almost seven percent of Zanzibar children in child labour are involved in housekeeping only and 3.6% are engaged only in economic work.

Table 9. 2: Child labourers by sex and type of work

	Type of work activity	Boys	Girls	All
Mainland	Economic work only	2.7	1.0	2.0
	Housekeeping work only	2.2	2.8	2.4
	Economic & housekeeping work	95.1	96.2	95.6
	Total	100.0	100.0	100.0
Zanzibar	Economic work only	4.9	2.3	3.6
	Housekeeping work only	7.0	6.6	6.8
	Economic & housekeeping work	88.1	91.1	89.6
	Total	100.0	100.0	100.0
Tanzania	Economic work only	2.7	1.1	2.0
	Housekeeping work only	2.2	2.8	2.5
	Economic & housekeeping work	95.0	96.1	95.5
	Total	100.0	100.0	100.0

Table 1.2 revealed that 76.1% of children aged 5-17 years in Tanzania live in rural areas. Table 9.3 reveals that 24.8% of children in rural areas of Tanzania are in child labour, with this situation more common for boys (27.3%) than girls (22.2%). Unlike their counterparts in rural areas, boys and girls in urban areas have more or less the same likelihood of being in child labour. A much smaller percentage (7.6%) of urban children is in child labour than for rural.

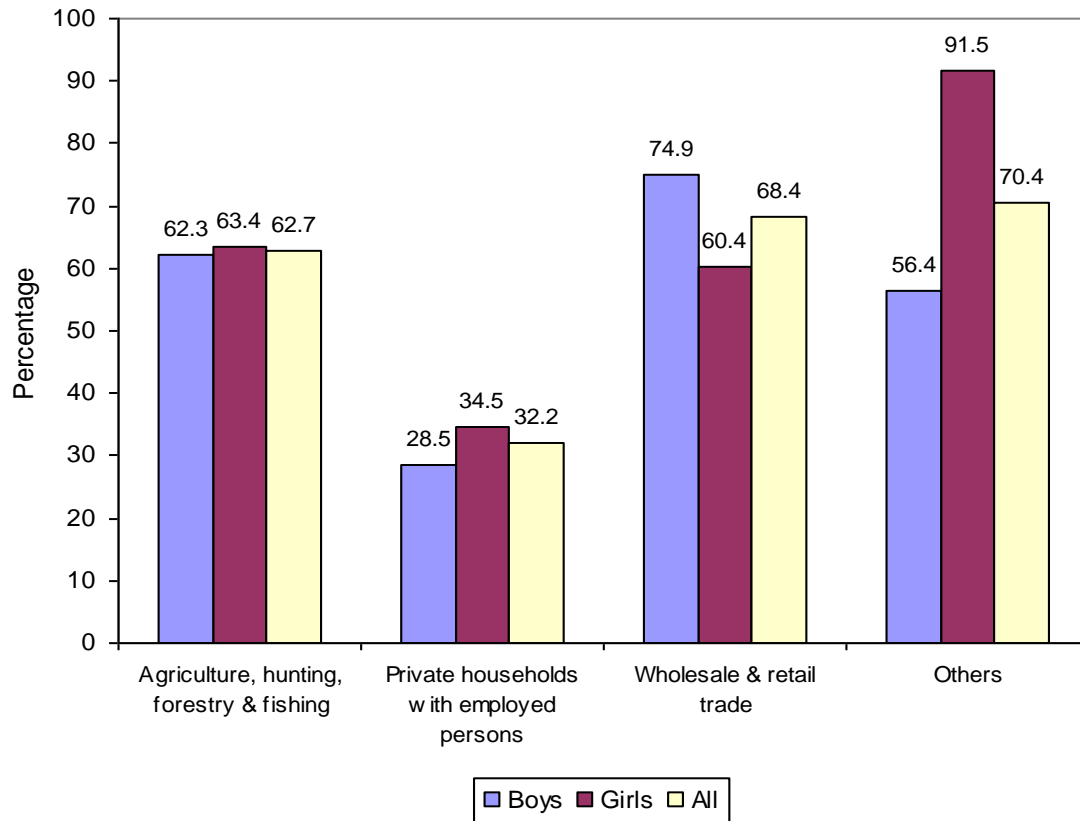
The pattern in respect of children in Mainland is similar to that of Tanzania as a whole. A much lower ten percent of all children in rural areas of Zanzibar are in child labour, with this situation slightly more likely for boys (10.5%) than girls (9.6%). As in Mainland, urban rates of child labour are lower than rural rates but the urban-rural difference is much smaller than for Mainland.

Table 9. 3: Child labourers by sex and geographic area

Location		Sex		All
		Boys	Girls	
Mainland	Rural	27.7	22.5	25.2
	Urban	7.9	7.5	7.7
	Total	23.2	18.9	21.1
Zanzibar	Rural	10.5	9.6	10.0
	Urban	5.5	6.0	5.8
	Total	8.6	8.1	8.4
Tanzania	Rural	27.3	22.2	24.8
	Urban	7.7	7.5	7.6
	Total	22.8	18.5	20.7

Chart 9.1 below reveals that the likelihood of being in child labour (32.2%) is lower among children employed in private households with employees than in the other industries in which children commonly work. Rates are similar for boys and girls in agriculture, at around 62%, but higher for boys (74.9%) than girls (60.4%) in the wholesale and retail trade. In many cases the hours worked in these industries do not themselves result in the child being in child labour. Instead, it is when the housekeeping hours are added to the 'economic' hours that the child lands in child labour. The likelihood of being in child labour is highest in "other" industries. Table 3.5 above revealed that fewer than 2% of employed children work in industries other than agriculture, trade and private households.

Chart 9. 1: Children in economic work who are in child labour by sex and industry



9.3 Hazard-related child labour

This section of the chapter describes child labour in terms of the second, hazard-related, measure.

Table 9.5 below shows that 38.3% of working girls in Tanzania frequently or sometimes carry heavy loads, compared to 36.4% of boys. Children aged 14-17 are more exposed to this situation than other child age groups, at 50.0% and 48.0% of girls and boys in this age group respectively.

Girls (37.8%) are also more likely than boys (33.5%) to be exposed to dusts, fumes and gases in their work environment, with girls aged 14-17 years tending to be most affected by this situation (40.3%).

Boys and girls are more or less equally likely (19.0% and 18.7%) to work in an environment with extreme temperature. This is one of the criteria that clearly reveals the

danger of taking positive responses to the question as an indication of child labour, as Tanzania's ordinary weather conditions can be considered extreme. Across both sexes, children aged 14-17 years are more affected than other age groups (21.3% and 21.2% for boys and girls respectively).

Injuries in their working environment are more common among boys (17.8%) than girls (16.1%), with boys aged 14-17 years most likely to be affected (21.9%).

Overall, more than 60% of all working children across sex-age groups are exposed to at least one of the hazardous situations.

Table 9. 4: Working children in hazardous situations by sex and age group

Situation	Boys				Girls			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Dangerous tools/animals	3.5	5.2	5.8	5.2	1.8	4.5	4.4	4.2
Frequently or sometimes carry heavy load	16.3	33.6	48.0	36.4	16.2	36.3	50.0	38.3
Work underground	2.4	2.8	2.9	2.8	3.2	2.4	2.6	2.5
Work at height	1.5	3.5	4.6	3.7	1.1	4.0	3.8	3.7
Physically abused	0.1	0.4	0.5	0.4	0.4	0.3	0.5	0.3
Emotionally abused	0.9	0.5	0.6	0.6	0.2	0.2	0.7	0.3
Sexually abused	0.3	0.2	0.5	0.3	0.8	0.4	0.8	0.5
Chemicals	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1
Extreme temperature or humidity	15.9	18.3	21.3	19.0	14.2	18.2	21.2	18.7
Noise	8.6	12.5	13.0	12.3	10.0	11.9	11.9	11.7
Dust, fumes, gases	31.1	33.7	33.9	33.5	31.6	37.7	40.3	37.8
Insufficient lightning	2.5	2.7	3.3	2.9	2.4	2.6	3.0	2.7
Working inappropriate hours	-	-	0.4	0.1	-	0.1	1.2	0.4
Injured at workplace	11.2	16.8	21.9	17.8	9.5	15.3	20.2	16.1
In at least one of the situations above	61.4	76.4	83.4	77.2	60.5	75.4	83.7	76.3

Table 9.6 shows children in harmful work by type of work activity. The table includes only those hazards revealed above to have affected more than 10% of working children. For each of the hazards, between 78.4% and 94.0% of the affected boys and girls are involved in both economic and housekeeping work. The distribution across different types of work is similar for boys and girls for each of the hazards. Children involved only

in economic work account for a small proportion of those affected by all the listed hazardous situations.

Table 9. 5: Working children in hazardous situations by type of work activity and sex

Situation	Sex	Economic work only	Housekeeping work only	Economic & housekeeping work	Total
Frequently or sometimes carry heavy load	Boys	2.8	10.1	87.1	100.0
	Girls	2.3	9.6	88.2	100.0
Extreme temperature or humidity	Boys	4.0	3.9	92.1	100.0
	Girls	1.7	4.3	94.0	100.0
Noise	Boys	5.6	16.0	78.4	100.0
	Girls	2.0	16.3	81.7	100.0
Dust, fumes, gases	Boys	3.8	8.5	87.8	100.0
	Girls	2.7	7.9	89.3	100.0
Injured at your workplace	Boys	3.0	6.8	90.3	100.0
	Girls	2.0	8.4	89.6	100.0

Table 9.7 shows that children who are in ILFS-defined child labour are more likely than other working children to face each of the specified hazards except noise. This pattern is true for both boys and girls. The relative increase in hazard for those involved in ILFS-defined child labour is largest for injury, followed by exposure to extreme temperatures or humidity.

Table 9. 6: Working children in hazardous situations by ILFS-defined child labour

Situations	Boys			Girls		
	In ILFS child labour	Not in ILFS child labour	All	In ILFS child labour	Not in ILFS child labour	All
Frequently or sometimes carry heavy load	41.8	34.4	36.4	48.7	35.3	38.2
Extreme temperature or humidity	27.2	15.6	18.8	24.8	16.6	18.4
Noise	12.2	12.3	12.3	11.6	11.8	11.7
Dust, fumes, gases	37.8	31.7	33.4	43.2	36.0	37.6
Injured at your workplace	30.1	13.2	17.8	26.4	13.2	16.1

Unfortunately, a reliable comparison of rates of child labour in 2001 and 2006 using the hazard-related approach is not possible as the questionnaire for 2001 did not include as full a range of questions relating to hazards.

Chapter Ten

Time Use

10.0 Introduction

This chapter discusses time spent on various activities by children in Mainland Tanzania in the course of their daily lives. Some of these activities, such as housekeeping and care for others, are not considered as employment in the standard definition of the term. However, such activities constitute work and are critical for the welfare of the country's people and the sustainability of the labour force. Zanzibar is excluded from the analysis as the time use data for the island are not yet available for analysis.

The time use questionnaire recorded the activities done by an individual each hour for each of seven consecutive days. It thus yields a slightly different picture of engagement in work and other activities than the other parts of the ILFS, which do not ask hour by hour, and which cover the past week or past 12 months. The time use questionnaire was also administered on separate occasions to those used to administer the other questionnaires, which could result in further differences.

10.2 Categorisation of activities

For accounting and valuation purposes, human activities are often categorised on the basis of the System of National Accounts (SNA) which defines the rules that countries must use in calculating gross domestic product (GDP). On this basis, human activities can be divided into three categories: (i) activities which are included in the production boundary of the SNA; (ii) those which are recognised as work, but fall outside the SNA production boundary (extended SNA, or unpaid care work) and (iii) non-productive or non-work activities. The first category more or less corresponds with what we term economic work elsewhere in this report while the second category corresponds more or less with housekeeping.

For coding and analysing the ILFS time use data, Tanzania used a trial classification for time use activities developed by the United Nations Statistics Division. This classification is aligned with the SNA categories. The UN classification system has ten categories coded 0 to 9, three of which can be categorised as SNA; three as extended SNA and four of which fall under non-work as shown in table 10.1 below. Each of these categories is then further sub-divided into more detailed activities. For the purposes of this chapter, reporting is restricted to the three SNA categories and ten major categories of the classification system. Because of the importance of learning for children, the non-

productive SNA category is disaggregated into two: learning and “other” non-productive categories.

Table 10. 1: Activity classification system

SNA categories	UN Code	1-digit categories
SNA activities	1	Employment and production for establishments
	2	Primary production not for establishments
	3	Services for income and other production not for establishments
	4	Household maintenance and management
Extended SNA	5	Care of children, sick, elderly & disabled in household
	6	Community services and help to others
	7	Learning
Non work	8	Social and cultural activities
	9	Mass media use
	0	Personal care and maintenance

Table 10. 2: Average daily minutes on different types of activity by sex and age group

Age group	Activities	Average time spent				Percentages		
		Sex				Sex		
		Boys	Girls	Total		Boys	Girls	Total
5-6	SNA productive activities	68	51	59		5	4	4
	Extended SNA	48	72	61		3	5	4
	Learning	47	57	52		3	4	4
	Other non-productive activities	1277	1261	1268		89	87	88
	Total	1440	1442	1441		100	100	100
7-13	SNA productive activities	129	99	114		9	7	8
	Extended SNA	68	118	93		5	8	6
	Learning	213	225	219		15	16	15
	Other non productive activities	1031	997	1014		72	69	70
	Total	1440	1441	1441		100	100	100
14-17	SNA productive activities	193	156	176		13	11	12
	Extended SNA	76	178	124		5	12	9
	Learning	242	221	232		17	15	16
	Other non productive activities	929	885	909		64	61	63
	Total	1441	1441	1441		100	100	100
Total	SNA productive activities	139	106	122		10	7	8
	Extended SNA	68	126	97		5	9	7
	Learning	200	198	199		14	14	14
	Non productive activities	1035	1011	1023		72	70	71
	Total	1440	1441	1441		100	100	100

Table 10.2 shows that the largest amount of time is spent by children on non-productive activities. Overall, these activities represent 71% of the 24-hour day for an average child compared with about 14% and 8% spent on learning and SNA production respectively. Least time is spent on extended SNA activities, at 7% of the 24-hour day. This pattern is consistent across all ages although the proportions differ by ages. The amount of time spent on learning is the highest for boys in the age group 14-17 years and lowest for boys aged 5-6 years.

For girls the second and third most important categories of activities are learning and unpaid care work at 14% and 9% respectively while these categories account for 14% and 5% of the 24-hour day for boys. Meanwhile, boys tend to spend more time on SNA productive activities (10%) than girls (7%).

10.2 Participation rates

Participation rates reflect the proportion of the population group that do a specific activity.

Table 10. 3: Participation rate in different types of activity by sex and age group

Age group	Activities	Sex		
		Boys	Girls	Total
5-6	SNA productive activities	55	58	57
	Extended SNA	61	75	69
	Learning	26	32	29
	Non-productive activities	100	100	100
7-13	SNA productive activities	88	88	88
	Extended SNA	87	92	90
	Learning	77	78	77
	Non-productive activities	100	100	100
14-17	SNA productive activities	95	95	95
	Extended SNA	90	99	94
	Learning	72	70	71
	Non-productive activities	100	100	100
Total	SNA productive activities	86	85	86
	Extended SNA	84	91	88
	Learning	69	69	69
	Non-productive activities	100	100	100

Table 10.3 shows that all the children who were interviewed participate in non-productive activities (which include sleeping and eating) but not everyone participates in SNA productive activities, learning or extended SNA activities. Overall, the participation of boys is lower than that for girls for extended SNA. This pattern persists across all age groups. The largest difference in participation rates across age groups is found for SNA productive activities where the rates range from a low of 55% among 5-6 year olds to a high of 95% among 14-17 year olds for boys and from 58% to 95% for girls.

Table 10. 4: Average daily minutes spent by 'actors' on different types of activity by sex and age group

Sex/age group		SNA Category			
		SNA productive activities	Extended SNA	Learning	Non productive activities
Male	5-6	124	79	182	1277
	7-13	146	78	277	1031
	14-17	204	85	337	929
	Total	162	80	290	1035
Female	5-6	89	96	180	1261
	7-13	112	128	290	997
	14-17	164	181	317	885
	Total	124	138	289	1011
Total	5-6	105	89	181	1268
	7-13	129	104	283	1014
	14-17	185	132	328	909
	Total	143	110	289	1023

Table 10.4 shows the mean number of minutes spent per day on each type of activity by those who actually did that activity. This is different from table 10.2, which shows averages calculated over all children in a particular group, whether or not they did that activity. Table 10.4 again shows that, on average, actors spend most of their time on non-productive activities (1023 minutes per day) with boys spending more time (1035 minutes) than girls (1011 minutes). The second most important activity is learning at 289 minutes a day, with almost no difference between boys and girls. Least time is spent on extended SNA activities at 110 minutes per day. This pattern is consistent across all ages although the proportions differ by age. The amount of time spent on learning is again the highest for boy children aged 14-17 years and lowest for girls aged 5-6 years.

The table reveals that boys spend more time (162 minutes a day) on SNA productive activities than girls (124 minutes). In contrast, girls spend substantially more time (138 minutes a day) than boys (80 minutes) on extended SNA tasks such as housekeeping, care of children, sick, elderly and disabled in household.

Table 10. 5: Average daily minutes spent on major activities by sex

Activities	Average time spent			Percentages		
	Sex			Sex		
	Boys	Girls	Total	Boys	Girls	Total
Employment for establishments	7	7	7	0.5	0.5	0.5
Primary production activities	130	98	114	9.0	6.8	7.9
Services for income and other production of goods	1	1	1	0.1	0.1	0.1
Household maintenance and management	51	101	76	3.5	7.0	5.3
Care of children, the sick, elderly and disabled	10	19	14	0.7	1.3	1.0
Community services and help to other households	6	6	6	0.4	0.4	0.4
Learning	200	198	199	13.9	13.8	13.8
Social and cultural activities	166	148	157	11.5	10.3	10.9
Mass media use	12	7	10	0.8	0.5	0.7
Person care and self-maintenance	856	855	856	59.5	59.4	59.4
Total	1440	1441	1441	100.0	100.0	100.0

Table 10.5 above shows the average number of minutes spent by boys and girls on each of the ten major categories of the time use activity classification, as well as the percentage that these minutes constitute of a 24-hour day. Personal care and self-maintenance, which includes activities such as sleeping and eating, account for nearly 60% of the day, with small gender differences. The next largest categories in terms of the amount of time spent on them are learning at 13.8% of the day, social and cultural activities at 10.9% and primary production at 7.9%.

Boys tend to spend more time than girls on primary production (9.0% and 6.8% respectively of the day) while girls spend more time than boys on household maintenance, management and shopping for own household (7.0% and 3.5% respectively).

Time spent on employment in establishments, which is roughly equivalent to work in the formal sector outside of agriculture, accounts for a lower proportion of the average day than primary production, at 0.5% and 7.9% respectively. The time spent by boys and girls on employment in establishments is very similar (0.5%) but time spent by girls on primary production is less (6.8%) than for boys (9.0%).

Table 10. 6: Participation rate of children in major activities by sex

Activities	Sex		
	Boys	Girls	Total
Employment for establishments	7	8	7
Primary production activities	85	84	85
Services for income and other production of goods	2	3	2
Household maintenance, management and shopping for own house	82	90	86
Care of children, the sick, elderly and disabled	25	38	32
Community services and help to other households	28	27	27
Learning	69	69	69
Social and cultural activities	94	91	93
Mass media use	26	16	21
Person care and self-maintenance	100	100	100

Table 10.6 disaggregates the participation rate according to the ten major categories. The table shows that the overall participation rates range from 2% for services for income and other production of goods (roughly equivalent to informal sector outside of agriculture) to 100% for personal care and self-maintenance. Apart from personal care and self-maintenance, the highest participation rates are for social and cultural activities (93%), household maintenance, management and shopping for own house (86%), primary production (85%) and learning (69%).

The participation rate is noticeably higher for girls (90%) than boys (82%) in respect of household maintenance, management and shopping for own household, and care of household members. Participation rates of boys are noticeably higher than for girls for primary production activities, social and cultural activities, and mass media use.

Annex tables

Most of the tables in the main body of this report present percentages rather than absolute numbers. This annex presents the absolute numbers used to calculate the percentages in respect of selected tables from each chapter. The numbers reflected in the table are weighted so as to be representative of the full Tanzanian child population aged 5-17 years. The number of each table corresponds to the matching table in the main body of the report.

Table 1.2: Children by age group and geographic area

Age Group	Mainland			Zanzibar			Tanzania		
	Rural	Urban	Total	Rural	Urban	Total	Rural	Urban	Total
5-6	1,464,052	403,055	1,867,107	38,548	24,509	63,056	1,502,600	427,563	1,930,163
7-13	5,289,676	1,582,490	6,872,166	131,634	80,339	211,972	5,421,310	1,662,829	7,084,138
14-17	2,210,431	757,680	2,968,111	60,542	40,394	100,936	2,270,973	798,074	3,069,047
Total	8,964,159	2,743,225	11,707,384	230,724	145,241	375,965	9,194,883	2,888,466	12,083,349

Table 1.3: Children by sex, age group and school attendance

Age group/sex		Dropped out	Completed	Attending	Never attended	Total
Male	5-6	1,916	4,099	294,240	663,572	963,826
	7-13	39,536	14,764	3,026,221	480,321	3,560,842
	14-17	81,617	211,707	1,193,163	128,672	1,615,158
	7-17	121,153	226,471	4,219,384	608,993	5,176,000
	Total	123,069	230,570	4,513,623	1,272,565	6,139,827
Female	5-6	5,160	4,859	312,820	643,498	966,337
	7-13	45,532	18,048	3,053,760	405,956	3,523,296
	14-17	58,894	242,603	1,031,431	120,961	1,453,889
	7-17	104,426	260,651	4,085,191	526,917	4,977,185
	Total	109,587	265,510	4,398,012	1,170,414	5,943,522
Total	5-6	7,076	8,958	607,060	1,307,069	1,930,163
	7-13	85,068	32,812	6,079,981	886,277	7,084,138
	14-17	140,511	454,310	2,224,594	249,632	3,069,047
	7-17	225,579	487,122	8,304,575	1,135,909	10,153,185
	Total	232,656	496,079	8,911,635	2,442,979	12,083,349

Table 2.1: Children by type of work activity, area and sex

	Work activity	Rural			Urban			Total
		Boys	Girls	All	Boys	Girls	All	
Mainland	Economic work only	198,670	132,710	331,380	32,709	27,820	60,528	391,908
	Housekeeping work only	468,351	454,782	923,132	305,010	297,818	602,828	1,525,960
	Economic & housekeeping work	3,260,474	3,186,629	6,447,104	729,417	808,427	1,537,844	7,984,947
	No work activity	680,249	582,295	1,262,544	279,285	262,740	542,025	1,804,569
	Total	4,607,743	4,356,416	8,964,159	1,346,421	1,396,804	2,743,225	11,707,384
Zanzibar	Economic work only	2,320	926	3,246	455	398	853	4,099
	Housekeeping work only	55,831	60,665	116,496	42,903	49,143	92,046	208,542
	Economic & housekeeping work	40,958	39,027	79,984	18,224	19,965	38,189	118,173
	No work activity	15,009	11,165	26,175	4,283	3,874	8,157	34,331
	Total	114,118	111,783	225,901	65,865	73,379	139,244	365,145
Tanzania	Economic work only	200,990	133,636	334,626	33,164	28,217	61,381	396,007
	Housekeeping work only	524,182	515,447	1,039,628	347,913	346,960	694,874	1,734,502
	Economic & housekeeping work	3,301,432	3,225,656	6,527,088	747,641	828,392	1,576,033	8,103,120
	No work activity	695,258	593,460	1,288,718	283,568	266,614	550,182	1,838,900
	Total	4,721,861	4,468,198	9,190,060	1,412,286	1,470,183	2,882,469	12,072,529

Table 2.4: Children aged 7-13 years by type of activity, sex and whether attending school

Activity	Education status					
	Attending			Not attending		
	Boys	Girls	All	Boys	Girls	All
Economic work only	110,174	81,075	27,233	12,533	231,016	110,174
Housekeeping work only	449,165	464,111	65,578	68,082	1,046,936	449,165
Economic & housekeeping work	2,141,838	2,244,599	338,807	306,706	5,031,949	2,141,838
No work activity	323,071	262,387	101,890	81,460	768,808	323,071
Total	3,024,248	3,052,171	533,507	468,782	7,078,708	3,024,248

Table 2.6: Children by type of work activity, sex and household income

Sex	Household monthly income level	Type of Work activity				
		Economic work only	Housekeeping work only	Economic & housekeeping work	Not working	Total
Boys	Less than 100,000	182,995	635,604	3,312,980	777,975	4,911,760
	100,000 to 199,999	31,405	157,780	473,378	133,454	798,992
	200,000+	19,753	78,711	262,714	67,397	429,074
	Total	234,153	872,095	4,049,073	978,826	6,139,827
Girls	Less than 100,000	132,463	619,171	3,332,347	670,846	4,757,368
	100,000 to 199,999	17,082	165,340	469,741	122,509	776,481
	200,000+	12,308	77,896	251,959	66,719	409,673
	Total	161,853	862,407	4,054,048	860,074	5,943,522
All	Less than 100,000	315,458	1,254,775	6,645,327	1,448,821	9,669,129
	100,000 to 199,999	48,487	323,120	943,120	255,963	1,575,472
	200,000+	32,061	156,607	514,674	134,116	838,748
	Total	396,007	1,734,502	8,103,120	1,838,900	12,083,349

Table 2.9: Children by sex, age group, sex of household head and type of work activity

	Type of work activities	Male head				Female head			
		5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Mainland	Economic work only	51,233	176,094	74,864	302,191	9,490	52,558	27,669	89,716
	Housekeeping work only	254,729	726,715	219,643	1,201,087	64,724	195,839	64,310	324,873
	Economic & housekeeping work	428,152	3,779,413	1,810,832	6,018,398	97,406	1,188,619	680,523	1,966,549
	No work activity	778,558	580,321	61,832	1,420,710	182,814	172,607	28,437	383,858
	Total	1,512,673	5,262,543	2,167,171	8,942,387	354,434	1,609,623	800,940	2,764,997
Zanzibar	Economic work only	35	1,181	1,025	2,240	71	1,183	605	1,859
	Housekeeping work only	20,884	63,812	21,725	106,421	20,120	60,570	21,431	102,121
	Economic & housekeeping work	1,035	30,397	26,261	57,693	1,046	33,519	25,916	60,480
	No work activity	8,606	8,531	1,149	18,286	7,990	7,349	705	16,045
	Total	30,559	103,920	50,160	184,640	29,227	102,622	48,657	180,505
Tanzania	Economic work only	51,268	177,275	75,889	304,431	9,561	53,741	28,274	91,575
	Housekeeping work only	275,613	790,527	241,368	1,307,508	84,843	256,409	85,742	426,994
	Economic & housekeeping work	429,187	3,809,811	1,837,093	6,076,091	98,452	1,222,138	706,439	2,027,029
	No work activity	787,164	588,852	62,981	1,438,996	190,805	179,956	29,143	399,904
	Total	1,543,232	5,366,464	2,217,330	9,127,027	383,661	1,712,244	849,598	2,945,502

Table 3.1: Children who did economic work by sex and geographic area

	Area	Did any work activity		
		Boys	Girls	Total
Mainland	Rural	3,459,144	3,319,339	6,778,483
	Urban	762,125	836,247	1,598,372
	Total	4,221,269	4,155,586	8,376,855
Zanzibar	Rural	43,653	40,218	83,871
	Urban	19,257	20,872	40,129
	Total	62,910	61,091	124,000
Tanzania	Rural	3,502,797	3,359,558	6,862,354
	Urban	781,382	857,119	1,638,501
	Total	4,284,179	4,216,677	8,500,855

Table 3.3: Children who did agricultural work by main activity, sex and age group

Main activity	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Fishing	554	0	554	4,542	568	5,110	6,017	1,719	7,736	11,113	2,288	13,400
Crop growing	33,871	24,554	58,425	698,469	611,017	1,309,486	641,444	49,7604	1,139,048	1,373,784	1,133,174	2,506,958
Livestock / animals	36,882	11,489	48,371	299,953	77,808	377,761	107,129	22,668	129,797	443,964	111,965	555,929
Total	71,307	36,043	107,349	1,002,964	689,393	1,692,358	754,590	521,991	1,276,581	1,828,861	1,247,427	3,076,288

Table 3.4: Children who did economic work by main occupation, sex and age group

	Occupation	5-6			7-13			14-17			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	Service workers and shop sales workers	0	0	0	364	3789	4,153	17,525	32,893	50,417	17,889	36,682	54,570
	Agricultural and fishery workers	0	0	0	0	0	0	488,613	341,334	829,947	488,613	341,334	829,947
	Elementary occupations	145,538	126,870	272,408	1,148,890	858,241	2,007,131	344,428	287,393	631,821	1,638,856	1,272,504	2,911,360
	Other occupation	0	0	0	0	0	0	16,871	6,749	23,620	16,871	6,749	23,620
	Total	145,538	126,870	272,408	1,149,254	862,030	2,011,284	867,436	668,368	1,535,805	2,162,229	1,657,269	3,819,497
Zanzibar	Service workers and shop sales workers	0	0	0	215	60	275	191	28	220	407	88	495
	Agricultural and fishery workers	0	0	0	0	0	0	0	0	0	0	0	0
	Elementary occupation	0	0	0	828	526	1,354	727	354	1,081	1,555	880	2,436
	Other occupation	0	0	0	72	0	72	219	0	219	291	0	291
	Total	0	0	0	1,115	587	1,702	1,138	382	1,520	2,253	969	3,222
Tanzania	Service workers and shop sales workers	0	0	0	579	3,849	4,428	17,716	32,921	50,637	18,295	36,770	55,065
	Agricultural and fishery workers	0	0	0	0	0	0	488,613	341,334	829,947	488,613	341,334	829,947
	Elementary occupations	145,538	126,870	272,408	1,149,718	858,768	2,008,486	345,156	287,747	632,902	1,640,412	1,273,385	2,913,796
	Other occupation	0	0	0	72	0	72	17,090	6,749	23,839	17,162	6,749	23,910
	Total	145,538	126,870	272,408	1,150,369	862,617	2,012,986	868,574	668,751	1,537,325	2,164,481	1,658,238	3,822,719

Table 4.2: Reasons for letting children work

Reason/sex	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Supplement household income	23,141	225,493	237,130	489,778	27,082	207,244	184,414	403,426	57,918	435,655	423,440	904,907
To pay outstanding debt under contractual arrangement	554	3,841	2,371	7,082	1,579	3,600	3,814	7,755	2,731	7,494	6,678	15,834
To assist in household enterprise	51,855	435,530	283,941	782,672	56,439	360,276	230,298	608,590	111,993	790,816	527,748	1,413,386
Education/training programme not adequate/suitable	1,582	5,875	6,140	13,597	3,373	9,337	4,474	16,752	5,097	15,309	10,562	30,700
Education/training institutions are too far	1,122	4,395	0	5,714	921	3,061	115	3,946	2,318	7,571	160	9,775
To get good upbringing and imparting of skills	72,542	520,334	280,888	881,601	89,268	429,483	246,220	736,590	165,552	947,174	535,928	1,635,193
Cannot afford education/training expenses	1,753	5,579	10,037	17,844	573	5,631	13,843	18,939	3,053	11,576	23,953	37,594
Equality / peer pressure	19,014	73,792	41,978	136,789	16,463	68,127	32,976	111,222	37,244	142,083	76,255	251,981
Other	1,005	10,183	8,878	20,197	2,408	11,818	9,598	23,331	4,117	22,395	18,507	44,145
Total	172,603	1,285,109	871,486	2,356,574	199,472	1,101,245	727,033	1,931,741	392,495	2,382,691	1,625,873	4,348,773

Table 4.4: Consequence if child stops working by sex and age group (adult response)

What will Happen	Boys				Girls				All			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Household living standard will decline	30,635	332,650	275,562	647,261	39,079	305,305	245,576	563,469	79,511	640,724	525,619	1,228,464
Household cannot afford living expenses	38,241	309,045	231,379	582,210	42,358	256,203	188,337	474,283	86,176	566,295	422,979	1,065,835
Household enterprise cannot operate fully or other labour no	42,151	283,314	191,536	524,728	48,542	232,318	148,043	397,912	93,150	511,392	350,563	941,216
Other	61,541	360,012	172,886	601,073	68,128	304,753	143,797	494,887	131,187	661,663	324,070	1,108,000
Total	172,603	1,285,109	871,486	2,356,574	199,472	1,101,245	727,033	1,931,741	392,495	2,382,691	1,625,873	4,348,773

Table 4.8: Main reasons for dissatisfaction with job by sex and age group (multiple response)

	Boys			Girls			All		
Reason	7-13	14-17	Total	7-13	14-17	Total	7-13	14-17	Total
Wages too low	2,252	7,295	9,547	689	11,647	12,336	2,940	18,942	21,883
Work too tiring/ too hard	1,532	12,222	13,754	987	5,776	6,764	2,519	17,999	20,518
Employer too hard, too demanding	0	604	604	0	326	326	0	930	930
Earnings from self-employment very low	0	1,182	1,182	576	949	1,525	576	2,131	2,707
Other	0	583	583	1,057	430	1,487	1,057	1,014	2,070
Total	3,752	18,826	22,578	3,308	16,292	19,600	7,061	35,118	42,179

Table 4.11: Problems affecting working child by sex and age group

Sex/age group	Boys				Girls				All			
Sex/age group	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Injuries, wounds, illness or poor health	59,917	481,393	323,191	864,501	66,272	379,067	242,861	688,200	126,189	860,460	566,051	1,552,701
Poor progresses in school	2,928	162,305	101,351	266,584	8,617	121,355	70,042	200,014	11,545	283,660	171,393	466,598
Physically abused	430	13,237	8,357	22,024	1,722	8,877	6,475	17,074	2,153	22,114	14,832	39,098
Emotionally abused	4,197	15,872	9,458	29,528	958	6,133	10,184	17,275	5,156	22,005	19,643	46,803
Sexually abused	1,129	6,284	7,299	14,712	3,886	11,534	11,775	27,195	5,015	17,818	19,074	41,907
None	103,966	634,598	446,443	1,185,008	87,798	542,068	381,535	1,011,400	191,764	1,176,666	827,978	2,196,408
Total	172,603	1,314,990	897,379	2,384,972	169,342	1,070,398	724,062	1,963,802	341,944	2,385,388	1,621,441	4,348,773

Table 5.5: Hours spent on housekeeping by sex and age group

Hours per day group	Boys				Girls			
	5-6	7-13	14-17	Total	5-6	7-13	14-17	Total
Spent no time	551,754	1,060,232	411,568	2,023,554	544,858	1,025,062	374,960	1,944,881
less than one hour	173,781	642,912	218,454	1,035,148	187,449	594,435	143,544	925,429
1-2	153,928	1,154,610	501,397	1,809,935	163,678	1,176,870	453,512	1,794,060
3-4	47,228	447,179	260,106	754,513	44,101	495,452	241,671	781,225
5-6	16,805	134,904	97,278	248,987	15,623	138,026	128,920	282,569
7-8	11,477	64,040	69,809	145,326	5,691	48,602	59,713	114,006
9+	8,854	56,965	56,546	122,364	4,937	44,849	51,567	101,354
Total	963,826	3,560,842	1,615,158	6,139,827	966,337	3,523,296	1,453,889	5,943,522

Table 6.2: Working children who suffered from illness or injuries by sex and type of work activity (child response)

	Type of work activity	Boys	Girls	Total
Mainland	Economic work only	25,086	14,611	39,697
	Housekeeping work only	55,626	61,985	117,611
	Economic and housekeeping work	814,425	721,613	1,536,038
	Total	895,137	798,209	1,693,346
Zanzibar	Economic work only	401	75	477
	Housekeeping work only	5,763	5,738	11,501
	Economic and housekeeping work	5,499	4,607	10,106
	Total	11,663	10,420	22,084
Tanzania	Economic work only	25,488	14,686	40,174
	Housekeeping work only	61,389	67,723	129,112
	Economic and housekeeping work	819,924	726,220	1,546,145
	Total	906,801	808,630	1,715,430

Table 6.4: Working children who suffered from illness or injuries by age group and type of work activity (child response)

	Type of work activity	5-6	7-13	14-17	Total
Mainland	Economic work only	4,129	20,597	14,971	39,697
	Housekeeping work only	15,172	73,746	28,693	117,611
	Economic and housekeeping work	72,862	896,436	566,740	1,536,038
	Total	92,163	990,779	610,404	1,693,346
Zanzibar	Economic work only	-	212	265	477
	Housekeeping work only	1,389	6,401	3,711	11,501
	Economic and housekeeping work	67	4,024	6,015	10,106
	Total	1,456	10,637	9,991	22,084
Tanzania	Economic work only	4,129	20,809	15,236	40,174
	Housekeeping work only	16,561	80,147	32,404	129,112
	Economic and housekeeping work	72,930	900,460	572,755	1,546,145
	Total	93,619	1,001,416	620,395	1,715,430

Table 6.10: Injured or ill working children by consequences of most serious injury/illness

Consequences	Sex		
	Boys	Girls	Total
Permanently disabled	4,704	3,328	8,032
Completely unable to work	65,758	58,541	124,299
Temporarily rested	377,944	294,704	672,648
Changed work/job	12,642	15,771	28,413
Continued working	239,522	234,484	474,006
Stopped schooling temporarily	101,489	110,184	211,673
Completely unable to go to schooling	7,804	7,056	14,860
Not affected	104,555	92,969	197,524
Total	914,420	817,036	1,731,456

Table 6.13: Working children by sex, age group and how often carry heavy loads

How often Carry	Age Group											
	5-6			7-13			14-17			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Frequently/ always/often	16,240	15,889	32,129	229,808	319,890	549,699	200,117	234,657	434,775	446,166	570,437	1,016,602
Sometimes	56,480	60,277	116,757	811,870	822,477	1,634,347	539,660	470,250	1,009,910	1,408,010	1,353,004	2,761,014
Seldom/rarely	52,370	54,694	107,064	574,365	555,159	1,129,525	272,422	247,725	520,147	899,157	857,579	1,756,736
Never/No loading	320,151	339,791	659,942	1,488,050	1,450,768	2,938,818	529,962	456,312	986,274	2,338,162	2,246,871	4,585,033
Total	445,766	471,522	917,288	3,105,307	3,149,751	6,255,059	1,542,937	1,409,505	2,952,442	5,094,011	5,030,778	10,124,788

Table 7.2: Children not attending school by sex, age group and reason for not attending

Reason for not attending	Age Group											
	5-6			7-13			14-17			7-17		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No school or training institution available	588	3,568	4,156	17,703	15,928	33,631	11,179	5,374	16,554	28,882	21,302	50,184
No one to support or assist	3,469	4,384	7,853	34,752	35,433	70,184	47,632	56,821	104,453	82,384	92,253	174,637
Cannot afford school/institution fee	2,189	2,630	4,819	10,905	8,363	19,268	35,754	31,259	67,013	46,659	39,622	86,282
Fees expensive	0	0	0	3,998	5,460	9,458	25,837	28,073	53,910	29,835	33,533	63,368
Failed at school	1,743	0	1,743	31,703	28,806	60,509	77,443	67,486	144,929	109,146	96,292	205,438
Afraid of teachers	1,193	1,115	2,307	7,943	3,434	11,377	5,546	3,627	9,172	13,488	7,061	20,549
Illness/disabled	547	81	628	15,690	16,245	31,935	8,954	12,623	21,577	24,643	28,868	53,511
To help in household chores/housekeeping	1,698	3,501	5,199	26,061	30,260	56,321	10,081	18,068	28,149	36,142	48,328	84,470
To assist in household enterprise/business	3,555	1,217	4,773	30,710	30,936	61,646	23,058	12,949	36,007	53,768	43,886	97,653
To work for wage/salaries	0	599	599	0	338	338	6,159	6,615	12,774	6,159	6,953	13,112
To work in own business for income	0	0	0	800	1,190	1,990	6,849	3,183	10,032	7,649	4,374	12,023
Family does not permit schooling or training	2,447	4,777	7,224	24,602	14,868	39,471	7,340	8,880	16,220	31,943	23,748	55,691
Too young	249,479	250,662	500,141	125,549	111,256	236,805	1,415	1,836	3,251	126,964	113,092	240,056
Other	2,808	5,352	8,160	36,917	30,892	67,809	77,373	89,434	166,807	114,290	120,326	234,616
Total	269,716	277,886	547,602	367,333	333,409	700,742	344,619	346,229	690,848	711,951	679,638	1,391,590

Table 7-3: Children not attending school by sex and type of work activity

	Type of work activity	Sex		
		Boys	Girls	Total
Mainland	Economic work only	53,544	26,242	79,786
	Housekeeping work only	67,618	72,599	140,217
	Economic & housekeeping work	690,315	673,619	1,363,934
	No work activity	114,523	91,777	206,300
	Total	926,001	864,237	1,790,237
Zanzibar	Economic only	803	367	1,170
	Housekeeping work only	14,897	16,063	30,960
	Economic & housekeeping Work	9,938	7,572	17,511
	No work activity	3,669	2,732	6,401
	Total	29,307	26,734	56,042
Tanzania	Economic only	54,347	26,610	80,956
	Housekeeping work only	82,515	88,662	171,177
	Economic & housekeeping Work	700,253	681,191	1,381,445
	No work activity	118,192	94,508	212,701
	Total	955,308	890,971	1,846,279

Table 7.5: Working children attending school by sex, type of work and effect on regular attendance

	Work activity	Work affects attendance			Work does not affect attendance			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	Economic work only	38,635	16,778	55,413	97,748	73,688	171,437	136,383	90,466	226,849
	Housekeeping work only	52,057	52,602	104,659	547,719	521,254	1,068,973	599,776	573,856	1,173,632
	Economic & Housekeeping work	521,748	509,484	1,031,232	2,717,606	2,753,307	5,470,913	3,239,354	3,262,791	6,502,145
	Total	612,440	578,864	1,191,304	3,363,074	3,348,249	6,711,323	3,975,514	3,927,113	7,902,627
Zanzibar	Economic work only	203	190	393	1,703	938	2,641	1,907	1,128	3,035
	Housekeeping work only	5,703	5,451	11,154	63,503	72,866	136,369	69,206	78,317	147,523
	Economic & housekeeping work	4,945	5,143	10,089	44,127	46,116	90,242	49,072	51,259	100,331
	Total	10,851	10,785	21,636	109,333	119,920	229,253	120,184	130,705	250,889
Tanzania	Economic work only	38,838	16,968	55,806	99,452	74,626	174,078	138,290	91,595	229,884
	Housekeeping work only	57,760	58,053	115,813	611,222	594,120	1,205,342	668,982	652,173	1,321,155
	Economic & Housekeeping work	526,694	514,627	1,041,321	2,761,732	2,799,423	5,561,155	3,288,426	3,314,050	6,602,476
	Total	623,292	589,648	1,212,940	3,472,406	3,468,170	6,940,576	4,095,698	4,057,818	8,153,516

Table 8.1: Children away from household by sex, age group and geographic area

	Age group	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Mainland	5-6	1,685	1,709	3,394	3,412	4,079	7,491	5,097	5,788	10,885
	7-13	1,687	4,237	5,924	10,639	9,373	20,013	12,326	13,610	25,936
	14-17	1,762	1,885	3,647	4,025	6,851	10,876	5,787	8,736	14,523
	Total	5,134	7,831	12,965	18,076	20,303	38,379	23,210	28,134	51,344
Zanzibar	5-6	497	236	733	88	261	349	585	497	1,082
	7-13	982	1,478	2,460	538	297	836	1,520	1,776	3,296
	14-17	634	1,040	1,675	256	416	672	891	1,456	2,347
	Total	2,113	2,755	4,868	883	974	1,857	2,996	3,729	6,724
Tanzania	5-6	2,182	1,945	4,127	3,500	4,340	7,840	5,682	6,285	11,967
	7-13	2,668	5,715	8,384	11,178	9,671	20,848	13,846	15,386	29,232
	14-17	2,396	2,926	5,322	4,282	7,266	11,548	6,678	10,192	16,870
	Total	7,247	10,586	17,832	18,959	21,277	40,236	26,206	31,863	58,068

Table 9.1: Child labourers by type, sex and age group

Type of child labour		Sex								
		Boys				Girls				Total
		2-6	7-13	14-17	All	2-6	7-13	14-17	All	
Mainland	Time-related	60,248	698,620	466,361	1,225,230	47,644	576,719	351,888	976,251	2,201,481
	Occupation-related	15,833	114,497	28,137	158,468	5,273	75,687	27,579	108,540	267,008
	Total	76,081	813,118	494,498	1,383,697	52,917	652,406	379,467	1,084,791	2,468,488
Zanzibar	Time-related	134	6,257	7,791	14,182	158	6,552	7,619	14,329	28,511
	Occupation-related	34	1,476	333	1,843	-	792	385	1,177	3,019
	Total	168	7,733	8,124	16,025	158	7,344	8,003	15,506	31,530
Tanzania	Time-related	60,382	704,878	474,152	1,239,412	47,802	583,271	359,507	990,580	2,229,992
	Occupation-related	15,867	115,973	28,470	160,310	5,273	76,479	27,964	109,716	270,027
	Total	76,249	820,851	502,622	1,399,722	53,076	659,750	387,471	1,100,296	2,500,018

Table 9.4: Working children in hazardous situations by sex and age group

Situations	Boys				Girls			Total
	5-6	7-13	14-17	Total	5-6	7-13	14-17	
Dangerous tools/animals	15,737	162,063	89,234	267,035	8,642	140,519	61,842	211,003
Frequently or /sometimes carry heavy load	72,720	1,041,712	739,777	1,854,209	76,166	1,142,401	704,907	1,923,474
Work underground	10,668	86,623	44,916	142,207	14,925	75,638	36,429	126,993
Work at height	6,468	108,022	71,563	186,053	5,336	124,558	53,911	183,805
Physically abused	430	13,237	8,357	22,024	1,722	8,877	6,475	17,074
Emotionally abused	4,197	15,872	9,458	29,528	958	6,133	10,184	17,275
Sexual abused	1,129	6,284	7,299	14,712	3,886	11,534	11,775	27,195
Chemicals	568	3,503	1,088	5,159	554	881	1,744	3,178
Extreme temperature or humidity	70,594	569,268	329,091	968,954	66,669	573,536	299,360	939,564
Noise	38,082	388,568	199,714	626,365	47,076	375,612	167,069	589,758
Dust, fumes, gases	138,535	1,045,671	522,784	1,706,990	148,817	1,185,453	567,162	1,901,432
Insufficient lightning	11,128	83,454	51,370	145,952	11,299	81,284	42,868	135,450
Working in inappropriate hour	-	-	6,020	6,020	-	2,651	16,433	19,085
Injured at your workplace	49,987	520,958	337,429	908,373	44,617	481,638	284,118	810,372
At least one of the above	273,182	2,370,820	1,286,889	3,930,891	284,794	2,372,762	1,179,914	3,837,470

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