

Psycho-Social Implications of Street Hawking among School Age Children in South West Nigeria

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Abstract

Street hawking among school-age children remained a pervasive socio-economic challenge in Nigeria, exposing young individuals to psychological, social, and educational setbacks. This study examined the psycho-social and educational implications of street hawking among children in selected cities, highlighting its long-term effects on their well-being and academic performance. A purposive sampling technique was used to select Akure, Ibadan, and Abeokuta, with six major markets chosen across the three state capitals. A total of 300 school-age children (6–17 years) engaged in hawking were sampled using snowball and accidental sampling techniques. Data were collected using a structured Street Hawking Questionnaire and analyzed through descriptive statistics and Pearson Product Moment Correlation. Findings revealed that street hawking negatively impacted children's psychological well-being, leading to anxiety, low self-esteem, and emotional distress. Additionally, it disrupted their education through absenteeism, poor academic performance, and increased dropout rates. Socially, child hawkers experienced isolation, stigmatization, and exposure to exploitation. The study emphasized the urgent need for policy interventions, poverty alleviation programs, and improved access to education to mitigate the negative consequences of street hawking. Addressing these issues required a multi-sectoral approach involving government agencies, non-governmental organizations, and community stakeholders to ensure the protection and development of vulnerable children.

Keywords: Street Hawking, Psycho-Social Effects, Educational Impact, School Age Children, Southwestern Nigeria.

Introduction

The increasing number of children engaged in work outside the family to earn a living or support their households remains a critical global issue, particularly in developing countries. In Nigeria, especially in urban centers, children between the ages of six and sixteen are seen commonly hawking on major streets. This situation persists due to various socio-economic, cultural, and developmental factors. Many children are forced by circumstances beyond their control to contribute to household income, often at the expense of their education and well-being. Over time, their involvement in hazardous labor negatively impacts their health and developmental processes (Asamu, 2015). Some parents, unable to sustain their children's education, withdraw them from school, compelling them to engage in street hawking to supplement the family income (Hoque, 2021).

Street hawking involves the sale of goods by moving from one location to another along the streets (Oyeleke, Eborka, & Okocha, 2021). It extends to canvassing sales by carrying items from house to house or selling in public places (Okafor, Okafor, & Ngini, 2018). In southwestern Nigeria, hawking is a recognized means of socialization despite its associated moral and physical risks (Mohammed, Okonkwo, Ovenaone, & Bodi, 2022). Children, both male and female, engage in hawking a variety of goods, including food items, sachet water, and other merchandise. Some hawkers have designated spots where they sell, while others move from place to place, and some even go door to door (Hoque, 2021). Typically, child hawkers balance trays of goods on their heads as they navigate the streets. Those selling similar products disperse in different directions, while vendors of complementary goods, such as food and drinks, often move together.

The prevalence of street hawking among school-age children is a common phenomenon in rural areas, towns, and cities across Southwest Nigeria. Many of these children engage in hawking during school hours, and research indicates that economic hardship has forced many low-income households to rely on their children as contributors to the family's primary source of income (Adamu, Dajuma, & Anthony, 2021). While some children hawk immediately after school, others do so during school hours, depriving them of the opportunity to socialize, play, or visit friends. Consequently, they miss out on essential childhood experiences and face various risks. The long hours spent hawking reduce the time available for academic activities, and the physical strain of trekking long distances may lead to fatigue, stress, and potential exposure to abuse. These challenges can negatively impact a child's concentration, academic performance, and overall success in life.

Street hawking significantly affects children's psycho-social and socio-emotional well-being, as well as society at large. During early childhood (ages 6-10), children typically learn through observation (Bandura, 1989), form friendships, and explore their environment. However, many young hawkers are denied these fundamental experiences due to their economic realities. This exposure not only disrupts their educational journey but also deprives them of a childhood that is essential for their long-term personal and intellectual growth.

Children involved in street hawking in Nigeria often experience considerable frustration and psychological distress. The growing prevalence of this phenomenon is linked to factors such as rapid population growth, high unemployment rates, inadequate wages, and poor working conditions (Ogungweru, 2023). These children spend extended hours outside their homes, increasing their vulnerability to road accidents, sexual exploitation, ritual killings, gang involvement, and other social hazards. The actual number of children engaged in hawking remains uncertain due to their widespread dispersion in the informal sector. Both governmental and non-governmental organizations have expressed concerns about child labor in Nigeria, proposing various policies and interventions to mitigate its effects. Nonetheless, children between the ages of six and eighteen continue to engage in street trading across various regions, underscoring the urgent need for more effective strategies to address this pressing issue.

Statement of the Problem

Street hawking among children was a significant socio-economic challenge in Nigeria, exposing young individuals to various risks, including physical harm, psychological distress, and educational setbacks. Despite policies and interventions aimed at curbing child labor, many children, particularly those from low-income families, continued to engage in hawking as a means of survival. The prevalence of child hawking was fueled by factors such as poverty, lack of access to quality education, and parental economic struggles.

This study examined the psycho-social and educational implications of street hawking among school-age children in selected cities, highlighting the long-term effects on their well-being and academic performance. Understanding these impacts was crucial for developing effective policies and interventions to safeguard the rights and future of vulnerable children.

Aim and Objective of the Study

Therefore, the study is designed to investigate the predictors of street hawking among children, assess the prevalence and determine Psycho-social implications. This is with a view of making possible recommendations that will guide policy formulation that can help in minimising the menace.

Research Questions

1. What are the predictors of street hawking among school age children in South-western Nigeria?
2. What is the prevalence of street hawking among school age children in South-western Nigeria?
3. What are the psycho-social implications of hawking on the school age children?

Hypothesis

1. There is no significant relationship between street hawking and psycho-social factor.

Literature Review

Mathias and Dada (2016) define a hawker as an individual who moves from place to place selling goods or providing services, often in an informal setting such as public spaces, markets, or through door-to-door sales. They are predominantly found in cities and large towns. A child hawker, as described by Ajayi (2011), is a minor, typically under the age of 18, who engages in street trading to support themselves or their family. These children, often likened to modern-day nomads, frequently alternate between street life and residing with family members (Akiti, 2024). They endure long working hours in difficult environments and are exposed to various risks. Akiti (2024) further explains that street hawking encompasses a broad spectrum of products, including snacks, beverages, and household goods. In Nigeria, this practice is particularly prevalent among teenagers, with poverty

identified as a primary driving force. Families experiencing economic hardship often rely on their children to contribute financially, pushing them into hawking as a means of survival. According to the United Nations Children's Fund (UNICEF, 2020), approximately 150 million children worldwide, aged 5-14, are engaged in child labor, with a significant proportion involved in street hawking. The rise in child hawking in Nigeria is attributed to multiple factors. A 2003 survey by the International Labour Organization (ILO) identified eight key contributors to the prevalence of street hawking in Nigeria: cultural influences, economic difficulties, national debt, low education levels, unemployment or financial incapacity, exposure to street life, and single-parent households. Notably, the last three factors intensify poverty, thereby perpetuating the cycle of economic hardship and child labor.

In many societies, financial independence is an expectation for families. However, systemic inequalities and resource limitations prevent some families from achieving this, forcing them to resort to child labor as a survival strategy. Bhat and Rather (2009) confirm that economic deprivation compels children into hawking, as parents increasingly depend on their earnings. Similarly, Ogungweru (2023) highlights the interconnectedness of poverty and underdevelopment with child labor, particularly child hawking, emphasizing how widespread economic hardship has led to an upsurge in the phenomenon.

Beyond economic factors, social influences also contribute to child hawking. Bass (2016) notes that peer pressure can be a compelling force, leading children to perceive hawking as a normal or even desirable activity. The fear of exclusion or the need for social acceptance often drives children to participate. Adelakun (2018) assert that environmental conditioning significantly impacts children's involvement in hawking. When children grow up in communities where hawking is common, it becomes a normalized practice. Observing older siblings, relatives, or neighbors engaged in hawking can increase the likelihood of their participation.

The loss of parental care—whether through death, divorce, or incapacitation—can also push children into hawking as a survival strategy. Abubakar (2014) discusses how orphaned or abandoned children, lacking adequate care, education, or stability, may migrate to urban areas and engage in street trading. Many of these children come from families where hawking is a generational occupation, learned from parents or grandparents who often lack formal education or vocational skills.

William (2008) identifies broken homes, unemployment, and parental death as additional factors contributing to child hawking. He asserts that children from disrupted families are often compelled to hawk to support themselves. In some instances, children engage in hawking due to peer pressure, influenced by their immediate social circles.

The adverse impact of hawking on children's education is well documented. Udoh and Joseph (2012) highlight that child hawkers frequently miss school, struggle to complete assignments, and have little time for study or rest. Consequently, hawking contributes to high dropout rates, absenteeism, and poor academic performance. Ekpenyong and Sibiri (2011) support this claim, stating that irregular school attendance limits children's ability to

benefit from formal education, leading to poor academic achievements and long-term societal consequences, such as producing unskilled graduates.

Oloko (1998) presents an alternative perspective, suggesting that not all child hawkers come from economically disadvantaged backgrounds. Some children from relatively affluent families engage in hawking for leisure, excitement, or personal spending money. This youthful exuberance may lead them to participate in economic activities without considering the potential negative effects on their education.

Furthermore, street hawking exposes children to criminal activities, including selling stolen or counterfeit goods, substance abuse, gang-related offenses, prostitution, and human trafficking. Ewunigwe and Naidu (2018) discuss the severe consequences of such involvement, including legal repercussions, physical harm, psychological distress, social stigma, and limited future opportunities in education and employment.

Thus, street hawking among children is a multifaceted issue driven by economic hardship, social influences, and environmental conditioning. The negative consequences of child hawking—ranging from poor academic performance to increased vulnerability to exploitation—highlight the urgent need for intervention through policy reform, social support systems, and improved economic opportunities for families.

Street Hawking and the Psycho-Social Development of the Child

The psychological impact of street hawking on child hawkers is profound and far-reaching. Prolonged exposure to life on the streets subjects these children to various risks, often leading to severe psychological consequences (Danesy & Okediran, 2002). Constant anxiety, fear, and insecurity become a part of their daily experience, gradually diminishing their self-confidence and self-esteem (Hughes, 2009). Such emotional fragility makes them highly susceptible to exploitation and abuse, further intensifying their psychological distress.

Beyond its psychological effects, street hawking significantly affects children's social development. Being isolated from their peers and teachers limits their opportunities for collaborative learning and the formation of meaningful relationships (Shields, Cicchetti, & Ryan, 2004). Many child hawkers struggle to establish and maintain social connections, adapt to societal norms, and develop essential life skills. Consequently, they often experience social alienation and a weakened sense of belonging within their communities (Basu & Tzannatos, 2003). Additionally, street hawking exposes children to various physical and emotional dangers, including sexual abuse, physical exhaustion, traffic accidents, malnutrition, substance abuse, and even involvement in prostitution.

Behavioral challenges are another critical consequence of street hawking. The harsh conditions and exploitation that child hawkers endure contribute to increased aggression, delinquency, and moral disengagement (Ibiam, 2006). Many develop antisocial tendencies, display defiance, and show a lack of respect for authority figures. Over time, this behavioral pattern reinforces their entrenchment in the street hawking lifestyle, making it difficult to escape.

Emotional distress is also a pervasive issue among child hawkers. The constant pressure to sell goods and meet daily financial targets takes a significant toll on their mental well-being (Banda, 2003). These children often experience high levels of stress, depression, and irritability. In response, some resort to self-destructive coping mechanisms, such as substance abuse or reckless behavior, further worsening their situation.

Moreover, societal stigma worsens the plight of child hawkers. Being labeled as "street children" reinforces negative stereotypes, fostering feelings of shame, guilt, and rejection (International Labour Organization, 2017). Such stigma can follow them into adulthood, hindering their ability to access better opportunities and achieve personal growth. Supporting this assertion, the World Health Organization (WHO, 2018) notes that prolonged engagement in street hawking increases the risk of long-term consequences, including permanent psychological distress, chronic behavioral issues, limited educational and career prospects, and heightened vulnerability to exploitation and abuse.

Breaking the cycle of street hawking requires a holistic approach involving comprehensive support systems and targeted interventions aimed at safeguarding the well-being and future of these vulnerable children.

Theoretical Framework

This study is anchored on Bronfenbrenner's Ecological Systems Theory and Bandura's Social Learning Theory, both of which explain the psycho-social effects of street hawking on children.

Bronfenbrenner's Ecological Systems Theory (1979)

This theory explains that a child's development is shaped by multiple environmental influences. The microsystem (family and school) is disrupted as child hawkers spend more time on the streets than in school, limiting their academic progress. The exosystem (economic policies and social services) also plays a role, as poverty and weak child protection policies push children into street hawking. At the macrosystem level, cultural norms that accept child labor further reinforce this issue (Bronfenbrenner, 1979).

Bandura's Social Learning Theory (1977)

This theory emphasizes that children learn behaviors through observation, imitation, and reinforcement. Many child hawkers are influenced by parents or peers who engage in hawking, making it a learned behavior. Additionally, street exposure increases the likelihood of adopting negative behaviors such as dishonesty, aggression, and substance abuse, reinforcing a cycle of street life and social delinquency (Bandura, 1977).

These theories highlight the need for multi-level interventions, including policy reforms, parental education, and child protection strategies to mitigate the negative impacts of street hawking on children's psycho-social development.

Empirical Studies on Street Hawking and the Psycho-Social Development of the Child

Several empirical studies have examined the effects of street hawking on children's development, education, and overall well-being. Danesy and Okediran (2002) investigated the impact of street hawking on children's education in Nigeria. Their study revealed that children involved in hawking experienced significant academic setbacks, including high absenteeism, chronic fatigue, and diminished concentration in class. These factors contributed to poor academic performance, ultimately limiting the educational and career opportunities available to these children. The study emphasized the need for government intervention through poverty alleviation programs and the enforcement of child labor laws to mitigate the adverse effects of street hawking on education.

Similarly, Ekpenyong and Sibiri (2011) explored the psycho-social consequences of child hawking. Their findings indicated that children engaged in street hawking were more likely to suffer from anxiety, depression, and low self-esteem due to continuous exposure to harassment, exploitation, and social marginalization. Additionally, the study found that the harsh realities of street life often led child hawkers to engage in delinquent behaviors, including theft and substance abuse, as coping mechanisms. The researchers underscored the importance of psychological support and social welfare programs to address the emotional and behavioral challenges faced by child hawkers.

Further supporting these findings, Ogungweru (2023) examined the relationship between poverty, child labor, and educational attainment among child hawkers in urban Nigeria. The study established that economic hardship was the primary driver of child street hawking, with many hawkers originating from low-income households. It was found that children involved in hawking had limited access to quality education, which perpetuated the cycle of poverty and hindered their ability to break free from child labor. The study recommended the implementation of social welfare programs, increased access to free education, and community-based interventions to support vulnerable children and reduce the prevalence of street hawking.

Collectively, these empirical studies highlight the severe educational, psychological, and socio-economic consequences of street hawking on children. The findings underscore the urgent need for comprehensive interventions, including educational reforms, social protection policies, and child welfare programs, to safeguard the rights and well-being of child hawkers and prevent the perpetuation of child labor.

Methodology and Methods of Data Collection

A purposive sampling technique was employed to select Akure, Ibadan, and Abeokuta as study locations. From these cities, six major markets (two from each state capital) were purposively chosen for data collection. The selection of school-age children engaged in street hawking was carried out using a combination of snowball and accidental sampling techniques. The study population comprised 300 school-age children between the ages of 6 and 17 years who were actively involved in street hawking across Oyo, Ondo, and Ogun States. Data were collected using a structured *Street Hawking Questionnaire*, which

consisted of three sub-scales. The questionnaires were administered in person by the researcher and research assistants. In cases where some respondents faced difficulties in completing the questionnaire accurately, the questions were read aloud, and their responses were transcribed. However, the majority of participants were able to complete the questionnaire independently with minimal assistance. The collected data were analyzed using descriptive statistics and Pearson Product-Moment Correlation to determine relationships between variables.

Analysis, Results and Discussion

Table 1: Summary of Respondents' Demographic and Socio-Economic Characteristics

Variable	Category	Frequency	Percentage (%)
Gender	Male	120	40.0
	Female	180	60.0
Age Group	6 – 8 years	50	16.7
	9 – 12 years	140	46.7
	13 – 15 years	110	36.6
Level of Education	Primary	85	28.3
	Secondary	150	50.0
	Higher Institution	40	13.4
	No Formal Education	25	8.3
Family Size/Type	Monogamy	180	60.0
	Polygamy	120	40.0
Parental Socio-Economic Status	Low Class	200	66.7
	Middle Class	85	28.3
	High Class	15	5.0
Living Arrangement	Both Parents	22	7.3
	Single Parent	158	52.7
	Guardian	93	31.0
	Others	27	9.0

Interpretation of Data Analysis:

Research Question 1: What are the predictors of street hawking among school-age children in Southwestern Nigeria?

To examine the factors influencing street hawking among school-age children, data were collected on various economic, social, and personal factors. The findings are presented in Table 7.

Table 7: Predictors of Street Hawking among School Age Children

S/N	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I engage in street hawking to support my family's financial needs.	273 (91.0%)	43 (14.3%)	12 (4.0%)	2 (0.7%)
2	My family financial situation is stable.	4 (1.3%)	11 (3.7%)	35 (11.7%)	250 (83.3%)
3	My friends encouraged me to engage in street hawking.	93 (31.0%)	122 (40.7%)	63 (21.0%)	22 (7.3%)
4	I have limited access to education due to financial constraints.	225 (75.0%)	45 (15.0%)	25 (8.3%)	5 (1.7%)
5	I prefer hawking to schooling because hawking can make me financially independent.	150 (50.0%)	110 (36.7%)	35 (11.7%)	5 (1.6%)
6	I engage in hawking because my parents cannot cope with the expenses of my education.	189 (63.0%)	83 (27.7%)	18 (6.0%)	10 (3.3%)
7	I experience physical or emotional abuse at home, which makes me seek refuge on the street by hawking.	120 (40.0%)	108 (36.0%)	53 (17.7%)	19 (6.3%)
8	My parents are divorced or separated, which affected our financial stability.	106 (35.5%)	116 (38.7%)	20 (6.7%)	58 (19.3%)

Results

The results indicate that financial hardship is the primary driver of street hawking among school-age children in Southwestern Nigeria, with 91% engaging in hawking to support their families and 83.3% reporting household financial instability. Limited access to education due to financial constraints (75%) and parental inability to cover school expenses (63%) further contribute to the issue. Social factors also play a role, as 31% were influenced by friends, and 40% sought refuge on the streets due to physical or emotional abuse at home. Additionally, 50% preferred hawking over schooling for financial independence, while 35.5% from divorced or separated parents faced financial instability. These findings highlight poverty, family instability, educational barriers, and social influences as key predictors of child street hawking.

Table 8: Prevalence of Street Hawking among School Age Children

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Street hawking is prevalent among school-age children from families with low levels of education	148 (49.3%)	123 (41.0%)	11 (3.7%)	18 (6.0%)
2	Street hawking is a major challenge to the safety and security of school-age children in Nigeria	88 (29.3%)	105 (35.0%)	50 (16.7%)	57 (19.0%)
3	Street hawking has affected my ability to focus and concentrate in school	156 (52.0%)	112 (37.3%)	12 (4.0%)	20 (6.7%)
4	Most children who hawk in the morning go late to school	146 (48.7%)	135 (45.0%)	9 (3.0%)	10 (3.3%)
5	I sometimes miss school because of hawking	98 (32.7%)	101 (33.7%)	57 (19.0%)	47 (15.6%)
6	I dropped out of school due to persistent hawking during school hours	28 (9.3%)	53 (17.7%)	99 (33.0%)	120 (40.0%)
7	I may stop schooling because my parents prefer me to hawk	46 (15.3%)	25 (8.3%)	109 (36.4%)	120 (40.0%)
8	Street hawking is more common among children from large families	135 (45.0%)	126 (42.0%)	20 (6.7%)	19 (6.3%)

Results

The findings reveal that street hawking is prevalent among children from low-education families (90.3%) and large families (87%). It negatively impacts education, as 89.3% struggle with concentration, and 93.7% report lateness to school. A significant number (66.4%) miss school due to hawking, though fewer children drop out entirely (27%). Additionally, 64.3% perceive street hawking as a safety and security threat. These results highlight how financial hardship, family background, and hawking pressures affect children's education and well-being.

Table 9: Psycho-Social Implications of Street Hawking among School Age Children

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Street hawking has made me more confident and self-assured	111 (37.0%)	120 (40.0%)	26 (8.7%)	43 (14.3%)
2	Street hawking has affected my ability to form and maintain healthy relationships	109 (36.3%)	115 (38.3%)	50 (16.7%)	26 (8.7%)
3	I feel like missing out on fun activities because of hawking	116 (38.7%)	117 (39.0%)	50 (16.7%)	17 (5.6%)
4	Street hawking has made me more aggressive	98 (32.7%)	118 (39.3%)	55 (18.3%)	29 (9.7%)
5	I feel embarrassed when my friends see me as a street hawker	128 (42.7%)	88 (29.3%)	53 (17.7%)	31 (10.3%)
6	I am deprived of my right to freedom because of constant hawking	117 (39.0%)	119 (39.7%)	50 (16.7%)	14 (4.7%)
7	Street hawking has made me more aware of my surroundings and the needs of others	115 (38.3%)	128 (42.7%)	40 (13.3%)	17 (5.7%)
8	Street hawking exposes me to physical harm and violence	130 (43.3%)	125 (41.7%)	35 (16.7%)	10 (3.3%)
9	Street hawking has limited my opportunities for personal development and growth	90 (30.0%)	122 (40.7%)	60 (20.0%)	28 (9.3%)
10	Street hawking has affected my physical health and well-being	98 (32.7%)	138 (46.0%)	44 (14.7%)	20 (6.6%)

Results

The findings indicate that street hawking has significant psycho-social impacts on school-age children. A large proportion (79%) feel it has affected their ability to form relationships, while 77.7% report feeling embarrassed when seen hawking. Hawking limits participation in fun activities (77.7%) and reduces personal development opportunities (70.7%). Many children feel exposed to physical harm and violence (85%) and deprivation of freedom (78.7%). While some children believe it has made them more confident (77%) and aware of their surroundings (81%), the negative impacts on aggression (72%), physical health (78.7%), and overall well-being remain significant.

Testing of Hypotheses

Table 10: Relationship Between Street Hawking and Psycho-Social Factors

VARIABLES	N	MEAN	SD	R	SIGNIFICANT (p-value)
Street Hawking	300	20.36	7.56	-0.93	0.041
Psycho-social Factor	300	27.00	4.342		

Results

The results indicate a negative correlation ($r = -0.93$, $p = 0.041$) between street hawking and psycho-social factors, suggesting that as street hawking increases, psycho-social well-being declines. The p-value (0.041) is significant, meaning the hypothesis that there is no significant relationship between street hawking and psycho-social factors is rejected. This implies that street hawking negatively affects the psycho-social well-being of school-age children.

Discussion of Findings

The study revealed that street hawking had severe psycho-social and educational implications for school-age children in Nigeria. Psychologically, child hawkers experienced anxiety, fear, and emotional distress due to the pressure of meeting daily sales targets, which aligns with findings from (Ibiam, 2006). Socially, they suffered isolation and stigmatization, limiting their ability to form relationships, as supported by Shields, Cicchetti, and Ryan (2004) and Basu and Tzannatos (2003).

Educationally, street hawking negatively affected school attendance and academic performance, increasing the risk of school dropout, consistent with reports by the ILO (2017) and WHO (2018). The study also confirmed that child hawkers were vulnerable to exploitation and abuse, reinforcing earlier findings by Danesy and Okediran (2002).

Overall, the study underscored the urgent need for interventions such as educational support programs, economic empowerment for families, and stronger child protection policies to reduce the harmful effects of street hawking on vulnerable children in Nigeria.

Conclusion

This study examined the psycho-social and educational implications of street hawking among school-age children in Nigeria. The findings demonstrated that child hawkers experienced significant psychological distress, including heightened anxiety, diminished self-esteem, and emotional instability. Their academic pursuits were adversely affected due to irregular school attendance, poor scholastic performance, and an increased likelihood of dropping out. Socially, they encountered stigmatization, isolation, and heightened vulnerability to exploitation and abuse. The prevalence of child street hawking was primarily attributed to poverty, parental loss, and socio-economic challenges, thereby reinforcing a cycle of deprivation and limited future prospects. Given the extensive negative consequences associated with street hawking, urgent and comprehensive interventions were deemed necessary to safeguard the well-being and development of these children.

Recommendations

- i. Government agencies should enforce stringent child labor policies and introduce social protection initiatives that provide financial support to economically disadvantaged households, ensuring that children remain in school.
- ii. Strengthening the implementation of free and compulsory basic education, alongside the provision of scholarship programs for children from low-income backgrounds, is essential in mitigating the incidence of child hawking.
- iii. Parents and guardians should be equipped with vocational training and access to microfinance schemes to enhance their economic resilience and reduce dependency on child labor.
- iv. Targeted sensitization programs should be intensified to educate parents and community members on the long-term detrimental effects of child hawking and the benefits of formal education.
- v. Non-governmental organizations (NGOs), religious institutions, and community-based organizations should collaborate with governmental bodies to establish rehabilitation programs, counseling services, and support mechanisms for affected children.

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