

**THE ROLE OF YOUNG WOMEN EMPOWERMENT THROUGH  
VOCATIONAL EDUCATION TRAINING IN POVERTY REDUCTION: THE  
CASE STUDY OF TEMEKE DISTRICT**

**ANTONIA ISDORI KIMATY**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF PROJECT  
MAGENEMENT (MPM) OF THE OPEN UNIVERSITY OF TANZANIA**

**2019**

**CERTIFICATION**

The undersigned certify that he has read and hereby recommends for the acceptance by the Open University of Tanzania a dissertation entitled: *“The Effect of Young Women Empowerment Through Vocational Education Training on Poverty Reduction: The Case Study of Temeke District,”* in partial fulfillment of the requirements for the Degree of Master of Project Management of the Open University of Tanzania.

.....

Dr. France A. Shayo

**(Supervisor)**

.....

Signature

**COPYRIGHT**

This dissertation is a copyright of the Open University of Tanzania (OUT). It may not be reproduced by any means in full or private study, critical scholarly review or discourse with the acknowledgement, without the written permission of the author or the Open University of Tanzania on behalf.

**DECLARATION**

I **Antonia I. Kimaty**, do hereby declare that this dissertation is my own work and that it has not been presented and will not be presented to any other university for a similar or any other award.

.....

Signature

.....

Date

## **DEDICATION**

This research report is dedicated to my family, my husband Mr. Stephen Kileo and lovely son and daughter for their cooperation and support during the course of the study. Above all, I would like thank my almighty “MUWEZA WA VYOTE” for making me alive and able to fulfill my studies. I would like to express my sincere gratitude to a number of individuals and VETA-Administrations for their valuable contributions in my studies. I rather extend my heartfelt thanks to my supervisor, Dr. France Shayo for his ceaseless assistance and encouragement to me through the whole journey of undertaking this work.

**Thank you very much for your highly cooperation.**

## **ABSTRACT**

The aim of the study was to assess the role of young women empowerment through vocational training in poverty reduction specifically in Temeke districts. The study employed a cross-sectional design to measure the specific entity of interest. A purposive sampling technique was employed, whereby data were collected through structured questionnaires, in order to gather all the information as it suited the purpose of this study. The study revealed that young women empowerment through vocational studies has positive role to play in poverty reductions basically by improving income generation, employment opportunities and enterprise development initiatives. Moreover, the results show that vocational training bridges the gap available between the line of poverty and development by enabling enterprise development, expanding the opportunity to employment and enabling them to earn income which reduces early marriages issues to young women hence poverty reduction. Compared to the elderly female labor force, women's empowerment has a more significant influence on the livelihood of the family with younger female labor force because the earlier you invest the earlier you earn. Generally, the findings of the study indicate the role that vocational training to young women can help to improve development and reducing poverty. However, this study recommends that young women who graduate from vocational centers should be supported by fund/source of capital for startup entrepreneurship and given priority to employment opportunities in companies and industries for the future wellbeing and poverty reduction in the country.

## TABLE OF CONTENTS

<b>CERTIFICATION</b> .....	<b>ii</b>
<b>COPYRIGHT</b> .....	<b>iii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>LIST OF FIGURES</b> .....	<b>xii</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>xiii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION AND BACKGROUND OF THE STUDY</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Background of the Study .....	1
1.3 Statement of the Problem .....	4
1.4 Research Objectives .....	6
1.4.1 General Objectives of the Study .....	6
1.4.2 Specific Objectives of the Study .....	6
1.5 Research Questions .....	6
1.6 Significance of the Study .....	7
1.7 Scope of the Study .....	7
1.8 Organization of the Study .....	8
<b>CHAPTER TWO</b> .....	<b>9</b>
<b>REVIEW OF LITERATURE</b> .....	<b>9</b>
2.1 Introduction .....	9

2.2	Conceptual definitions .....	9
2.2.1	Empowerment .....	9
2.2.2	Women Empowerment.....	10
2.2.3	Poverty .....	10
2.2.4	Poverty Reduction .....	11
2.2.5	Vocational Training .....	11
2.2.6	Young Women .....	11
2.3	Theoretical Literature Review.....	12
2.3.1	Human Capital Theory .....	12
2.3.2	Education Policy in Tanzania.....	14
2.4	Empirical Literature Review .....	16
2.5	Research Gap .....	19
2.6	Conceptual Framework .....	20
	<b>CHAPTER THREE .....</b>	<b>21</b>
	<b>RESEARCH METHODOLOGY .....</b>	<b>21</b>
3.1	Introduction .....	21
3.2	Research Philosophy .....	21
3.3	Area of the Study.....	22
3.4	Hypothesis of the Study .....	22
3.5	Research Design.....	22
3.5.1	Target Population .....	23
3.5.2	Sample Size .....	23
3.5.3	Sampling Methods .....	23
3.6	Data Collection Instrument .....	23



3.6.1	Questionnaires .....	24
3.7	Data Analysis Methods .....	24
3.8	Reliability and Validity of Data .....	25
3.9	Ethical Consideration .....	25
<b>CHAPTER FOUR.....</b>		<b>26</b>
<b>ANALYSIS, PRESENTATION AND DISCUSSION.....</b>		<b>26</b>
4.1	Introduction .....	26
4.2	Demographic Characteristics of the Respondents.....	26
4.2.1	Years of Vocational Training.....	26
4.2	Age of Respondents .....	27
4.3	Level of Education of Vocational Training Participants.....	29
4.4	Nature of Training courses.....	30
4.5	Relationship between Young Women Empowerment and Poverty Reduction	30
4.6	Role of Vocational Training in Improving Income Generation among Young Women .....	31
4.7	Role of Vocational Training to Young Women in Improving Enterprise Development .....	32
4.8	Vocational Training and Increasing Level of Employment.....	33
4.9	Vocational Training to Young Women has Improved Poverty Reduction .....	34
<b>CHAPTER FIVE .....</b>		<b>35</b>
<b>DISCUSSION OF THE FINDINGS, CONCLUSSIONS AND RECOMMENDATIONS.....</b>		<b>35</b>
5.1	Introduction .....	35
5.2	General Characteristics of the Respondents.....	36

5.3	Types of Training Provided to Students in VETA.....	36
5.4	The Effects of Vocational Training to Young Women on Poverty Reduction in Tanzania.....	36
5.4	Conclusions .....	37
5.5	Recommendations .....	38
5.6	Implication for Further Research .....	39
	<b>REFERENCES.....</b>	<b>40</b>
	<b>APPENDICIES .....</b>	<b>44</b>

**LIST OF TABLES**

Table 4.1: Terms of Years Undertaken on Vocational Trainings .....	27
Table 4.2: Age Groups of Respondents .....	28
Table 4.3: Level of Education.....	29
Table 4.4: Relation between Young Women Empowerment and Poverty Reduction .....	30
Table 4.5: Vocational Training and Income .....	31
Table 4.6: Vocational Training and Enterprises Development .....	32
Table 4.7: Vocational Training and Employment Opportunity .....	33
Table 4.8: Vocational Training and Improved Poverty Reduction .....	34

**LIST OF FIGURES**

Figure 2.1: Conceptual Framework .....	20
Figure 4.1: Lengths of Courses .....	27
Figure 4.2: Age Groups.....	28
Figure 4.3: Level of Education .....	30
Figure 4.4: Vocational Training and Income Generation .....	32

**LIST OF ABBREVIATIONS**

HRM	Human resource Management
ICPD	International Conference on Population and Development
ILO	International Labor Organization
SPSS	Statistical Package for Social Science
UN	United Nation
UNDP	United Nation Development Programme
VET	Vocational Education Training
VETA	Vocational Education and Training Authority

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

This chapter deals with the background to the problem, statement of the problem, purpose of the study, objective of the study, research questions and significance of the study. Also it includes definition of the key terms and the scope of the study.

#### **1.2 Background of the Study**

Tanzania is a country fronting the Indian Ocean, and located in East Africa. The area is 942,000km<sup>2</sup> with a population of 37 million. 80% of the populations inhabit rural areas and most of them are engaged in traditional livestock keeping and agriculture. Since the late 1960s, the governments of Tanzania under the inspiration of socialism were built on a socialistic economy, which focused on the collectivization of agricultural production and the improvement of social services. Those policies, however, did not reflect the reality of rural areas and they brought about stagnation in agricultural production (Dominic & Jothi 2012).

In the 1970s, the Tanzanian economy was damaged by frequent droughts as well as by external factors, including the Uganda-Tanzania War and the oil crises. Furthermore, the country was hit by an economic crisis in the 1980s. Eventually, since the late 1980s, the government has introduced structural adjustment policies, which have promoted economic and trade liberalization, including the liberalization of agricultural production and distribution. In the 1990s, the government succeeded in stabilizing the macro economy and started to address poverty reduction (Bennel, 1998).

Coming back to vocational training as a means to poverty reduction, mostly students have to make the choice as to whether they want to continue onto higher education, or vocational training, which usually leads to immediate entrance into the labor market (Oketch, 2007). In contrast to vocational education training, university education usually requires more studying time before gaining the qualifications necessary to access employment, thus where most of young women find themselves ending with early pregnancies and failures (Oketch, 2007). Unfortunately, in many countries vocational training is seen as “the last choice” for those who have not scored high enough in final exams for high education.

In Tanzania, the Vocational Education and Training Authority (VETA) was established by the Parliament Act No. 1 of 1994. VETA is in charge of broad tasks of coordinating, regulating, financing, promoting and providing vocational education and training in Tanzania. VETA promotes a balancing of supply and demand for skilled labor in both wage employment and for skills needed. VETA coordinates more than 860 Vocational Training Centers which provide training in more than 90 different long courses and various tailor-made short courses to equip young men and women with basic skills before they join organizations in various sectors of the national economy (Abrahart, 2000).

Tanzania is among the least developing countries which its economy is growing very fast, where small scale business and enterprises play a potential role in the growth of economy. In many developing countries like Tanzania, women suffer from lower level of economic and social empowerment, poor investment in human capital and difficulties in labor market involvements. This situation raises the need for women

economic empowerment focusing on skills development and enhancement of income generating opportunities through small scale business (Bandiera *et al*, 2016).

Additional to that, young women in both rural and urban areas face particular challenges on employment, asset earning and business development capacity. As they have less capital in the form of skills, knowledge and experience, savings and credit and more difficult access to business networks and sources of information (URT, 2003; ILO, 2006). Youths of 15 to 35 years old represent the largest group in the population, and most of them move to urban areas with the hope of securing home employment and industrial employments (Badar, 2007).

The United Nations International Conference on Population and Development (ICPD) in Cairo, 1994, and the Fourth World Conference on Women in Beijing, 1995, in which 179 countries agreed on a 20 year plan to stabilize the world's population outlined factors considered critical to the empowerment of women (Linkages, 1994). At these meetings empowerment of women was defined to include providing women with access to employment, education, and reproductive health care, and free from discrimination, coercion, and violence, and these factors were linked with poverty decline (United Nations, 1994).

Following the International Conference of Population Development (ICPD) a considerable change has taken place in the focus of education policy influencing women involvements and balance in gender issues (Jones and Leete, 2002; Hardee and Leahy, 2008). By locating women within the context of global development, these



conferences have encouraged women to openly discuss issues that affect their status and education opportunities (Odutolu *et al.*, 2003).

However, while women's empowerment is considered important for economic development, most cases still show that women condition and human rights situation are still gloomy and marginalized. Women empowerment initiatives on economic sector, social, cultural and political sector have been taken but still there is sub-due in our society (Subramanian, 1995).



**Figure 1.1: Map showing Temeke District Study Areas**

### **1.3 Statement of the Problem**

The women in general have substantial contributions both as labor and mentor in the household and outside, but their role is often underestimated and not counted as economic activity. As women they suffer from social, cultural, political and economic biases. Traditionally, women's roles are confined to household roles, which in general

make them to stay at home for longer hours than men in a day (UNDP, 2004; ADB, 1999). In addition to that, women have limited access to educational and employment opportunities. Still largely the households and society directly and indirectly deny or discourage women's role as decision maker. Women empowerment issues perceived nationally or locally are being addressed by both state and non-state agencies.

To say so, most of this studies' efforts were centered on assessing the impact of vocational education and training activities on different labor market outcomes, including wages (Lynch, 1992, Pischke, 2001), productivity (Bartel, 1995, Black and Lynch, 1996, Conti, 2005, Van Reenan *et al.*, 2006), employment (Richardson and Van den Berg, 2001, Jespersen *et al.*, 2008) and job-related skills (Fitzenberger and Völterb, 2007).

Basing on the facts that in Tanzania, women employment is still low and there is no documented information on the contribution of vocational education to young women employment. However, these and other related studies do not directly link vocational training to young women's empowerment except one by Twita Mwollo Ntallima (2014) in Morogoro Tanzania which reported vocational education to youth as contributing factor for economic development.

Hence, this study intended to fill the gap of knowledge using Temeke District as a case study, to trace on how young women empowerment through vocational training and education brings out poverty reduction. This was due to the fact that, dealing with young women in economic empowerment and poverty reduction initiatives is to

ensure timely responses and outcomes that would enable sustainable economic livelihood for future generation.

## **1.4 Research Objectives**

### **1.4.1 General Objectives of the Study**

The overall objective was to assess the effect of young women empowerment through vocational training on poverty reduction. The aim was to study how young women empowerment can reduce poverty by improving accessibility of income, small business and enterprise development as well as increasing employment opportunity for their economic livelihood.

### **1.4.2 Specific Objectives of the Study**

- (i) To assess how vocational training can improve income generation between young women.
- (ii) To determine how vocational training to young women influences enterprise development.
- (iii) To assess how young women vocational training can add value to employment opportunities.
- (iv) To know the extent to which vocational education has achieved its objective in poverty reduction among young women.

## **1.5 Research Questions**

- (i) How vocational training can improve income generation between young women.

- (ii) How vocational training to young women influences enterprise development.
- (iii) How young women vocational training can add value to employment opportunities.
- (iv) What extent to which vocational education has achieved its objectives on poverty reduction among young women.

### **1.6 Significance of the Study**

The research focused on giving the voice to young women as it would be of benefit to the Tanzanian government on supporting government efforts to focus on young women employment creation, enterprise development and income generation through a technical and vocational education, of which emphasizes practical skills and self-reliance or employable in an industry or company after education. Also the research is potential to various interested organizations and society at large as it provides the details and suggestions to start up empowerment initiatives.

### **1.7 Scope of the Study**

As young women are in especially vulnerable situations in Tanzania due to un-ownership of resources and low income, the focus of this study was on assessing how vocational training and education can bring economic wellbeing through enterprise development, asset earning, and employment. This was approached from a micro scale perspective as opposed to the commonly used macro scale approaches. Most of the studies done on Vocational Education and Training and its role in poverty reduction neglected the viewpoints of the students, but with human capital theory and Tanzanian education policy which was used as a theoretical framework in this study, highlights the deep understanding of the overall well-being of the any economy by using early

age trainings and education. Vocational Training programme introduces livelihood opportunities of women who are at a disadvantageous position to have a scant exposure to technical skills and knowledge. The vocational training program for young women aims to develop entrepreneurial skills among them and enable income generation to suit life needs.

### **1.8 Organization of the Study**

From the introductory part of research proposal, chapter one describes the background of women empowerment and explains about how and why is young women economic empowerment is a problem or a need to this study. The next chapter two put forward the insight from different literature review sources like articles, journals and books that has discussed about women empowerment thus where the gap on young women empowerment where identified.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

The chapter covers the review of different literature related to effects of women empowerment through vocational training on poverty reduction and the discussion falls on how the existing literature points to the concept of issues that have been mentioned in the objectives of the study. The chapter is divided into six parts which are overview, conceptual definition, theoretical review, empirical review, research gap and conceptual framework of the study.

#### **2.2 Conceptual definitions**

##### **2.2.1 Empowerment**

According to Batliwala (1994) empowerment is the process by which the powerless (marginalized) gain great control over the circumstances of their lives. It includes both the control over resources (physical, human, intellectual, financial) and over ideology (beliefs, values and attitudes). This means that empowerment entails a process of change by which those who have been denied the ability to make choices which majorities are women acquire such ability (Malhotra *et al.*, 2002). In order to be able to make choice, women need to move from the state of disempowerment by expanding their ability and capability. Empowerment involves changing the forms of oppression which compel millions of people to play in their society on terms which are equitable, or in ways that deny their human rights, (Oxford 1995). The empowerment is a multi-dimensional social-economic process that helps people to gain control over their own life (Czuba 1999).

### **2.2.2 Women Empowerment**

The women's empowerment concept lies in the 'ability of a woman to control her own destiny'. According to Kabeer (1996), whose definition is the most widely accepted, defines empowerment as "the expansion of people's ability to make strategic life choices in a context where this ability was previously denied to them" Almost all definitions of Women's empowerment include some reference to an expansion of choice and freedom to make decisions and take the actions necessary to shape life-outcomes (Malhotra and Schuler, 2005).

Moreover, (Al-Said, 2010) Defined women empowerment as a process of enabling women to have access and make productive contributions to the economic, political and social development. Empowerment enables the individuals to recognize their identities and strengths in all aspects of life. It consists of greater access to knowledge and resources, greater independence in making decisions, and freedom from the restraints imposed on them by customs, beliefs, and practices in the society. Finally, it means supporting women's potentials and capabilities to influence the social institutions that bring positive changes to their livelihood at large.

### **2.2.3 Poverty**

Poverty is a multidimensional concept that seeks to measure levels of deprivation encountered by a person, household or community. Poverty may include social, economic, and political elements. Absolutely, poverty is the complete lack of the means necessary to meet basic personal needs, such as food, clothing and shelter (Wikipedia).

#### **2.2.4 Poverty Reduction**

The World Social Summit identified poverty eradication as an ethical, social, political and economic imperative of mankind and called on governments to address the root causes of poverty, provide for basic needs for all and ensure that the poor have access to productive resources, including credit, education and training. Poverty reduction is often used as a short-hand for promoting economic growth that will permanently lift as many people as possible over a poverty line.

#### **2.2.5 Vocational Training**

Wise Geek, (2011) Defined Vocational education as the form of education which people are provided with practical skills that will help them to engage in careers involving manual and practice abilities for productivity. On a related view of the term, Wikipedia (2011) defined vocational training as a form of education or training which prepares trainees for jobs that are based on manual or practical activities, traditionally non- academic, and totally related to a specific trade, occupation, or vocation.

However in this study, Vocational training refers to the skills which if acquired will enable such persons to perform tasks that will earn them a source of livelihood. Example bakery skills, computer maintenance skills, welding, carpentry skills that enable a person to self-employment or been employed. Education on the other hand is the total experience, which results in positive change in human behavior. Vocational education may be referred to as teaching procedural knowledge.

#### **2.2.6 Young Women**

Youth (in the developing world): the term young refers to persons who are no longer children and those who are young adults. In a strictly legal sense, the term is typically



applied to a person from the time of their early teens until a point where (15 and 35 years) after which the person is legally a senior adult (King don, 1998). However, the term generally refers to a broader, more ambiguous field of reference. From physically adolescent to those in their early 30s, the United Nations, for example, defined youth as people between the ages of 15 and 30 years inclusive (United nations education and scientific children organization, 2006).

So far in this study, Young women empowerment, basing on defined age group refers to the situation of increasing young women's capacity in making choices and expanding those choices to desired actions and outcomes. Young women empowerment is usually about increased access of young women to financial resources, income-generating assets or activities, savings, increased financial decision-making power and more economic independence. Example through vocational training it can increase the capacity which will retrieve them towards productive outcomes and development (Researcher 2019).

## **2.3 Theoretical Literature Review**

### **2.3.1 Human Capital Theory**

Human capital theory is a theory of earnings, one of the major determinants of poverty. First developed by Becker and Mincer, this theory explains both individuals' decisions to invest in human capital (education and training) and the pattern of individuals' lifetime earnings. Individuals' different levels of investment in education and training are explained in terms of their expected returns from the investment. Investments in education and training entail costs both in the form of direct expenses (e.g., tuition fee) and foregone earnings during the investment period, so only those

individuals who will be compensated by sufficiently higher lifetime earnings will choose to invest. People who expect to work less in the labor market and have fewer labor market opportunities, such as women are less likely to invest in human capital (summary of the theory).

Elaborately to that, the theory of human capital was proposed by Schultz (1961) and developed by the Nobel prize-winning economist Gary S. Becker in his seminal work on the economics of employer-provided training (1962, 1964). Human capital theory advocates that education and training imparts useful knowledge and skills to individuals which in turn increase their productivity and incomes (Becker, 1964).

Becker distinguishes between specific human capital and general human capital. Specific human capital includes expertise acquired through education and training which is specific to a particular firm (firm-specific or context-specific skills). General human capital (general skills), on the other hand, is knowledge gained through education and training which is valuable across boarder example reading and writing.

Becker views human capital as similar to "physical means of production", like factories and machines: one can invest in human capital (via education, training, medical treatment) and one's outputs depend partly on the rate of return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Lack of enough investment in human capital example to women and minorities may have lower earnings and may be more likely to be in poverty.

Human capital theory also explains the pattern of individuals' lifetime earnings. In general, the pattern of individuals' earnings are such that they start out low (when the individual is young) and increase with age (Becker 1975), although earnings tend to fall somewhat as individuals near retirement. The human capital theory states that earnings start out low when people are young because younger people are more likely to invest in human capital and will have to forego earnings as they invest. Younger people are more likely to invest in human Capital than older people because they have a longer remaining work life to benefit from their investment and their foregone wages and so costs of investing are lower. Earnings then increase rapidly with age as new skills are acquired. Finally, as workers grow older, the pace of human capital investment and thus productivity slows down leading to slower earnings growth. At the end of a person's working life, skills may have depreciated, as a result of lack of continuous human capital investment and the aging process. This depreciation contributes to the downturn in average earnings near retirement age (Ehrenberg and Smith 1991).

### **2.3.2 Education Policy in Tanzania**

Vocational education and training is designed to prepare, update or retrain artisans for employment or self-employment at the semi-skilled level in any branch of economic activity. The transformation from agrarian to an industrial infrastructure demands a drastic expansion of the vocational and technological education. The broad policies of education and training in vocational training on employment aimed at facilitating the growth of culture of education for job creation and self-employment through increased availability of opportunities for vocational education and training.

International Labor Organization (2012) reported that education and vocational training policies are especially important and must impart employable skills to youth entering the labor market, while labor market institutions such as employment services should assist youth in finding appropriate employment.

The aims and objectives of the Educational and Training Policy is to produce trained and skilled youth who will provide the needed labor for improved performance in industry and other economic and social service sectors. It also gives young and adults' persons with opportunities to acquire skills of production, service, entrepreneurship and business management (URT, 1995). Currently, there are limited places for this type of education (URT, 1995). The focus of educational policies has been on distribution and equalization of education opportunities through the expansion of the system at all levels without regard to sex, color, and ethnicity. It is argued that one of the factors contributing to poverty in Tanzania is lack of equal access to employable skills to enable the disadvantaged population engage in productive activities and increase their earnings. Ndunguru (2002) cited by Nzali (2007) comments that vocational educational and training policies promote equitable access to vocational training regardless of geographical locations physical disabilities and sex, so even the vulnerable groups are able to contribute toward poverty reduction and its eradication.

Vocational education has a vital role to play in poverty reduction through employment generation, income generation, enterprise development and employment as factors for development in a developing country like Tanzania. The critical role of vocational education is highly needed to improve productivity, income and equitable access to employment opportunities. It is widely accepted that vocational training is an essential

instrument for poverty reduction especially for those with no formal employment in our society (Bennel, 1998).

#### **2.4 Empirical Literature Review**

Basing on the general view in the world, various set of studies consider women empowerment as the ability to make household decision, earn education, own resources and having economic security. Body of literature shows that a women's access to employment outside the house increases her power also in decision making (Anderson and eswaran, 2009). So many studies consider education and employment work as the key factors for successful women empowerment that believed to increase their effectiveness in the personal, social and organizational wellbeing (connel, 1987).

Based on the perspective of sustainable livelihoods, GU (2014) found that the main obstacle to poverty alleviation of women in poor areas is the overlap of livelihood capitals shortage with vulnerability. Alshami (2016) provided evidence from Malaysia to show that microfinance could empower the women and enhance gender equality by enabling women to access financial capital and obtain an income. Others focused on how to provide income- generating opportunities, protect women's rights, strengthen women's capacity and improve their social status through the creative industries, poverty alleviation programs and home- micro entrepreneurial (Setyaningsih 2012; Dol 2013; Green 2015; Lenao 2016; Hazarika 2016).

In Africa, large part of literature recognizes women's economic empowerment as the key strategy in addressing gender inequality, and as a prerequisite for sustainable development and pro-poor growth (Dominic & Jothi 2012). Women's economic

empowerment is the process, which increases their real power over economic decisions that influence their lives and priorities in society (SIDA, 2009). To achieve economic empowerment for women especially those living in rural areas must get access to and control over resources, including, land and other natural resources. Women's economic empowerment includes having the appropriate human capital, Material, financial and physical resources needed to pursue secure and sustainable incomes and livelihoods (SIDA, 2009).

(Mabula E, 2017) investigated on the relationship between women empowerment and fertility in rural areas which resulted on the emphasize that women empowerment and reproductive health should be institutionalized from the lower level. A study conducted in Scotland, UK on 150 organizations to investigate the main issues of the current Human Resources performance revealed that 89% of the organization surveyed ranked vocational training as most important in poverty reduction (Sultan, et al., 2004). The study suggested that for those involved with Human Resource Management practices, training and development was widely regarded as one of the main practice on employee's performance. Other studies have gone a step further into studying the positive effects of employees training and development as the central, part of HRM practices and organization performance.

A study by Fey (2000) suggested that, a strong positive relationship was found between both management development and employee training and organization performance. Therefore, both were significantly related with employee and organization performance.

Waziri & Stephen (2013) conducted an investigation on what factors may influence training programs in public organization in Tanzania. The researchers mentioned the following factors to influence training at an organization level to be availability of funds, and awareness of the presence of training programs to the employees, opportunity and ability of employees to attend training. Additionally, insufficiency of funds, inadequate time, lack of commitment and irrelevant trainings for employees are other factors that make training and development programs not to be implemented accordingly.

A study by Malekia Axel Ellison (2008) suggested that, the effectiveness and efficiency in the organization activities depend much on the behavior and performance of the employee in their job. Therefore the improvement of employee's within the organization is related with provision of training and development. The National Employment Policy (draft), 2017 point out that human capacity plays a critical role in overall employment promotion, increased productivity and poverty reduction. This capacity is usually a result of robust education and training systems. However the education and training system in Tanzania has not been able to supply the required skills in the labor market. As a result, there is a growing mismatch between required skills and the one supplied by the education system in the labor market.

In Israel, Harel and Tzafrir (1999) found that training and development practices had positive relationship with employee's performance in public and private sectors. Based on the above literature review, there is little doubt that employee's performance is subject to proper training in their career. Therefore, for primary school's teachers in Tanzania to perform well, they should be trained and developed continuously.

Despite of several researches being done similar to vocational training and women empowerment, still there is no documented evidence that exactly show the same title of research that will be done. In light of this, the contextual environment where similar researches have been done is very different from that where this research is expected to be done. Hence, findings from this study will cover the existing gap.

Women in Tanzania are more likely reported that their major activity to be agriculture, they account for only for about half the employment and hours worked per year in the sector and their labor productivity is lower( palacios-lopez et al.,2015).Also women have been not able to earn the gain in agricultural productivity over the past ten years. Analysis has shown the main cause of this to be the lack of enough available labor in the households-often owing to female headship and inability to address empowerment problem through hired labor (UN Women *et al*, .2015).

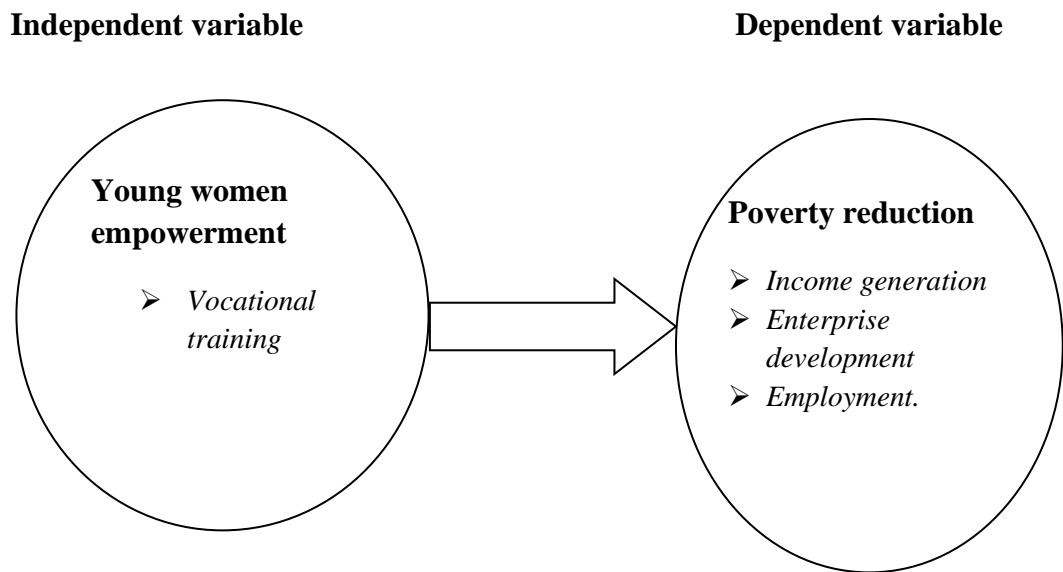
## **2.5 Research Gap**

Referring to both literature reviews done on theoretical part and empirical analysis of the study above which is from several researches, there was a need for future studies like this of mine to put efforts on young women empowerment especially on vocational training as the means for their timely economic development and sustainable economic transformation. In other word capacitated young women has the early great impact to the general livelihood of the family, society and nations at large. So, there is a need to strengthen young women on vocational skills as the application of knowledge will lead to business developments, employments as well as income generation hence developments.



## 2.6 Conceptual Framework

Set of broad ideas on young women empowerment through vocational training for poverty reduction through its outcome like income generation, enterprise development and employment have been displayed on the structure bellow. The conceptual framework comprises of two variables which are independent and dependant variable. Young women empowerment through vocational training has the direct relationship poverty reduction as with vocational skills one generates income through employment, self employment and entrepreneurship which finally reduce poverty. So independent variable directly relate to dependant variable.



**Figure 2.1: Conceptual Framework**

Source: Researcher's Constructs, 2019

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter will entail all the information about research methodology used in the study tracing on the research philosophy which guided by the study, target population, sample size, sampling procedures, research instruments, method for data analysis and techniques.

#### **3.2 Research Philosophy**

This study made the use of positivism research philosophy which state that, the phenomena that we can know through our senses can really produce knowledge and that it is usually associated with empirical testing. Positivism assumes that an objective reality exists that is independent of human behavior, so the researcher and respondents are separate and independent unit (Greener and Martelli, 2015). Basing on the positivism philosophy that aim at explain the relationship through identification of the causes that influence outcome, Scotland (2012 ), the researcher justified the fact by testing the relationship between young women empowerment and poverty reduction under human capital theory.

Methodology defines the direction of our research, it is a core parts of any research as it shows what were intended to be done and how it would be done. This chapter gives the objectives of the study, explaining various designs of which the research is going to, methods and tools to use during data collection. The quantitative and qualitative research design is going to be used. The research was conducted through both

qualitative and quantitative methodology with which a sample of 55 respondents was interviewed through structured questionnaire to enhance data analysis and enable better interpretations. The sample was collected from Temeke districts in Dar es Salaam.

### **3.3 Area of the Study**

The study will be carried out in Temeke municipal in Dar es Salaam due to the fact that, statistical research shows that Temeke district has large number of women compared to men (census-2012) who are mostly engaged in small business to earn life. But also there are a good number of vocational training centers including VETA head offices.

### **3.4 Hypothesis of the Study**

The hypotheses for the study were as follows:

Vocational Training to young women has no impact on the income levels of respondents.

Vocational Training to young women has no impact on poverty reduction initiatives of respondents and society at large.

### **3.5 Research Design**

Research design refers to the conceptual structure within which a research is conducted (Kothari, 1992). Then according to that in (2004) Kothari defined a mixed research method as it comprises both Quantitative and Qualitative method of data analysis. The quantitative method was used to analyze statistical data through SPSS software. Qualitative data used to analyze data using descriptions that were applied mostly in questionnaire, Observation and documentation.

### **3.5.1 Target Population**

According to Kothari (2004) Population is defined as the totality of the objects from which a sample is obtained. Now from that reference, sample size selected included total of (55) respondents who were young women graduate from vocational training center that is VETA in Temeke. For that case, the number of population was the general number of graduates (unknown) who's from which the sample was drawn.

### **3.5.2 Sample Size**

Basing on Lyerg and Kasprzyk (1991) a sample is small portion of a target population. Sample size also refer to the number of items to be selected from the universe to constitute a sample (Kothari. 2014) In this study, random sampling was used to select the number of respondents and the sample size was 55 respondents to represent the number of young women graduates who are accessible and were served with the structured questionnaires.

### **3.5.3 Sampling Methods**

Simple random sampling is the way of selecting subject in which every element in the population has an equal chance of being chosen (Sekaran, 2003). In this study simple random sampling technique was used in order to give equal chance to young women graduates with vocational education to get equal opportunity of being selected.

## **3.6 Data Collection Instrument**

Data were collected by using structured questionnaires and accompanied with observation techniques. Temeke district has been selected because it holds a large

number of women (census-2012) who are mostly engaged in small business to earn life. It is obvious that there are also a reasonable number of young females who are dependant and does not yet own resources. So through Questionnaire it will be easy to get the reasonable information from those who are vocational graduates.

### **3.6.1 Questionnaires**

Questionnaire refers to a set of well formulated questions to probe and obtain responses from respondents (paneerselvam, 2004). In this study structured questionnaire were used to collect evidences, views and assessment on the impacts of vocational trainings on young women livelihood from the respondents.

### **3.6.2 Observation**

According to Kothari (2004), Observation can be classified into different ways like controlled observation, natural observation and participation where are all recommended to be good in collecting information from participants. Observation is used to provide information about actual behavior; this was useful because some of behaviors were habitual routines of which people are hardly aware (Kombo and Tromp, 2006).

### **3.7 Data Analysis Methods**

Data analysis, as defined by Agarwal (2009) is the processing the observed data and transforming it to a form most suitable for decision making. The collected data were then entered into the SPSS statistical software. The data was analyzed using simple descriptive statistical methods in terms of number and percentages and frequencies.

The findings were presented in frequencies, pie charts, tables with percentage. Validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested (Kothari 2009).

### **3.8 Reliability and Validity of Data**

Reliability refers to consistency, stability or dependability of data (Kothari 2004) where reliability is a degree to which the same result may be obtained in repeated attempt of the same test and Validity is the extent to which a measurement does what it is supposed to do (Kothari 2004). This means Validity refers to true and accurate data. In order to ensure that, the study instrument is valid and reliable, researcher designed research questions basing on the specific objectives and before data collection the questions were confirmed by supervisor.

### **3.9 Ethical Consideration**

Ethics can be defined as an individual perspective in deciding how to act in analyzing complex problem and issues, (Belmont report 1974). In this study researcher was responsible in ensuring that the ethics are respected, the researcher ensured that all respondents are respected and given full autonomy on giving their perspectives on research questions. More over respondents were elaborated with the purpose of the study, the risk, benefits as well as giving them chances to ask incase of misunderstanding. The researcher was responsible in ensuring rights of respondents are protected as by being confidential to respondents information

## **CHAPTER FOUR**

### **ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

Content in this chapter presents the findings of the study. It portrays the major findings gathered from the respondents through questionnaires conducted at VETA-head offices in Temeke- Dar es Salaam. The chapter is divided into two major sections: the first section contains the respondents' characteristics, and the second section contains the findings on the specific research objectives that include, to assess how vocational training can improve income generation between young women, to determine how vocational training to young women influences enterprise development, to assess how young women vocational training can add value to employment opportunities, to know the extent to which vocational education has achieved its objective in poverty reduction among young women.

The results presented in this chapter include all information gathered through structured questionnaire and all information been merged under the respective objectives.

#### **4.2 Demographic Characteristics of the Respondents**

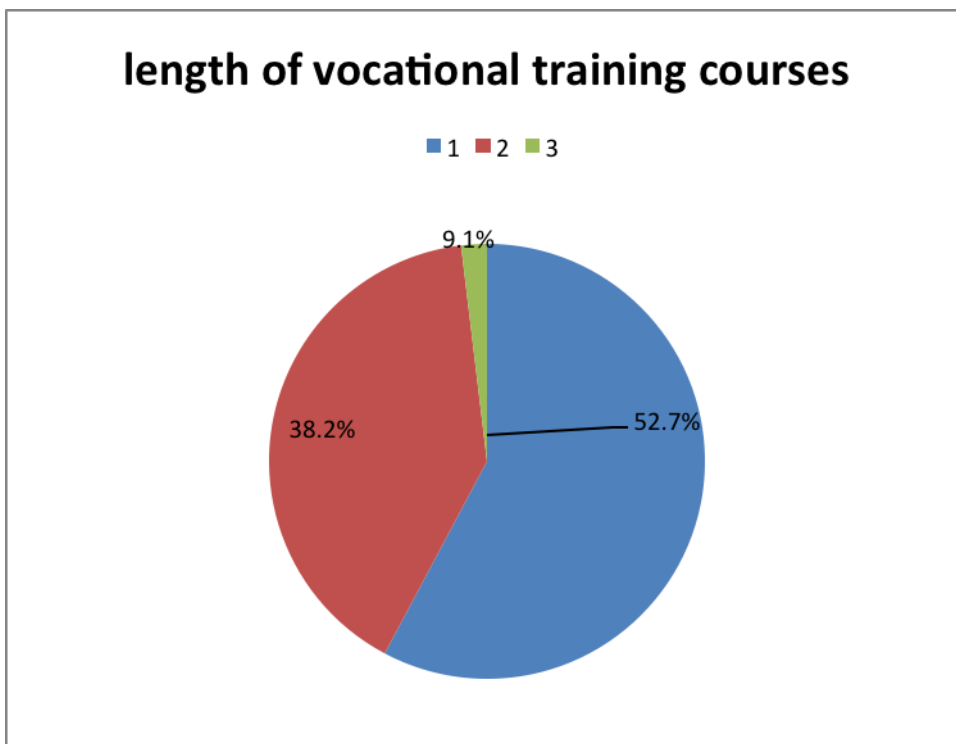
##### **4.2.1 Years of Vocational Training**

As it is being indicated the Figures 4.1 shows majority of the respondents were young women who had studied for more than three years at VETA. Data shows that 5 (9.1%) out of the 55 respondents had studied for less than six months who are short course graduates, followed by 21 (38.2%) of the respondents who had studied for less than one year and 29 (52.7%) had studied for more than three years (long term courses).

**Table 4.1: Terms of Years Undertaken on Vocational Trainings**

S/N	Time	frequency	Percent (%)
1	Less than six months	5	9.1
2	Less than one year	21	38.2
3	More than three years,	29	52.7
	Total	55	100

Source: Field Data (October, 2019)

**Figure 4.1: Lengths of Courses**

#### 4.2 Age of Respondents

As the study deals with young women, the information collected also verifies that the number of respondents considered were mostly at young ages. That is 65.6% of

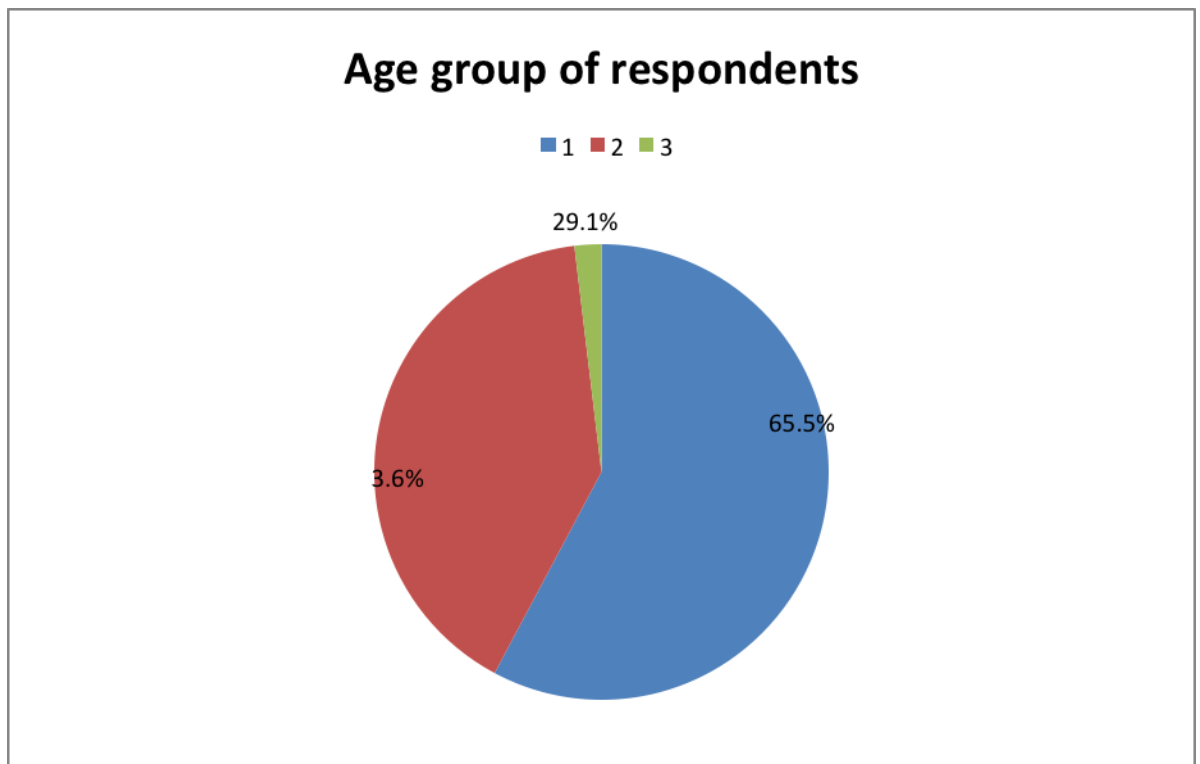


respondent were between 21-25 years old, followed by 29.1% who were between 26-30 year old and the rest were minor.

**Table 4.2: Age Groups of Respondents**

S/N	Age	Frequency	Percent (%)
1.	15-20	2	3.6
2.	21-25	36	65.5
3.	26-30	16	29.1
4.	31-35	1	1.8
	<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field Data (October, 2019)



**Figure 4.2: Age Groups**

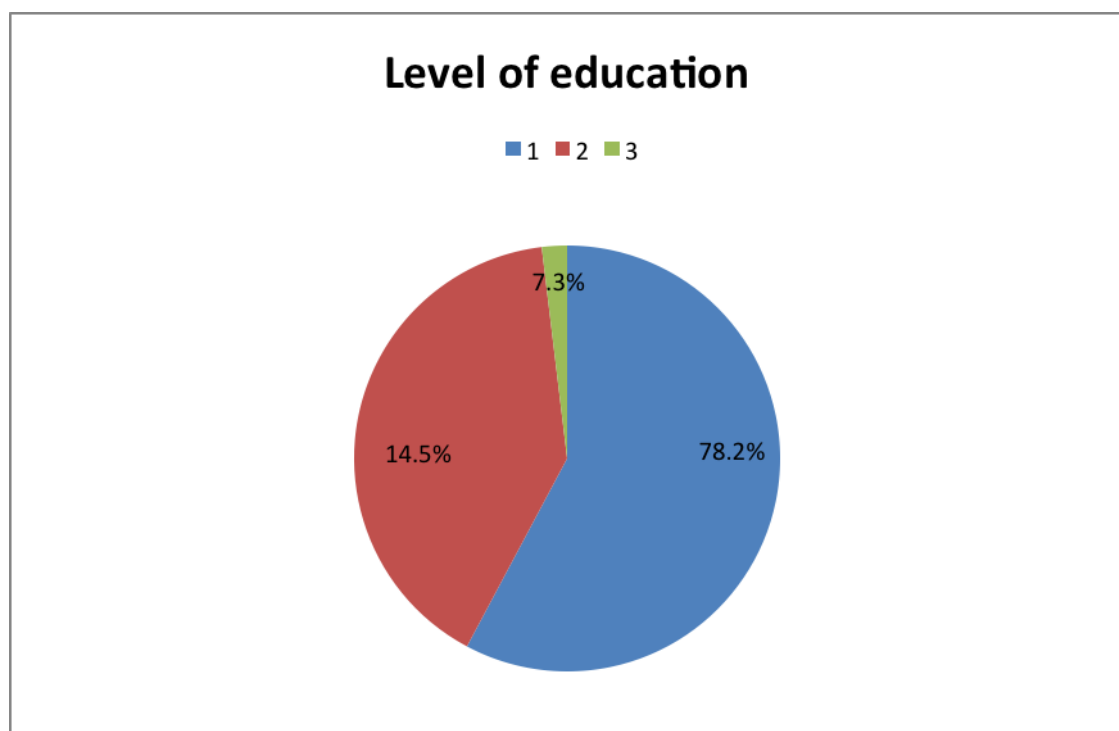
### 4.3 Level of Education of Vocational Training Participants

Table 4.3 indicates that there were 55 respondents, among those 8 respondents had educated up to diploma level of education and the remaining 43 had education to the level of secondary but 4 of them were of primary level of education.

**Table 4.3: Level of Education**

S/N	Education levels	Frequency	Percent (%)
1.	Primary	4	7.3
2.	Secondary	43	78.2
3.	Diploma	8	14.5
4.	Bachelor	0	0
5.	Masters and above	0	0
	<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field Data (October, 2019)



### Figure 4.3: Level of Education

#### 4.4 Nature of Training courses

Basing on the nature of vocational courses conducted by VETA Tanzania, there more than 45 long courses offered for 1-3 years, but also there are more than twenty short courses offered for three months to a year period of time. This indicates that, as an institution VETA has a training plan that is planned and implemented accordingly to fulfill policies of the institution.

#### 4.5 Relationship between Young Women Empowerment and Poverty Reduction

As indicated in table 4.4, when respondents asked on if young women empowerment can reduce poverty level in the society, 55% of the respondents strongly agreed, 26% agreed, 1.8% were not sure, no one disagreed and the remaining 0.02% strongly disagreed. The result shows that young women empowerment has positive outcomes on poverty reduction initiatives.

**Table 4.4: Relation between Young Women Empowerment and Poverty Reduction**

S/N	Condition	Frequency	Percent
1.	Strongly agree	30	55
2.	Agree	14	26
3.	Not sure	10	18.2
4.	Disagree	0	0
5.	Strongly disagree	1	0.02
	<b>Total</b>	<b>55</b>	<b>99.22</b>

Source: Field Data (October, 2019)

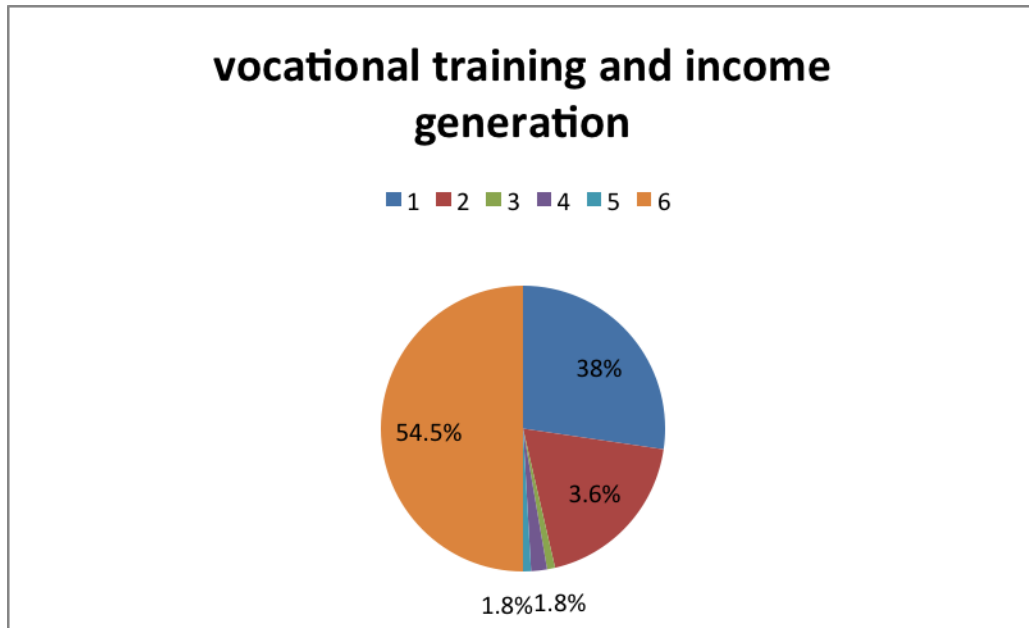
#### 4.6 Role of Vocational Training in Improving Income Generation among Young Women

The statement intended to know and understand from the respondent's perspectives how vocational training can be linked with income generation, from the analyzed results it shown that training and income generation initiatives at young age plays a great role in women empowerment initiatives. Furthermore, analysis of the results indicates that there is a strong connection between vocational training and income generation, which has an impact on the poverty reduction as well. Through Employments and self-employment initiatives, a skilled young woman will manage to earn the amount of income, which will help in life support of their family and society at large. Additionally, training increases an ability to develop skills to solve problems (Falola *et al*, 2014). Linked to Table 4.5 show 54.5% of respondents strongly agreed with the facts that vocational training has direct impacts on improving income generation for improving wellbeing of young women while 38% agreed to the point too.

**Table 4.5: Vocational Training and Income**

S/N	Condition	frequency	percent
1.	Strongly agree	30	54.5
2.	Agree	21	38
3.	Not sure	1	1.8
4.	Disagree	2	3.6
5.	Strongly disagree	1	1.8
	<b>Total</b>	<b>55</b>	<b>99.7</b>

Source: Field Data (October, 2019)



**Figure 4.4: Vocational Training and Income Generation**

#### **4.7 Role of Vocational Training to Young Women in Improving Enterprise Development**

Vocational training aims at increasing knowledge and skills of doing a particular assignment or tasks, therefore the skills gained through training increases capacity of young women on doing their work or own creative tasks thus increasing productivity and improving enterprise development (Tukimilongo, 2016). Adding on to that, table 4.6 below indicates that a large percentage of the respondents strongly agreed that training increases productivity and enterprise development. Since a large percentage of the respondents were in the strongly agree category, therefore training, as seen in the literature positively contributes to enhancing the enterprise development. Much of the contribution that training offers is in terms developing new skills that help young women to perform their duties, also training motivates them to work better and be more creative (Imran & Tanveer, 2013).

**Table 4.6: Vocational Training and Enterprises Development**

	<b>Condition</b>	<b>Frequency</b>	<b>Percent</b>
1.	Strongly agree	31	56.4
2.	Agree	21	38.2
3.	Not sure	3	5.4
4.	Disagree	0	0
5.	Strongly disagree	0	0
	<b>Total</b>	<b>55</b>	<b>100</b>

Source: Field Data (2019)

#### **4.8 Vocational Training and Increasing Level of Employment**

From the Table 4.7 about 55.5% of respondents strongly agreed that vocational training increases chances for young women to get employed but also to self-employ which increase their commitment and motivation towards delivering as per expectations (Zahra et al, 2014). In addition to that, 41% of respondents also agreed with the facts, and vivid examples were provided by those who are ready employed direct from their field attachment and now they're in permanent employment. If implemented effectively, training can be a tool for skills development as skills gained through training enhances productivity, increases efficiency and boosts quality (Sharma *et al*, 2014).

**Table 4.7: Vocational Training and Employment Opportunity**

<b>S/N</b>	<b>Condition</b>	<b>Frequency</b>	<b>Percent</b>
1.	Strongly agree	30	55.5
2.	Agree	22	41
3.	Not sure	0	0
4.	Disagree	2	3.6
5.	Strongly disagree	0	0

	<b>Total</b>	<b>54</b>	<b>100</b>
--	--------------	-----------	------------

Source: Field Data (October, 2019)

#### **4.9 Vocational Training to Young Women has Improved Poverty Reduction**

44.4% of the respondents strongly agreed that vocational training to young women and poverty reduction are closely relate each other because training have improved their knowledge and skills, 35.2% agreed, 18.5% were not sure, while only 1.85% disagreed and no one was strongly disagreed.

The reason to why the majority strongly agreed with this statement can be attributed to the role training plays in improving young women ability to do and perform their tasks hence improve their wellbeing. Adapting to the rapid and changing business environment and technology are constant, apart from all that, vocational training at the same time increase performance by providing the needed skills for works to individuals (Falola *et al*, 2014).

**Table 4.8: Vocational Training and Improved Poverty Reduction**

<b>S/N</b>	<b>Condition</b>	<b>Frequency</b>	<b>Percent</b>
1.	Strongly agree	24	44.4
2.	Agree	19	35.2
3.	Not sure	10	18.5
4.	Disagree	1	1.85
5.	Strongly disagree	0	0
	<b>Total</b>	<b>54</b>	<b>99.95</b>

Source: Field Data (October, 2019)

**CHAPTER FIVE**  
**DISCUSSION OF THE FINDINGS, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents the general discussion of the study findings. This discussion is about the main objective of the study: to assess how vocational training can improve income generation between young women, to determine how vocational training to young women influences enterprise development, to assess how young women vocational training can add value to employment opportunities and to know the extent to which vocational education has achieved its objective in poverty reduction among young women.



## **5.2 General Characteristics of the Respondents**

A total of 55 questionnaires were distributed and all of them were filled and collected by the researcher. Amongst the 55 respondents 100% of the respondents were female due to the fact that the targeted populations were young women with vocational training skills and knowledge. About 78.5% of the respondents was educated up to secondary school level and the remaining being primary and few diploma level of education. Research shows that about 65.5% of them were in the age of 21-25 years old, thus is where we prove of young age group and few were above 25 and some below 20 years old. By this analysis, it means that majority of VETA-students are aged between 18-30 who are young people with broad productive span if well-equipped and utilized for development.

## **5.3 Types of Training Provided to Students in VETA**

The study findings ascertained that there were two types of trainings that were offered, these training types were long term courses and short term courses. Basing on the findings however, a large percentage of students were long term trained but few undertook short term courses mostly due to economic constraints. This is a sign that there are good numbers of educated and skilled young women who if identified and empowered will contribute on developments and eliminate poverty to large extent.

## **5.4 The Effects of Vocational Training to Young Women on Poverty**

### **Reduction in Tanzania**

This was the root objective for this study and it was intended to explore the outcomes of vocational training skills provided to young people especially young women. Basing on the findings of this study, it has been proved that vocational training and

young women empowerment programs have an impact poverty reduction initiatives in Tanzania and the world in large. The results indicate that vocational training has improved work performance hence increases employment opportunities; influences income generation through both employment and self-employments and rather vocational training to young women motivates enterprise development initiatives.

The improvement can be seen in various ways as Training has contributed to skills development to young women which not only has contributed to bridge the gap between the job requirements and competency needed by employees, but also they gained skills which have positively increased creativity and productivity hence enterprise flourish. Additionally, vocational training and empowerment programs have boosted the morale of young women which can be considered as a factor of being a high performing group that can contribute in development and reduce poverty from the family level, society and the national as well. The research outcome show that most of young graduates with vocational training skills are mostly employable and most of remains engage themselves in small businesses and enterprises basing on the skills they have; so this prove the hypothesis that vocational training to young women does have impacts on poverty reduction initiatives.

#### **5.4 Conclusions**

Conclusively, results of this study revealed firstly the presence of young women undertaking vocational training programs at VETA Temeke in Dar es Salaam.

Secondly, the designed training program provided was useful and had positive impact on the trainees' especially young women as it produced well skilled and competent

personnel who hence increase the employment level, contributing to enterprises development and enabling income generation towards women empowerment effort.

Further analysis has shown that vocational training and skills development program has a positive impact on young women empowerment as it improves the creativity and productivity. Many of the seen effects of the training are: improvement in skills of the young women increased their productive performance, bridges the gap between poverty and development through income generations.

Adding on that, vocational training and entrepreneurship are two inseparable entities, so through vocational training, young women manage to get entrepreneurship skills that have assisted in building self-employment initiatives hence improving productivity. In general, the findings have indicated that through vocational training, young women are very contributive to development and poverty reduction initiatives as it is to other high professions.

## **5.5 Recommendations**

The data from this research have made it possible to do analysis which has given an insight into the link between young women's empowerment and poverty reduction in the surveyed area. However, a lot remains to be done to better understand all factors responsible for poverty in Tanzania area.

The following are recommended views of the study; Awareness of female education is essential since it is a pre-condition for fighting against their oppression and it is a must to build wealthy societies. It's said that "Educated mothers will educate family and

eliminate poverty which results in educated population of a nation, which builds strong nation". Encourage young women to participate in socio-economic activities and build the spirit of hard working hence capabilities.

All these are due to the fact that half of the number of vocational trained young women still afraid and has inferiority complex of performing on their own. Example during discussion probing on few why haven't they managed to use their skills after they graduated? The answer was "she is not sure if she can do on her own" so they need to be empowered.

Also changing the approach towards women empowerment and make it bases much on young women and increases the awareness to remove gender inequality which results to the sense of self-dependence amongst women in very early stages. Such initiatives should be considered as a model for stakeholders and nation at large in order to decrease the number of unemployed graduated females and failures by equipping them with the needed skills demanded by labor market.

## **5.6 Implication for Further Research**

Collected data has exactly provided the link between young women empowerment and poverty reduction for future development. However, there are remains to be done to better understand the area of young women empowerment. The following are recommended for further research:

- (i) The researcher proposes further research to concentrate on which is the right empowerment style that can bring more impacts to the community.
- (ii) Assessing on is to what extent so far has empowerment yield its objectives.

## REFERENCES

- Abrahart, R. J. (2000). *Australia's VET System* in Gill, I., F. Fluitman, and A. Dar, eds., *Vocational Education and Training Reforms: Matching Skills to Markets and Budgets*. Washington, DC: Oxford University Press.
- Alsop, R., Bertelsen, M., and Holland, J. (2006). *Empowerment in Practice from Analysis to Implementation*. Washington, DC: World Bank.
- Anderson, S., and Answaran, M. (2009). What determines female autonomy? Evidence from Bangladesh. *Journal of development of economics*, 90(2), 179-192.
- Asharani and Sriramappa (2014), "Women Entrepreneurship in Karnataka", *International Journal of Scientific Research*, 3(7), 2277 – 8179.

- Bartel, A. P. (1995). Training, Wage Growth, and Job Performance. Evidence from a company database. *Journal of Labour Economics*. 2(1), 44-57.
- Becker, G. (1994). *Human Capital: A theoretical and empirical analysis with special reference to Education*. Chicago: The University of Chicago Press.
- Becker, G. (2008). "Human Capital". In David R. Henderson (ed.). *Concise Encyclopedia of Economics* (2nd ed.). Indianapolis: Library of Economics and Liberty.
- Becker, Gary, *A Treatise on The Family*, Chap. 5. London: Harvard University Press, 1991).
- Brian, K. (2007). OECD Insights; Human Capital. ISBN 92-64-02908-7. Brookings Institution, Investing in the Human Capital of Immigrants, Strengthening
- Ehrenberg, Ronald G. and Robert S. Smith, (1991). *Modern Labor Economics*, 4th edition. (New York: Haper Collins Publishers Inc.
- Falola, H. O. (2014). Effectiveness of Training and Development on Employees' Performance and Organisation Competitiveness in the Nigerian Banking Industry: *Bulletin of the Transilvania University of Braşov: Series V: Economic Sciences*.
- Fitzenberger, B., and R. Völterb (2007). Long-run Effects of Training Programs for the Unemployed in East Germany. *Labour Economics*
- Greener, S. L., and Martelli, S. (2015). *An introduction to business research methods, 2<sup>nd</sup> edition*, Copenhagen: Ventus Publishing ApS.
- International Labour Organization, (2006). *Training for Work in the Informal Sector. New Evidence from Kenya, Tanzania and Uganda*. Turin: World Bank.

- International Labour Organization, (2012). *The Youth Employment Crisis*. International Labour Office, Geneva, Switzerland.
- Kombo, B., and Tromp, B. (2006) (2000). *Teacher motivational in sub- Saharan Africa and south Asia. Researching the issues*, New Delhi: FID.
- Kothari, C. R. (1990). *Research methods and writing research proposals*. New Delhi: New age international publishers
- Kothari, C. R. (2004). *Research methodology methods and techniques: 2nd edition*. New Delhi: New Age international publishers.
- Lyberg, D., and Kasprzyk, E (1991). *Applying psychology: Individual and organizational effectiveness*. New Jersey: Peaeson.
- Lynch, L. (1992). Private sector training and its impact on the earnings of young workers. *American Economic Review*, 3(2), 55-67.
- Malhotra, A., and Shuler, S. (2005). Women's Empowerment as a Variable in International Development. In: *Measuring Empowerment: Cross-Disciplinary Perspectives (Edited by Narayan, D)*. World Bank, Washington DC.
- Nyambo, S. J. (2002). Vocational Education Training Authority Policy. Vocational Education Training Authority, Dar es Salaam, Tanzania.
- Oketch, M. O. (2007). To Vocationalise or Not To Vocationalise? Perspectives on current trends and issues in technical and vocational education and training in Africa. *International Journal of Educational Development*, 2(1), 44-57.
- Regional Economies, (2012). *Transforming Regional Economies: "The Power of Research and Innovation Strategies for Smart Specialisation"* - Brussels, Belgium.

- Richardson, K. and van den Berg, G. J. (2001). The effect of vocational employment training on the individual transition rate from unemployment to work. *Swedish Economic Policy Review*, 3(2), 55-67.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: relating ontology and epistemology to the methodology and methods of the scientific interpretive, and critical research paradigms. *English language teaching*;
- Semboja, H. H. (2007). The Youth Employment in East Africa. An integrated labour market perspective. *Journal of African Integration Review* 1(2): 67 – 68.
- Semboja, H. H. (2007). The Youth Employment in East Africa. An integrated labour market perspective. *Journal of African Integration Review*
- Sharma, A. and Upneja, A. (2005). Factors influencing financial performance of small hotels in Tanzania. *International Journal of Contemporary Hospitality Management*, 3(2), 55-67.
- Twitta, M. N. (2014). Article on The contribution of vocational education to youth employment: a case study of veta and non veta graduates in morogoro region .
- URT (2003). *Population and Housing Census General Report*. National Bureau of Statistics. Government Printers, Dar es salaam, Tanzania.
- URT, (1995). *Educational and Training Policy*. Ministry of Education and Culture, Dar es Salaam, Tanzania.
- URT, (1996). *National Youth Development Policy*. Ministry of Labour and Youth Development, Dar es Salaam, Tanzania.
- URT, (2006). *The Vocational Education and Training Act*. Government Printers, Dar es Salaam. Tanzania.
- VETA, (2006). Coordination of VET. [<http://www.veta.go.tz/coordination.htm>] .



## **APPENDICES**

### **APPENDIX I: STUDY QUESTIONNAIRES TO THE RESPONDENTS**

#### **The effect of young women empowerment through vocational education training on poverty reduction**

Dear respondent, I am a master student at Open University of Tanzania undertaking an academic study on the impacts of young women empowerment through vocational training towards poverty reduction in Temeke district as a case study. Your responses will be treated confidential and used for only academic purpose.

#### ***SECTION ONE: Respondent profile***

1. Indicate your vocational course name undertaking

.....

2. Age (tick the most appropriate answer)

- a) 15 – 20
- b) 21 – 25
- c) 26 – 30
- d) 31 --35

3. Highest level of Education or academic Qualification

- a) Secondary
- b) Diploma
- c) Bachelor
- d) Masters and above.

4. For how long have you been in these studies?

- a) Less than six months
- b) Less than a year
- c) More than three years

## **SECTION 2: Study Questions**

5. There is a Relationship between the young women empowerment and Poverty reduction

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

6. Vocational training can improve income generation between young women for their economic wellbeing.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

7. Vocational training and education to young women influences enterprise development.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

8. Young women vocational training can add value to employment opportunities.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

9. Vocational education has achieved its objectives in poverty reduction among young women.

- a) Strongly agree
- b) Agree

- c) Not sure
- d) Disagree
- e) Strongly disagree

**Thank you very much for your kind-cooperation.**

**Table 4.9 Work plan for the study.**

<b>ACTIVITIES</b>	<b>August 2019</b>	<b>September 2019</b>	<b>October 2019</b>
Preparation of research title and reviewing literature.	✓		
Proposal writing, consultation and proposal reviews		✓	

Field data collections.			✓
Research data processing and compiling			✓
Writing research findings, discussion and recommendation as per supervisor guidance and report submission.			✓
Dissertation submission to external examiners, defending and conclusions.			✓

**Source: Researcher (October, 2019)**

This study will cost the total of 2,500,000/= as elaborated in the table below.

**Table 5.0 Research budget**

S/N	LIST OF ACTIVITIES	Cost to incur
1	Preparation of research title and reviewing literature.	300,000
2	Proposal writing, consultation and proposal reviews	400,000
3	Field data collections.	600,000
4	Research data processing and compiling	300,000
5	Writing research findings, discussion and recommendations	400,000
6	Dissertation submission to external examiners, defending	500,000

	and conclusions.	
	<b>Total cost required</b>	<b>2,500,000/=</b>

Source: Researcher (2019)

Student signature.....

Supervisor's comments:.....date.....

Name and signature.