**CONTRIBUTION OF VOCATION EDUCATION TRAINING ON YOUTH EMPLOYMENT: A CASE OF DODOMA CITY**

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# CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; “Contribution of Vocation Education Training on Youth Employment in Dodoma City” in partial fulfillment the award of degree of Master of Arts in Monitoring and Evaluation (MAME).

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…………………………………..

Date

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# DECLARATION

I, Doreen Lucas Kimbe, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people’s works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Arts in Monitoring and Evaluation (MAME).

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Signature

…………………………………

Date

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# LIST OF ABBREVIATIONS

AfDB African Development Bank

 CSO Civil Society Organization

EFA Education for All

EP National Employment Policy

FBO Faith Based Organization

GoT Government of Tanzania

ICT Information and Communication Technology

ILO International Labour Organization

MDA Ministries, Departments and Agencies

MDGs Millennium Development Goals

NGOs Non-Governmental Organizations

OECD Organization for Economic Co-operation and Development

TVET Technical and Vocational Education and Training

UNESCO United Nations Education Scientific and Cultural Organization

URT United Republic of Tanzania

VETA Vocational Education and Training Authority

VTC Vocational Training Centers

WB World Bank

WEF World Education Forum

#

# ABSTRACT

The study was conducted in Dodoma city with aim of assessing Contribution of Vocation Education Training on Youth Employment. It has to achieve three objectives which are; to determine type of skills training, examine factors facing youth employment, and analyze basic measure to be taken by VET in enhancing opportunities on youth employment. Study design involved a cross sectional survey that involved 96 VET graduate youth who were randomly selected from vocation education training. Data from respondents were collected using questionnaires. Quantitative data were analyzed using Statistical Product Services Solution Findings regarding youth employment revealed that, majority of VET graduate are males (59.4%) age between 25-29 (53.1%) years old. A mechanical trade was the leading course, in the study investigated that large number (74.4%) of graduate were informally employed. Additionally, this study investigated that lack of working experience was hindrance in getting job. The findings from key informant agreed that their VTCs provide best training which yield to quality graduate, also it shows that student preferred much practical as way of measurement but situation is different as it is most of VTCs dealing in competence based as measurement for assessment. Furthermore, this study has shown substantial proportion of youth graduate are prepared for working experience in internship. Therefore, there is a need, to establish center of entrepreneurial production in every area of which, may be used as the focal point for cooperation and coordination, among the youth to force them working around the center.

Keywords: *Vocation Education Training, Youth, Employment, Skills.*

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# CHAPTER ONE

# INTRODUCTION

# 1.1 Overview

The First chapter comprises Background Information of the youth employment, Statement of the Problem, General Objective, Specific Objectives, Research Questions, Significance of Study, Scope of the study, and Limitations of the study.

# 1.2 Background Information

Youth employment remains as global agenda to date on reducing poverty,job creation is one way of achieving poverty reduction. Youth should go concurrently with the vocation education and training provided which matches with skills required for youth to be employed. Vocational education and training (VET) is one of the interventions for empowering youth with right skills, research as well as in the economic and political area. The World Bank advocates vocational education to create employment, promote economic growth and increase competitiveness (Biavaschi et al., 2010). Therefore, the global economic system requires urgent and innovative responses in the field of Technical and Vocational Education and Training (TVET) services so the demand for skills is now higher than ever before (Maclean and Lai; 2011).

According to the Organization for Economic Co-operation and Development (OECD, 2009) there are three factors that stand out as reasons for the growing interest of policy makers in VET today. Many OECD countries are concerned with ever-increasing global competition. Since OECD countries cannot compete with less developed countries on labor costs, they were needed to compete in terms of the quality of goods and services they provide. That means a highly skilled labor force, with a range of mid-level trade technical and professional skills. VET is seen as the right vehicle for up skilling those who would otherwise be unskilled and ensuring a transition into the labor market. VET can play a central role in preparing young people for work, developing the skills of youth and responding to the labor-market needs of the economy. Despite this role, it has been neglected and marginalized in policy discussions, often overshadowed by the increasing emphasis on general academic education and the role of schools in preparing students for university education.

Many of the unskilled jobs existing are disappearing fast be-because they have been replaced by technology. Provision in vocational programmes reflects fast-changing employer needs. It means building a foundation of basic and transferable skills into vocational qualifications, to reflect a world of career flow and development rather than one job for life. Also, it means an effective partnership between government, employers and unions to ensure that the learning is connected at all levels with the world of work. Strong vocational programmes increase competitiveness but many programmes fail to meet labor market needs. Countries need to compete on the quality of goods and services require a well-skilled labor force, with a range of mid-level trade, technical and professional skills alongside those high-level skills associated with university education. More often than not, the skills are delivered through vocational programmes.

A number of vocational education and training centers have been established in Tanzania. For instance, Germany dual educational system, French and Australia are good example in vocational education and training (Axmann, 2004). In the 21st Century, the United Nations Education, Science and Culture Organization (UNESCO) and the International Labour Organization (ILO) had formulated special recommendations on TVET which recognized TVET as a comprehensive expression referring to those aspects of the educational process. In addition to general education, VET and related acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Chonjo, 1994; Christensen, 2002; Fafunwa, 2002).

In Africa we had largest workforce in the world, surpassing both China and India (McKinsey, 2010). This offers an unrivalled opportunity for economic and social development if these new workers can find places in the productive sectors of the economy. However, it could also present a significant risk if Africa fails to create sufficient economic and employment opportunities. Although the young constitute about two fifths of the continent’s working age population, they make up three fifths of the total unemployed. All the African countries analyzed by the AfDB had higher youth than adult unemployment rates. In most countries youth unemployment occurs at a rate more than twice that for adults.

In Botswana, Congo, and South Africa the youth unemployment rate is alarmingly high, more than one in three young people are unemployed compared to the world average of 14 percent. The average unemployment rate for those between the ages of 15 and 24 is about 30 percent in North Africa. Nigeria stands out because the ratio of the youth unemployment rate to the adult unemployment rate exceeds five to one. Statistical analysis of the likelihood of unemployment in 12 countries indicates that the young are more likely to be unemployed than any other age group (AfDB *et al,* 2012).

In Tanzania, vocational trainingefforts and measures were undertaken in 1980s through economic reforms propagated by World Bank (WB) which encourage private sector to play major roles in economic development and government remaining as regulator. Since the late 1980s, there were clear indications that the impetus for reform of Vocational Education and Training (VET) provision has increased apparently or obviously in Africa (Fafunwa, 2002), with the advent of comprehensive structural adjustment programmes (Bennell *et al.,* 1999).

The establishment of vocational training through technical colleges and formal apprenticeship training was undertaken in response to the rapidly growing needs of developed and developing countries in both private and public sectors (URT, 2000). The focus of vocational training was on artisan training, but these opportunities were largely reserved for few selected students. For example, in Zanzibar there were two technical schools, that are Mikunguni and Karume technical schools based on carpentry and engineering respectively (URT, 2001). In fact, VET is a crucial element as it can link young people competences with employers’ needs. Bringing vocational training closer to the needs of dynamically changing and evolving labour markets and economies can help young people move into more productive and sustainable jobs (Biavaschi*et al*., 2013).

In Dodoma, vocational training has played an important role in reducing youth unemployment and creating employment opportunities for public (URT, 2001). This is so because the educational system operated at post-independence placed emphasis on academic excellence rather than acquisition of vocational skills which prepare the individual for a more useful and fulfilling life within the society (Biavaschi*et al*., 2013; URT, 2001). In other words, the system focused on and emphasized subjects in the humanities or arts at the expense of vocational education which can facilitate practical skills acquirement that is generally believed to be more relevant to creation of employment and the development of the nation.

Evidence exists suggesting that there is a close relationship between VET, social employment, socio-economic growth and development (Solomoni, 2011). This is because of its orientation towards the world of work and its emphasis on acquisition of employable skills (Afeti, 2006). Moreover, Afeti noted that VET is well placed to train skilled and entrepreneurial workforce that nations need to create wealth and emerge out of poverty.

# 1.2 Statement of the Problem and Justification of the Study

# 1.2.1 Problem Statement

Youth employment is recognized as a national priority in Tanzania, and the issue has garnered much interest from stakeholders in government, notably among civil society organizations (CSOs) and donors. However, Employment continues to be a challenge for Tanzanian youth because of skills mismatches, lack of experience and lack of employment opportunity. Despite increasing vocation education training, unemployment among youth is 50%, over four times higher than the national rate of 11.7%. The unemployment is tougher for women and girls where by 57% of unemployed Youth were females.

Improved documentation and dissemination of information could contribute substantially to better coordination and to better monitoring and evaluation of interventions while the responsibility of coordinating youth employment issues is often placed within one or more government bodies, involving other stakeholders in the development of national development plans, strategies, budgets, and youth employment programs can allow for more efficient resource allocation.

# 1.3 Research Objectives

# 1.3.1 General Objective

The main objective was to assess the contribution of vocational education training to youth employment.

#

# 1.3.2 Specific Objectives

Specifically this study should intend:

1. To determine types of skills training offered by vocational skill institution.
2. To examine factors affecting youth with vocational education on employment after graduated from different vocational skill institution.
3. To analyze strategies that have been taken by vocation training institute in enhancing accessibility of employment opportunities to youth.

#

# 1.4 Research Questions

1. What skills/courses did VETA graduate attain.
2. How skills factors affect female and male youth with vocational education skills on employment.
3. What are the basic measures taken by vocation training institute in enhancing access to employment opportunities to youth graduate?

# 1.5 Significance of the Study

Youth unemployment is the problem addressed in this study; unemployment is one way leading to poverty. The problem must be captured by nation entities in collaborating with non-government organization in creating job opportunity. Vocational education training was only strongly survived if they can add real value to their graduate into labor market. It is hoped that this finding if adopted may be useful to; first policy makers in making useful suggestions to promote quality training in Technical and Vocational Education and Training Institutions (TVETIs).

The study aims at unearthing the weaknesses prevailing in Vocational Education and Training institutions to produce relevant graduates to meet the county’s development aspirations. Secondly, the study finding may be useful to scholars as a reference material for data needed in promotion of quality Training in Vocational Education and Training. Thirdly, the finding may be useful to stakeholders in developing intervention measures needed for quality Training in Vocational Education and Training and lastly to the general growth in literature on issues related to access and quality training.

The results of the study are also important to the employers and other labor market players, for understanding the source of problems resulting in youth unemployment which account for a large share of the Tanzanian labor force. But also, the study provides information to the youth themselves in the country to understand the causes of youth unemployment and the possible ways to tackle it. The study also adds to the literature by filling the knowledge gaps on the roots of youth unemployment and how the problem can possibly be addressed in the country.

# 1.6 Scope of the Study

The study was carried out at Dodoma City Council, specifically on Vocational training technical center. The study intends to generate information on the contribution of vocational education training to youth employment.

# 1.7 Limitation of the Study

Firstly, community awareness on the importance of providing information was low due to fearing. Thisled to some of the respondents to be reluctant in providing required information when interviewing. This situation was solved by addressing well the aim of data to be collected and to ensure the respondent confidentiality on information to be taken so as to omit any contradictions from respondents. Secondly, Difficulties in getting respondents becausethe time was not convenient to everyone. Some respondents were in day-to-day activities. Therefore much time was spared in interviewing respondents due to inconvenience and interruption of their working schedule.

# 1.8 Organization of the Study

The First chapter (the Introduction) comprises Background Information of youth employment, Statement of the Problem, General Objective, Specific Objectives, Research Questions, Significance of Study, Scope of the study, and Limitations of the study. The Second chapter (the Literature Review) reviewed different literature on contribution of vocation education training on youth employment. The chapter starts with Definitions of key terms, also this chapter reviewed Theoretical Literature Review, Empirical Literature Review, Research Gap, Conceptual Framework and lastly this chapter reviewed The National Youth Policy and Development 2007 of Tanzania. The Third chapter (the study methodology) comprises selection of study area and justification, Research Approach and Design, study Population, Sampling Design and Sample Size, Data types and sources, Data collection methods and tools, Data processing, Analysis and presentation, Validity and Reliability, and Ethical Considerations.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.1 Overview

This chapter reviewed different literature on contribution of vocational education and training to youth employment. The chapter starts with describing the major conceptual definitions used in the study, which are formal education, non-formal education, vocational education and training, technical and vocation education and training, unemployment, employment and youth. Also this chapter reviewed two theories of Neo-classical theory and stakeholder theory. Chapter also focused on empirical where it reviewed the types of skills training, factors facing youth vocation education employment and basic measures taken by vocation training institute in enhancing access to employment opportunities and lastly this chapter reviewed The National Youth Policy and Development 2007 of Tanzania.

# 2.2 Conceptual Definitions

# 2.2.1 Formal Vocational Education

Training that is given in an orderly, logical, planned and systematic manner in a specially equipped workshop under the guidance of a qualified trainer for a specific period in the specified field (NCVER 2013, Australia). Education or training provided in educational institutions, such as schools, universities, colleges, or off-the-job in a workplace, usually involving direction from a teacher or instructor. (UNEVOC/NCVER 2009, Global). This is a type of education which is systematic and has a syllabus which is taught to all vocational centers. It has classes, teachers and other teaching and learning facilities.

# 2.2.2 Non-Formal Vocational Education

Informal vocation educational is never organized, has no set objective in terms of learning outcomes and is never intentional from the learner’s standpoint. It is often referred to as learning by experience or just as experience. (https://techedarchive.org /2013/11/informal-vocational-education-and-training/). This is the training done out of the classroom and had no systematic way of teaching. Learners get training through observation and participating in that work.

# 2.2.3 Vocational Education and Training

Is an education that prepares people of specific trades, crafts and careers to various levels from a trade, a craft, technician, or professional position in engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc. (Cedefop, 2011).

# 2.2.4 Technical and Vocational Education and Training

Those are aspects of educational process involving addition to general education the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic life (URT, 2012).

# 2.2.5 Unemployment

This is defined as a situation where someone of working age is not able to get a job but would like to be in full time employment. Note: If a Mother left work to bring up a child or if someone went into higher education, they are not working but would not be classed as unemployed as they are not actively seeking employment (Tejvan, 2010).

# 2.2.6 Employment

Within the context of the ILO, employment is defined as any economic activity that generates income through wages, profit or family gain in kind or in cash during a specified period. Generally, employment could be categorized into different forms: fulltime or part-time, temporary or permanent, decent or vulnerable. It can also be classified from a statistical angle based on international standard classification into occupation (professional, technical, clerical etc.), industry/economic sector (agriculture, industry and service); or type/status (i.e. wage or regular employment, self-employment etc.) or institutional sector formal (i.e. public and private) or informal. Labour statistics also differentiates between current employment and usual employment (ILO).

# 2.2.7 Youth

YOUTH is period of transition from the dependence of childhood to adulthood’s independence. That is why, as a category, youth is more fluid than other fixed age-groups. Yet, age is the easiest way to define this group, particularly in relation to education and employment, because ‘youth’ is often referred to a person between the ages of leaving compulsory education and finding their first job (UNFPA, 2010).

Based on this study, youth can be defined as person aged 15-35 years old.

#

# 2.3 Theoretical Literature Review

# 2.3.1 Human Capital Theory

This study was guided by human capital theory advanced by Shultz and Becker in 1960s (Mclyntyre, 2004). This theory holds that investment in education and training increases an individual’s organizations or country’s human resource pool. Through education and training one acquires more knowledge, skills and abilities which can potentially increases productivity at work and in life in general. This theory is appropriate for the study since it seeks to assess contribution of vocation education and training on youth employment as they seek to increase knowledge, skills and hence increase their employability.

Therefore, human capital is a means of production, into which additional investment yield additional output (Becker, 1964). The human capital literature often distinguishes between specific and general human capital. Specific human capital refers to skills or knowledge that is useful only to a single employer or industry, whereas general human capital such as literacy is useful to all employers (Becker, 1964). Economists view firm specific human as risky, since firm closure or industry decline led to skills that cannot be transferred. The concept of human capital can be infinitely elastic, including immeasurable variables such as personal character or connections with insiders through family or fraternity. This theory has had a significant share of study in the field providing that wages can be higher for employees on aspects other than Human capital (Onsomu, 2009).

The theory proposes that investing in human capital through training may results into increased organizational productivity. Therefore, assessing contribution of vocation education and training on youth employment is an important undertaking that resulted into documentation of value added to vulnerable youth in Dodoma city. Human resources development entails equipping an individual with knowledge and skills for present and future work activities (Stoner, 2007). To ensure sustainable supply of human resources, a country needs to have in place programmers that links the world of work with training institutions.

Consequently, this ensures suitability of skills offered to learners in line with market demand. Although a lot of efforts have been made to make these trainings offered by vocational training institutions relevant, to current employment needs, sometimes such training become obsolete by the end of training (Kitainge, 2003). This is as result of changes occurring on social, political, technological and economic arena. This scenario calls for constant review of training curriculum by vocational training institutions to make them relevant and adequate for current and future need of the country.

# 2.4 Empirical Literature Review

* + 1. **To Determine Types of Skills Training Offered by Authorized Vocational Skill Institution**

# 2.4.1.1 Skills Trained on and the Number of Youths Trained in Each Skill

Tanzania has established many vocational training centers where students learn different trades like nursing, handcraft, hotel, and tourism courses which are mostly attended by females. Mechanical trades like masonry, electrical and other technical trades have male students as the majority (Mallya, 2008). For many primary school leavers, vocational education training seems to be a major alternative for employment (Wegdewood, 2005). The enrolment in vocational institutions increased from 72,938 in 2009 to 116 613 (59.9%) in 2010.The number of Folk and vocational education training graduates dropped from 56 009 in 2008 to 54 185 in 2009 of whom males were 31 787 and females were 24 222 in 2008 and in 2009 the graduate males were 32 450 and females were 21 735 (URT, 2010).

Data from Dodoma VETA (2011) shows that in the Central Zone male trainees were much concentrated in automotive sector in which males were 20.6% and females were 2.3%. However, the situation was different in clothing and textile sector where males were 2.0% and females were 21.3% of the total trainees enrolled in 2010. Other sectors that were dominated by female trainees include business administration (males 0.5% and females 7.6%), hospitality and tourism (males 2.5% and females 12.8%) and ICT (males 1.6% and females 5.4%). Male trainees were mostly concentrated in mechanical (males 3.6% and females 0.7%), electrical (males 13.1% and females 4.3%) and construction (males 14.4% and females 3.6%) trades (VETA, 2017).

**2.4.1.2 Number Employed in Each Skill**

Employment is the main link between growth and reduction of income poverty. Mwakapugi*t al.* (2010) argue that, most job seekers would prefer to work in the government, private sector or parastatal agencies which account for only 14.5% of total employment and a small proportion of new employment opportunities. Unemployment in Tanzania was 11.7 % and was higher among young people with 13.4% of whom female youth were 12.6%, compared to male youth who were 10.7 %. Unemployment was much higher in urban areas at 16.5% against 7.5% in rural areas in 2012 (URT, 2012). The population most at risk of unemployment is generally the educated youth entering the labour market for the first time. Weak economic growth and national capacity to create sufficient quantity and quality of jobs in the formal economy were seen as interconnected with high rates of youth unemployment and underemployment.

* + 1. **Factors Facing Youth Vocation Education Employment**

**2.4.2.1 Job Experience**

International Labor Organization (2012) reported that firms may also be reluctant to hire young people because they lack work experience, youth are therefore often caught in the experience trap, where they have no work experience to show in their job applications simply because they have been unable to get a job in the first place. Other relevant reasons include labor demand barriers, such as observed discrimination by employers towards young people on the grounds of lack of experience; information gaps between job seekers and potential employers; and barriers to the creation and development of business opportunities, particularly in gaining access to financial, physical, and social capital. However, empirical data from both the National Institute for Social Research and the National Bureau of Statistics show that only 10% of tertiary in Nigeria can secure paid employment (Okpanachi and Andow (2013). The major means of communication in teaching in vocation and training is English.Irira (2014), found that one reason for higher youth unemployment rates is that first time job seekers, who are mainly young, face greater difficulty owing to lack of work experience and, often, limited access to job vacancy information

**Employment opportunities:** The study done by Semboja (2007) in Tanzania, Uganda and Kenya that many graduates are employed in private sector. Noted that technical and vocational education and training programs play an important role in helping youth in the acquisition of job skills and knowledge, enabling them to secure paid employment or be self-employed for a sustainable livelihood

**2.4.3 Basic Measures Taken by Vocation Training Institute in Enhancing Access to Employment Opportunities to Youth**

**Performance:** Competency standards are made up of units of competency, are which made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Practical training builds more ability to the students than learning through theories, according to NCWD (2012), observed that a person receives and processes information from a multitude of sources thousands of times each day. Most pieces of information are filtered out because they are not applicable to what a person is doing at the time. Youth need opportunities to practice critical observation and using relevant sources to gather information. This is an important skill in the workplace because it allows an employee to gather needed information and consider how that information impacts the job at hand.

**Experience:** According to Brennan *et al,* (2002) show that vocational educational and training institutes they prepare their graduate with job experience. Usman and Tafida (2011) agreed that, employability skills and soft skills can be effective in development of infrastructure, development of investor friendly economic conditions, and improvement of a nation’s rapidly deteriorating quality of education.

**Quality graduates:** The quality of graduates in employment are measured through different ways, this is to know if the graduate can compete in labour market. According to Stiftung (2014) found that Vocational Education plays a central role in preparing individuals to enter the labor force and in equipping them with the skills needed to engage in lifelong learning experiences. This implies that most of the vocational trainers provide a good quality graduates who have better knowledge and can be able to compete in the market.

# 2.5 Research gap

The reviewed literature from the scholars who have conducted the study relating to vocational education training (VETA) including Solomon (2004) and ILO (2014) revealed that the sector still faces constraints such as inaccessibility to financial services, poor infrastructures and lack of opportunities to explore the employment markets. Also, there are not enough studies concerning the challenges faced by the Tanzanian government on promoting development and sustainability of vocation education training. They all did not describe the clear relationship between vocational education training and graduate employment. Therefore, to address the knowledge gap outlined above, the researcher carried out a study in order to describe the Role of vocation education training to vocational education graduates of Don Bosco Technical and Dodoma Vocational College.

**2.6 Conceptual Framework**

Conceptual framework explains either graphically or narrative the key factors or constructs or variables studied and the relationship among them (Vaughan, 2008). The researcher was assessed three key independent variables identified namely type of skills training, factors facing youth employment, and basic measure to be taken by VET in enhancing opportunities on youth employment. The study was also assess how government policies, environment affect the relationship between independent and dependent variables.

The underlying assumption of the independent variables towards dependent variables is that if youth are provided with skills will led them to labor market which will gave them opportunity to employment, while if youth are not provided with required skills will led them unemployment because the trained will not match with market.

Dependent variable

Independent Variable

|  |  |  |
| --- | --- | --- |
| Types of skills | Factors for youth employment | Basic measures taken by VET to enhance employment opportunity |
| -Types of skills trained-Number trained in each skills-Number employed in each skill | -Job experience-Corruption-Low wages | -Performance-Experience-Qualification |

Labour market

Required skills

Figure 2.1: A Conceptual Framework on the Contribution of Vocation Education and Training on Youth Employment

**Source:** Vaughan, 2008

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# 2.7 The National Youth and Development policy 2007

The National Youth Development Policy of 2007 focuses on youth development issues which among of them is economic empowerment and employment promotions. Youth development is crosscutting issues which require multi-sectoral approach for effective implementation. The National Youth Development Policy was therefore depend on successful mainstreaming of the youth development issues in Ministries policies and other stakeholder development programs. (URT, 2007)

Most of the youth who complete primary schools, secondary schools and institutions of higher learning do not easily secure employment in the civil service, parastatal organizations and other economic sectors. Most of these however, find it difficult to work in the informal sector because of various factors such as insecurity, lack of capital, lack of work premises, work implements and other working facilities. The private sector prefers to employ skilled and experienced labour force. Hence a large group of youth continue to remain unemployed, a situation which facilitates increasing rate of crimes and other social evils (URT, 2007).

The government of Tanzania in creating job opportunities through its Policy shall collaborate with the Private Sector to create an enabling environment for establishment of employment opportunities as stipulated in National Employment Policy, Rural Development Strategy and Agricultural Development Policy. Also, government in collaboration with private organizations, civil societies, youth organizations and business community shall promote the culture of entrepreneurship by creating enabling environment for youth enterprise development (URT, 2007).

# 2.8 Chapter Summary

This Second chapter reviewed different literature on contribution of vocation education and training on youth employment. The chapter starts with describing the major concepts used in the study which are vocation education and training, unemployment, employment, and youth. Also, this chapter reviewed one theory of Human capital theory. Chapter also focused on empirical where it reviewed types of skills training, factors facing youth vocation education employment and basic measures taken by vocation training institute in enhancing access to employment opportunities and lastly this chapter reviewed The National Youth Policy and Development 2007 of Tanzania.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.1 Overview

This chapter presents background of the study area and the methodological processes used for data analysis for this study. The chapter starts with Selection of the Study Area and its Justification, Research Approach and Design, Study Population, Sampling Design and Sample Size, Data types and sources, Data Analysis, Validity and Reliability, and Ethical Considerations, Chapter Summary, and lastly Proposed Schedule of Activities.

# 3.1.1 Selection of the Study Area and its Justification

The study was conducted in Dodoma City, specifically in Dodoma town. The area has been selected because the area has got challenge, which has to be dealt in order to create environments for youth employability. The reason for choosing Dodoma due to possession of many VTCs compared to other area in Dodoma region which was ultimately gave data or knowledge about VET. Also is expected to have many clarifications for youth in various area of interest. Apart from having many VTCs, Dodoma city like other city which faced by youth unemployment, hence the study selected was gave insight on far going for rescuing the problem in general. The information taken from trainers and selected respondents were added value in solving youth unemployment in the other area.

# 3.1.2 Geographical Location

Dodoma region lies inland very close to the Centre of Tanzania mainland. Itwas this location that attracted the Tanzania government to try and establish its capital in the Dodoma municipality. During the colonial era Dodoma was being developed as a strategic link on the great North road which started off in Nairobi in the neighboring British colony of Kenya went on its way to the Rhodesia which was another important part of the British African Empire. Geographically the region lies between latitude 400--700 south of the Equator and between longitudes 350 – 370 east of Greenwich (NBS, 2014).

#

# 3.1.3 Administrative Units

At independence, Dodoma region was a part of the central province. Dodoma region was separated from Singida region which two were the components of the central province. At its inception the region consisted of the three rural districts of Dodoma, Kondoa and Mpwapwa. The Dodoma urban made up the fourth district later. Mpwapwa district was later divided into the two districts of Mpwapwa and Kongwa. The region has total land area of 41.311sg Kms making it the 12th largest region on Tanzania mainland out of 26 some 5% of the mainland is in Dodoma region. For administrative purpose the area is divided into the district.Dodoma rural as the largest at 33.9% followed closely by Kondoa at 32.0% of the land area. Dodoma urban is the smallest accounting for only 6.2%. The water area is in significant so that Dodoma’s total area equals Dodoma’s land area (NBS, 2014).

# 3.1.4 Climatic Condition

Dodoma region is mostly semi-arid due to the low land erratic rainfall. Rainfall is the most important climate factor in the region. It falls in a single mainly seasons between “November /December and April / May”. Generally, this rainfall in heavy storms resulting in flash floods (NBS, 2003).

# 3.2 Research Approach and Design

Research design can be considered as the structure of research it is the “Glue” that holds all the elements in a research project together, in short it is a plan of the proposed research work. Master plan specifying the methods and procedure for collecting and analyzing the needed information (Zikmund, 2016). A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure, Research design is the plan, structure and strategy and investigation concaved so as to obtain ensured to search question and control variance (Jahoda, Deutch & Cook, 2016)

Kothari (2010), States that, research design is the arrangement of conditions for collection and analysis of data, in a manner that aims to combine relevance to there search purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted. Generally, the design shows there search set up and the methods of data collection used. In this study cross-sectional research design approach was employed because it is a one-time cross-sectional study, it cannot therefore gauge the temporal variations or a trend in the data collected and hence, enabled the researcher to collect a large amount of data from a sizeable population in a highly economical way. According to Saunders, (2005), this kind of design, gives the researcher more control over research process.

# 3.3 Study Population

According to Kothari (2010), argued that, study population is also known as a well- defined collection of individuals or objects, known to have similar characteristics. The target population for this study constituted the Dodoma city which has a total of 410,956 inhabitants of whom 199,487 are males and211,469 are female (Source Census August 2012). The population under this study is in three categories, these were employed and unemployed youth, and training staffs. These training staffs were selected because of their status as they were provided relevant information related to the study.

# 3.4 Sampling Design and Sample Size

# 3.4.1 Sampling Techniques

According to Kothari (2010), who defined sampling techniques, as the procedures used to select the sample to represent entire population. This is because; it is not possible to involve all population for a proposed study area due to time, accuracy and financia**l** constraints (Enon 1998). The use of both probability and non-probability sampling makes easier for data collection in the sense that, the weakness of one technique is supplemented by other technique (Enon, 1998). Probability sampling is sampling procedure, where each item in the population has a chance to be included in the sample. Non-probability is Sampling procedure where by items in the sample are selected deliberately by the researcher (Kothari, 2010).

# 3.4.1.1 Random Sampling

Random sampling is sampling procedure, where each item in the population has a chance to be included in the sample. In this technique, all members in the population have an equal chance of being selected to form a sample and the technique, is suitable a sit avoids bias in sampling process (Kothari, 2005).Therefore, both employed and unemployed youth were selected randomly. Their selected from database which has provided by VTC, that database has full information of each graduates, database provide was names of graduates from 2018-2020.

# 3.4.1.2 Purposive Sampling

Purposive sampling is a sampling procedure where by items in the sample reselected deliberately by the researcher (Kothari, 2005).Purposive sampling starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose (Creswell, 2014). Due to the nature of the study, the purposive sampling technique was used to select the sample of respondents basing on the knowledge and by virtue of working in the study area. The purposive sampling was used to select the training staffs. The purposive sampling technique suited the demands of the study a sit assured economical aspects in selection of the intended respondents who are well known, knowledgeable and willing to take part in the study.

# 3.4.2 Sample Size

According to Adam and Kamuzora (2008), he defined sample as a subset of universal set of population. It is difficult for the researcher to conduct research to all targeted population rather the researcher has to select a few from the entire population to participate on the study (Enon, 1998). The sample of this study was drawn by the following formula

Whereby is sample size, critical value which is 1.96 based on 95% confidence interval, d (10%) is marginal error, **P** is proportional of the population (youth employed Vs youth unemployed for unknown respondents).

n=96 respondents who are Vocational Education and Training graduates of both employed and unemployed, 14 key informants (training staffs) which make a total of 110 respondents.

#

# 3.5 Data Types and Sources

Generally, data were collected from two sources, primary sources and secondary sources. Data collected from primary sources are known as primary data and collected from secondary sources are called secondary data.

#

# 3.5.1 Primary Data

Primary data area fresh in formation gathered directly from fields (Mbogoetal, 2012). Primary data is fresh, first-hand in formation and original in character intended for there search being undertaken (McGregor, 2015). Primary data is important for all areas of research because it is the direct information about the results of an experiment or observation. In this study, primary data was quantitative and qualitative. So in this study Primary Data was collected from employed or unemployed youth and training staff.

# 3.5.2 Secondary Data

Secondary data are information gathered from other previous studies, e.g., published material and information from internal sources such as raw data and unpublished summaries (Mbogo et al., 2012). Documentary review entails gathering information from recorded documents (Bestand Khan, 2013). Review of documents is a process of reading with or associated with issues related to what the researcher is studying (Borg and Gall, 2015).

# 3.6 Data Collection Methods and Tools

# 3.6.1 Field Survey

Field survey method was used to collect quantitative data in this study. A questionnaire with closed-ended and open-ended questions administered in form of face to face was used to collect data from respondents on contribution of vocation education training on youth employment. The interviewer obtained primary information from youth 15-24 years who had graduated regardless of whether employed or not prior to research. (Saul McLeod ,2018)whoarguedthatA questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer, or post Questionnaires provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people.

#

# 3.6.2 Key Informant Interview

Key informants were selected basing on their knowledge and experience on vocation training education. The Key informant interviews (KIIs) for qualitative data, carried out-with vocation education training staffs. KIIs are two-way systematic conversation between an interviewer and an interviewee, initiated for obtaining information relevant to a specific study from experienced and knowledgeable person. The interview is probably the most common research method in qualitative research because it provides an easy and flexible method that is used to capture important ideas and detailed opinions to enrich the research (Bryman and Bell, 2011). Key informant interview in this was guided with open ended questions usedto get more information and was used to training providers of two VTC and employers within Dodoma City.

# 3.6.3 Documentary Review

In addition, to collect the required secondary data, documents such as journal articles, and other relevant internet resources was reviewed related to topic understudy.

# 3.7 Data Processing, Analysis and Presentation

# 3.7.1 Data processing

A series of actions or steps performed on data to verify, organize, transform, integrate, and extract data in an appropriate output form for subsequent use. Methods of processing must be rigorously documented to ensure the utility and integrity of the data. (Joyce M. Ray: Purdue University Press: 2014). So, data in questionnaires was edited, coded, and entered in a computer to detect errors and omissions to make them amenable for analysis. IBM SPSS statistics was used in the exercise.

# 3.7.2 Data Analysis

Analysis refers to actions and methods performed on data that help describe facts, detect patterns, develop explanations, and test hypotheses. This includes data quality assurance, statistical data analysis, modeling, and interpretation of results. (Joyce M. Ray: Purdue University Press: 2014) The computer programe that used for analysis is Statistical Product and Service Solution (SPSS) version 20.

# 3.7.3 Quantitative Data

Quantitative data was analyzed by using the data collected from study area to be entered in a Microsoft excel database and cleaned to ensure accuracy and

Completeness. Statistical package for the social sciences (SPSS), was used to analyze the data and the hypothesis of findings was tested by using chi-square in cross tabulation and the descriptive data was analyzed into frequency distributions, percentages and data interpretation was done by using table and charts. All in all statistical package for the social sciences (SPSS) was used to measure associations, statistics and variation in some of the variables on contribution of vocation education training to youth employment.

# 3.7.4 Qualitative Data

Data were interpreted and organized into different themes based on the conceptual description of ideas, which was expressed by respondents during the discussion. Contents were analyzed in higher level. This level of analysis is not only interpretive, but also is concerned with the response as well as is inferred or implied. Data collected in this study through interviews was edited, coded, summarized, classified, tabulated and finally analyzed.

#

# 3.8 Validity and Reliability

# 3.8.1 Validity

Validity refers to degree to which the instrument is capable of measuring what it is supposed to measure accurately, effectively, and efficiently (Omari, 2011). It is the extent to which inferences, conclusions and decision made based on test scores are appropriate and meaningful (Banks, 2005). There searcher took several different steps to ensure the validity of the study; Data were collected from reliable sources, Questions to be based on the literature review and conceptual framework and the questionnaires were pre-tested by a small number of carefully selected respondents to make sure that they are well understand and measure what they are supposed to measure.

# 3.8.2 Reliability

Reliability is whether the instrument is likely to give consistent results across time, place, similar instrument, irrespective of who is using it, (Omary, 2011). Also, Reliability is concerned with consistency of responses with which the repeated measure produces the same results across time and respondents (Saundersetal.2007).

For a research to be reliable, it must demonstrate that if it was carried out on a similar group of respondents in a similar context, then similar results was found (Kothari, 2004).

Reliability is a measure of how consistent the results from a test are and in order to ensure the reliability of these research findings therefore, the researcher designed the questionnaires in a simple, short, and hence not boring format, the questionnaire was structured in a simple language as to avoid respondent, Additionally, there searcher conducted a pre-testing of questionnaires where a total of 10 questionnaires will be distributed to few respondents as to test whether they generated the sought data. The researcher then collected the pilot questionnaires, redesigned them and then redistributed them to all target respondents for final data collection.

# 3.9 Ethical Considerations

Research ethics refers to the type of the agreement that the researcher enters into with the research participants. According to Best & Khan (2014) ethical issues in research fall in to one of the five categories, which are protection from stress, harm, or danger; informed consent; right to privacy; confidentiality; and honesty with professional colleagues. The researcher observed and guaranteed participants confidentiality that is; they were assured that identified information will not be made available to anyone who is not directly involved in the study. The researcher was abide to strict ethical principles and guaranteed participants of anonymity throughout the study process, Also all references was cited accordingly and moreover, the researcher respected respondents’ freedom as to when to complete the administered questionnaires.

The permission to conduct this study was from relevant authorities. These include the permission from Dodoma city and a written permission from the Open University of Tanzania.Inadditiontothatrespondentswasassuredoftheconfidentiality of the information that to be provided to the researcher as it was for the purpose of the study only and not otherwise (Best and Khan , 2014).

#

# 3.10 Limitation of the Study

Community awareness on the importance of providing information was low in such a way that some of the respondents were reluctant in providing required data when interviewing face to face. In such situation where respondents are rigid to give information, the researcher needed to address well the aim of data he/she is collecting and to assuring the respondent confidentiality on information taken to rescue any contradictions from respondents. Timing of the respondent, the study was conducted in city, hence there was no time convenient to everyone. Some respondents were in their day-to-day activities. Therefore, much time was spared in interviewing respondents due to inconvenience and interruption of their working schedule.

#

# 3.11 Chapter Summary

This chapter three comprises of the selection of the study area and its justification, research approach and design, study population, sampling design and sample size, data types and sources, data collection methods and tools, data processing, Analysis and presentation, Validity and Reliability, Ethical Considerations and Limitations of the Study.

# CHAPTER FOUR

# DATA ANALYSISAND PRESENTATION OF RESULT

# 4.1 Overview

In this chapter the results of the study are described, and the analyses of the data are presented. The results describe information on demographic characteristics of the respondents, types of skills training, factors that facing youth vocation education on employment and Basic measures taken by vocation training institute in enhancing access to employment opportunities to youth.

#

# 4.2 Respondents Characteristics

Demographic variables in this study include sex, age and marital status

#

# 4.2.1 Sex of Respondents

Results in Table 4.1 shows that most 59.4% respondents were male while the female were 40.6%. This implies that most of the males are engaged in vocational training than females. The result is like the report by Mallya (2008) that Tanzania has established many vocational training centers where students learn different trades like nursing, handcraft, hotel and tourism which are mostly attended by females. Mechanical trades like masonry, electrical and other technical trades have male students as the majority.

Table 4.1: Sex of Respondents

|  |  |  |
| --- | --- | --- |
| Variable | Frequency | Percentage |
| Sex of respondents |  |  |
| Male | 57 | 59.4 |
| Female | 39 | 40.6 |
| Total | 96 | 100 |

# Source: research data, 2020

# 4.2.2 Age Profile of Respondents

Results in Table 4.2 indicate that out of 96 of respondents, 32.3% had age between 20-24 years; the majorities (53.1%) of respondents were aged from 25-29 years. While 14.6% aged greater than 30 years. Results implied that, most of the respondents fall within the economically active age. Youths are more responsive to new ideas and practices, while older ones are conservative and less responsive to adopt new ideas and practice literature?

Table 4.2: Age of Respondents

|  |  |  |
| --- | --- | --- |
| **Variable** | **Frequency** | **Percentage** |
| **Age of respondents (years)** |  |  |
| 20-24 | 31 | 32.3 |
| 25-29 | 51 | 53.1 |
| Greater than 30 | 14 | 14.6 |
| **Total**  | 96 | 100 |

**Source:** Research findings 2021

# 4.2.3 Martial Status of Respondents

The findings of the study in Table 4.3 revealed that 78.1% of the respondents were single followed by married which accounted for 19.7%, separated 1% and divorced 1%. This implies that majority of graduate who are seeking for the jobs are not married.

Table 4.3: Marital Status of Respondents

|  |  |  |
| --- | --- | --- |
| **Variable** | **Frequency** | **Percentage** |
| **Marital status** |  |  |
| Single | 75 | 78.1 |
| Married | 19 | 19.7 |
| Separated | 1 | 1 |
| Divorced | 1 | 1 |
| Total | 96 | 100 |

**Source**: Research finding 2021

**4.3 Types of Skills Training Offered By Authorized Vocational Skill Institution**

**4.3.1 Types of Skills**

Results of the study from Table 4.6 show that most respondents (54.2%) were in the mechanical trades, followed by 20.9% who were in arts and craft, 16.5 % were trained in hair dressing and beauty and 8.4% were trained in catering. This shows that most of the youth trained in Dodoma city Vocation Education Training identified by this study was in the mechanical trades specialism. This results is contrary to the study done by Mbokote, (2012) which found most of skill acquired by many graduate was hairdressing and beauty, this contrast might be due the nature of area where the study carried out.

Table 4.4: Number Trained in each Skill

|  |  |  |
| --- | --- | --- |
| **Skill trained** | **Frequency** | **Percentage** |
| Hair dressing and Beauty | 16 | 16.5 |
| Catering | 8 | 8.4 |
| Arts and Craft | 20 | 20.9 |
| Mechanical trades | 52 | 54.2 |
| **Total** | **96** | **100** |

**Source:** Research findings 2021

# 4.3.2 Type of Employment

Research findings from Table 4.5 show comparative picture of youth employment in both formal and informal sectors. Out of 86 youth employed, 74.4% were in informal employment whereas 25.6% were in formal employment. Further investigation revealed that apart from being trained on specific skill areas, youth at Dodoma city are also trained on entrepreneurship and business management (Twalibu, 2019).

Table 4.4: Type of Employment

|  |  |  |
| --- | --- | --- |
|  **Employment** | **Frequency** | **Percentage** |
| Formal | 22 | 25.6 |
| Informal | 64 | 74.4 |
| **Total** | **86** | **100** |

**Source:** Research findings 2021

# 4.3.4 Number Employed in Each Skill

The youth graduates’ status of employment was cross tabulated with area of specialization. Table 4.7 shows that out of 96 graduates who indicated their employment status by area of specialization most of them (86) were employed. 87.5% of respondents trained in hairdressing and beauty, 62.5% in catering, 80% in arts and crafts, 98.1% in mechanical trade were employed. Only 12.5%, 37.5%, 20% and 1.9% trained in hairdressing and beauty, catering, arts and crafts and mechanical trades were not employed respectively. Table 4.6 shows that there was no significance difference on employment between different skill training areas. This could be indicative of that at some point in the development of vocational training; these areas of specialization were attractive because of the available job opportunities. The results is similar with study done by Mbalamwezi (2015) where most of youth engaged in mechanical trades as it involves practical which are most preferred by them.

Table 4.6: Number Employed in Each Skill

|  |  |  |
| --- | --- | --- |
| **Employed**  | **Skills trained** | **Total** |
| Hair dressing andbeauty | Catering | Arts andcraft | Mechanical trade |
| Yes | 14 (87.5%) | 5 (62.5%) | 16 (80%) | 51 (98.1%) | 86 |
| No | 2 (12.5%) | 3 (37.5%) | 4 (20%) | 1 (1.9%) | 10 |
| Total | 16(100%) | 8 (100%) | 20 (100%) | 52 (100%) | 96 |

**Source:** Research findings 2021

# 4.4 Factors Facing Youth Vocation Education on Employment

The second question wanted to assess the youths’ understanding the factors that hinder them from accessing employment. Through questionnaire, the youths were asked to examine factors that facing youth vocation education on employment. The following are the responses. The findings in Table 4.8 shown that 16.7% of respondents said that the hindrance for them to get employment is corruption and 10.4% of respondents said that they fail to get due to few employment opportunities. Not only that but 37.5% of respondents said that it is because of lack of job experiences and 35.4% said that it is due to low wages. Therefore the results revealed that youths had a view that lack of job experience and low wages were the main factors facing their access to employment.

These findings are in line with Irira (2014), found that one reason for higher youth unemployment rates is that first time job seekers, who are mainly young, face greater difficulty owing to lack of work experience and, often, limited access to job vacancy information. Another reason is that younger workers have higher job turnover rates because of lack of skills and training, the lack of credit facilities for self-employment and problems of transition from school to work. Nyukorong (2014), in his findings was found that widespread existence of “Whom you know” when trying to secure a position as a cause of unemployment.

In his study, Nyukorong found that 80% of the 50 bank sector employees interviewed obtained their employment through “Whom you know” whereby he recommended that the Anti-Corruption Campaign Coalition must push for the full implementation of the National Anti-Corruption Action Plan (NACAP) which could increase awareness of nepotism and its impact on individuals and the society in addition to suggesting strategies for combating it

Table 4.5: Factors Facing Youth Employment to Get Job

|  |  |  |
| --- | --- | --- |
| **Variable** | **Frequency** | **Percentage** |
| Lack of working Experience | 36 | 37.5 |
| Corruption | 16 | 16.7 |
| Low wages | 34 | 35.4 |
| Employment opportunities | 10 | 10.4 |
| Total | 96 | 100 |

**Source:** Research findings 2021

# 4.5 Basic Measures Taken by Vocation Training Institute in Enhancing Access to Employment Opportunities to Youth

# 4.5.1 The Quality of Graduates

The quality of graduates in employment are measured through different ways, this is to know if the graduate can compete in labour market. The findings in Figure 2 show that majority of the graduates are employed in industries as assessment conducted about 41.7% of respondents said that they provide best trainers who work hard and also they got employers request in different companies and industries, 25% said that they got good feedback from the employers about the graduate who working hard and efficiently, 16.70% said that most operations in industry are done by the graduate from VETA. These findings are in line with Stiftung (2014) found that Vocational Education plays a central role in preparing individuals to enter the labor force and in equipping them with the skills needed to engage in lifelong learning experiences. This implies that most of the vocational trainers provide a good quality graduates who have better knowledge and can be able to compete in the market.

Figure 4.1: Quality of Graduates from Vocational Trainers

#

# 4.5.2 Preparation of Graduates for Experience

Experience of a job is the major challenges for the youth to be employed in any company. Most of the graduates have no experience of certain activities especially in vocational studies, to minimize the challenges of job experience the vocational trainers makes the effort on preparing the graduates to have job experience. The findings show that vocational training prepare seminars (12.5%), field attachments which are almost done for 75% and found the internship opportunity for their graduates which is done for about 12.5%. This result is in line study done by Brennan, *et al,* (2002) which shows that vocational educational and training institutes they prepare their graduate with job experience.

Usman and Tafida (2011) agreed that, employability skills and soft skills can are effective in development of infrastructure, development of investor friendly economic conditions, and improvement of a nation’s rapidly deteriorating quality of education. Therefore, the vocational training improves the graduate inexperience, especially through internship opportunity and field attachments.

Figure 4.2: Preparation of Graduates for Experience

#

# 4.5.3 Measurements on Performance of Students

Performance of the student influence youth to be employed in any job category especially in practical training. The findings show that 71.4% of the vocational training use competency-based assessment on both practically training and field attachment report which is based on practical work. Competency standards are made up of units of competency, are which made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package (TAFE, 2008).

CBA also focuses on development of skills, knowledge and attitudes required to achieve competency standards. This is vital for both instructor and learners and to achieve the learning outcomes takes lots of practice (International Confederation of Midwifes, 2012). Acakpovi and Nutassey (2015) found that the CBT program improves job accessibility. It also provides many other advantages including increase practical activities, effective capacity building and linkages with industry which results in easy job placement. For these reasons that the CBT system is fully adopted in many countries that are conducting VET courses. The finding implies that competence based assessment is the best way to measure the performance of students, although some of them are good in practice than in theoretical manner.

Table 4.6: Measurements on Performance of Students

|  |  |  |
| --- | --- | --- |
| **Measurements** | **Frequency** | **Percentage** |
| Competence based Assessment | 10 | 71.4 |
| Field attachment result | 4 | 28.6 |
| Total | 14 | 100 |

**Source:** Research findings, (2021).

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

# 5.1 Overview

This chapter presents the summary of the findings, conclusions and recommendations on Contribution of Vocation Education Training to Youth Employment in Dodoma city. Specifically the study determined type of skills training, examine factors facing youth employment, and analyze basic measure to be taken by VET in enhancing opportunities on youth employment in study area.

# 5.2 Summary of the Findings

The present study built on previous attempts to assess Contribution of Vocation Education Training to Youth Employment. It was carried out along three research objectives, which were to determine type of skills training, examine factors facing youth employment, and analyze basic measure to be taken by VET in enhancing opportunities on youth employment. The majority of respondents were male 59.4%. The study results revealed that majority of respondents 53.1 were between 25 - 29 years old and single 78.1%. Out of 96 graduates, 86 (89.6%) were employed, vast number of graduates were informally employed.

The respondents had mainly graduated in mechanical trade, arts and crafts, hairdressing and beauty and catering cluster of specialization. The highest proportion of male (98.1 %) was in mechanical trade, usually perceived as a male dominated skill while the highest proportion of female 87.5% was trained in hair dressing and beauty. Further investigation revealed that apart from being trained on specific skill areas, youth at Dodoma city were also trained on entrepreneurship and business management.

In addition when respondent was asked about factors leading to employment hindrance 37.5% said due to lack of working experience while least number 10.4% said due to lack of employment opportunities. In this study substantial proportion of key informant 41.7% accepted that they provided best training as a measure taken by VET in creating job to youth. When key informant asked about preparation of youth experience 75% said graduate were prepared through internship while 12.5% said through field attachment. Lastly 71.4% of respondents said graduates were assessed through competence based and 28.6% assessed through field attachment results.

# 5.3 Conclusion

The main objective of this study was to find assess Contribution of Vocation Education Training on Youth Employment in Dodoma city. Indeed, youth employment could constitute the backbone in most of the sectors in developing countries because failure to do so might result in wider social concerns in particular, peace and order problems, juvenile delinquency, drug abuse, broken families, and rebellion as we can see today what happening to our societies. The problem of unemployment is higher among the youth as compared to the adult population, in both developed and developing countries.

Furthermore, factors such as lack of experiences and skills mismatch as well as low school leaving age that have been said to contribute to the high youth unemployment compared to the adult population. The youth employment challenge is complex and successful solutions were needed to draw on various stakeholders and multi-disciplinary approaches. In this research it was found out that mostly on labor market and entrepreneurship related policies and thus, left the broader issues of an enabling youth employment framework such as macroeconomic conditions, the rule of law, political leadership as well as youth empowerment and integration into the society (Shaidi, 2006).

In the past half-century, changes have been brought about in the youth employment because of technological innovations. Most regions, with employment facilities are quick to adopt the global package and make them economically viable. In fact they have benefited from the type of employment. They are constrained in the production process by lack of access to inputs, technology, credit and markets (ILO, 2011). The results obtained indicate that, unemployment is one of the important phenomena to the youth, lack of good government policy and sufficient capital have highlighted the negative links, between poverty and employment and raised concern about the implications of low employment on poverty and people’s welfare (ILO, 2011).

The study demonstrated that, youths are mostly affected by the situation of unemployment. Better education was argued to be the main way to improve employment but the problem of unemployment is still higher among the youth as compared to the adult population in Tanzania. Factors such as lack of experiences and skills mismatch as well as low school leaving age have been said to contribute to the high youth unemployment compared to the adult population. Weak economic growth and national capacity to create sufficient quantity and quality of jobs in the formal economy, is also interconnected with high rates of youth unemployment (Waller, 2012).

To combat the problem of higher youths’ unemployment, there should be vocational education centers as well as industries that could be able to absorb many youths. However, this study has revealed that many youths fail to enter the labor markets due to poor skills they possess Mmari (2002), cemented that on the high levels of unemployment among people with primary education in urban areas and suggest that their skills are insufficient to allow them to find gainful employment. Similar concerns exist for secondary graduates.

Hence, action plans and programmes to promote skills for the unemployed youth should be put in place so that youths could have enough skills required in the labor market. Furthermore, the study has revealed that youths became unemployed due to lack of job opportunities because of absence of industries. Shaidi (2006) argued that, the core problem facing youth in Tanzania was unemployment. This problem is characterized by lack of job opportunities in urban areas and under- utilization of most of the national labor force in the rural areas.

Apart from that, government of Tanzania has made the efforts to create gender balance but the situation persisted. Women, have less access to education, employment as well as financial services, related to their special needs in relation to capital investment for businesses. When it comes to business tasks, women face difficulties in carrying out the responsibilities of all the domestic chores that are normally expected for a woman in traditional societies or may take longer to perform the tasks (Kwesiga, 2002).

# 5.4 Recommendations

1. Based on the findings from the study, the following are important recommendations for youth’s employment in Tanzania.
2. There is a need by district levels to establish entrepreneurial strategies system by extending services to rural areas, investing more in rural communities, so that could access information when they needed it.
3. There is a need, for structural reforms to improve functioning of the cooperatives and for ensuring greater efficiency and viability. Cooperatives need assistance in phasing out government financial support, with a clear and an active guidance to improve financial viability and generate internal resources.
4. Greater democratization of cooperative institutions and increased professionalism in their management capacity building is needed through awareness generation, training and participation (ILO, 2011). It was clear from the emerging scenario that, the group approach and mobilization of youth into commodity associations is one strategy that helps in the empowerment process.
5. Another strategy that is clearly discernible is to expand the universe of agro-service providers as well as buyers and purchasers of agricultural produce, to make the market environment more competitive.
6. There is a need, for governments to empower youth to take advantage of the opportunities, opening both market forces in the domestic and international markets economies, through agriculture system.
7. To protect youth as vulnerable groups against such eventuality, government needs to build in requisite safety and safeguards so that, reforms have a human face. This was implyed implementation employment policy reforms, optimizing input efficiency, introducing sustainable agricultural practices, bringing about institutional change and improving institutional capacity, developing human resources and encouraging greater participation of the non-governmental sector in agriculture (ILO, 2011).
8. There is a need, to establish center of entrepreneurial production in every area of which, may be used as the focal point for cooperation and coordination, among the youth to force them working around the center. Here person to person contact for the exchange of ideas, discussion with resource persons, discussion meeting of those areas leaders, teachers, and educationist, are supposed to be organized and held occasionally to make their knowledge up to date, among themselves as well as among communities working in different places (Shaidi, 2006).

# 5.5 Area for Further Research

There is need for scholars to undertake research that would enable donors to overcome their dilemma in supporting both basic and vocational trainings. This would ensure availability of more resources to vocational institutions. Further research would be needed to ascertain the impact of investment in training on enhancing individual’s competitiveness in labor market. This was assisted vocational institutions and the government on their strategic planning for attainment of vision 2030. A comprehensive research would be needed involving, labor market, economic growth, and business support policies. This would provide a road map for planners in Kenya and steer the country towards economic growth as has been the case in Malaysia. German system of vocational training has been hailed as an excellent example. However this requires further research to find out its applicability in Tanzania environment.

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# APPENDICES

Appendix 1: Questionnaires for respondents (Youth Graduates of DODOMA VOCATIONAL TRAINING) in the study area

Please, you are kindly asked to provide sincerely information on the following questions.

All information provided was strictly be treated confidentially.

**THE OPEN UNIVERSITY OF TANZANIA**

**CONTRIBUTION OF VOCATIONAL EDUCATION TRAINING ON YOUTH EMPLOYMENT**

**A CASE OF DODOMA CITY**

***Questionnaire***

|  |  |
| --- | --- |
| Age of respondent |  |
| Sex of respondent (Male =1, Female=0) |  |
| Marital status (married =1, Single =2, divorced =3),separated=4 |  |

***Section 1: Questions***

**PART-A: Type of training skills practiced by DODOMA VOCATIONAL TRAINING graduates on employment.**

1. What types of vocational training you think are useful?

i) Formal ( ) ii) Informal ( )

1. If is formal in question 1 how long did the training take?

i) Six months ( ) ii) One year ( ) iii) Two years ( ) iv) Three years v) Others (specify).......................

1. Where did you get your training? .......................................
2. Which vocational skill were you trained in?

i) Driving () ii) Tailoring and dress making ( ) iii) Catering ( )

iv) Carpentry and joinery ( ) v) Painting and sig writing ( )

vi) Electric wiring ( ) vii) Plumbing ( ) viii) Masonry ix) Secretarial ( )

x) Motor vehicles mechanics ( )xi) Other (specify)...........................................

1. a) Did you complete the training? i) Yes ( ) ii) No ( )
2. b). if yes what was the year of your graduation?.........................................

5. c) If the answer is No in question 5a, what was the main reason?

i) Failed ( ) ii) Failure to pay fees ( ) iii) Did not like the skill ( )

iv) Marriage ( ) v) Others (Specify)......................................

1. Did you choose the trade skills for yourself?

i) Yes ( ) ii) No ( )

1. If the answer in question 6 above is No, who choose it for you?

i) Parents ( ) ii) Instructors ( ) iii) Friends ( )

iv) Brother/Sister ( ) v) Other (Specify)..............................

1. a) Are you employed?

i) Yes ii) No

b) Did you get your employment as a result of having being trained skills?

i) Yes ( ) ii) No ( )

c) Is your employment formal or informal?

i) formal ( ) ii) informal ( )

c) Did the training of course provide you with adequate skills needed for your present type of work?

i) Yes ( ) ii) No ( )

**PART-B: Factors facing youth vocational graduate in getting employment.**

1. Are vocational skills in VETA helped you in employment?

i) Yes ( ) ii) No ( )

1. If you are employed how many years in total have you been working at this work place?

i) Less than one year ( ) ii) One to less than two years ( )

 iii) Two to less than five years ( ) iv) Five to less than ten years ( )

v) Ten years or more ( )

1. What kind of employment do you have?

i) Wage employment ( ) ii) Self-employment ( )

iii) Others (specify)..........................................................

1. Is your job permanent, temporally or for fixed term?

i) Permanent ( ) ii) Temporary ( ) iii) Fixed term ( )

1. Which activity is your main source of income?

i) Vocational skills activities ( ) ii) Petty trade ( ) iii) Farming ( )

iv)Wage employment ( ) v) others (specify)........................

1. Have you asked for bribe when seeking for a job??

i) Yes ( ) ii) No ( )

1. How much do you earn per month from vocational skills? ......................... Tsh.
2. Are the money earned on your activity enough for expenditure?
3. Yes ( ) ii) No ( )
4. What do you say about labour market of youth vocational training graduates?

i) There is a lot of employment opportunities ( ) ii) Few employment ( )

iii) Very few opportunity ( ) iv) No opportunity ( )

1. Is job experience a factor in getting employment?
2. Yes ( ) ii) No ( )

**PART-C:Basic measures taken by VET in enhancing employment opportunities**

19. How would you rate the teachers’ training skills, knowledge and communication abilities?

1. excellent ( ) b) very good ( ) c )Fair ( ) d) poor ( )

20. How would you rate the training materials and tools used during your training?

a) excellent ( ) b) very good ( ) c) Fair ( ) d) poor ( )

21. In a scale of 1 - 4, how would you rate the skill you learnt in your life? (Benefits, interest etc)

a )Excellent ( ) b) Very good ( ) c )Fair ( ) d) Poor ( )

22. What mode of assessment did the teachers use during your training?

23. How would you rate the experience of teacher trained on? ( experience in general)

a )Excellent ( ) b) Very good ( ) c )Fair ( ) d) Poor ( )

**Questionnaires for staff**

1. Are there any measures done by your institution to ensure graduates employment? (Yes /no)
2. If yes, please mention them!
3. ………………………………………………………..
4. …………………………………………………………
5. ………………………………………………………..
6. ………………………………………………………..
7. …………………………………………………………
8. Does institution produce quality graduates? (Yes/no)
9. If yes, how? If no why?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. How does institution prepare graduates for experience?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. How do you measure the performance of students theoretically and practically?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

1. Do you support graduate to get job? ( yes/no)
2. How does your institution link graduates with employers?

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Where do graduate typically get job/employment after graduation?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

1. Which way used to identify the marketability of the trade course?

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………...

11. What do you think, are the factors contributing to youth unemployment in Tanzania? Please mention them.

a)…………………………………………………………….. b)…………………………………………………………….. c)…………………………………………………………….. d)…………………………………………………………….. e)……………………………………………………………..