

**THE CONTRIBUTION OF VOCATIONAL EDUCATION TO YOUTH  
EMPLOYMENT: A CASE STUDY OF VETA AND NON VETA GRADUATES IN  
MOROGORO REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN RURAL  
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## ABSTRACT

The overall objective of this study was to assess the contribution of vocational education to youth employment in Morogoro Region. The specific objectives were to identifying factors that influence vocational education graduates in getting employment; determine the attitudes of employers; assess the vocational skills practiced by graduates of vocational education centres and employed vocational youth graduates; compare youth incomes between VETA and non VETA graduates; and determine problems and challenges facing vocational graduates in getting employment. A cross-sectional research design was applied in which a questionnaire was used to collect primary data. A sample of 120 respondents was drawn through snowball sampling technique. Data were analyzed using SPSS 16.0 version, in which descriptive statistics were determined. Key informants including 12 tutors from vocational training centres and 10 employers were interviewed to provide information on vocational education training. Likert scale was used to measure the attitudes of employers and vocational graduates. A binary regression used to determine factors influencing vocational education graduates in getting employment and T-test analysis was used to compare youth incomes of VETA and non VETA graduates. Study findings revealed that the average income of VETA graduates was relatively lower than that of non VETA graduates. However, this was not statistically significant. Vocational education contributes to youth employment. The study recommends that government should create conducive environment for the graduates to get capital or loans from financial institutions. This will help the youth to get more chances of being employed in public and private sectors and expand more chances for self employment.

## DECLARATION

I, Twita Mwollo Ntallima, do hereby declare to the Senate of Sokoine University of Agriculture, that this dissertation is my own original work done in the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution.

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Date

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Date

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## **DEDICATION**

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**LIST OF ABBREVIATIONS**

ATE	Association of Tanzania Employers
CRDB	Co-operative and Rural Development Bank
CSO	Civil Society Organization
FBO	Faith Based Organization
FIs	Financial Institutions
ICT	Information and Communication Technology
ILO	International Labour Organization
MDA	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
NBC	National Bank of Commerce
NEP	National Employment Policy
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Co-operation and Development
RAWG	Research and Analysis Technical Working Group of REPOA
RVTSC	Regional Vocational Training and Service Centre
SPSS	Statistical Package for Social Sciences
TOT	Training of Trainers
TSH	Tanzanian Shillings
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization
UNIDO	United Nations Industrial Development Organization
URT	United Republic of Tanzania
VETA	Vocational Education and Training Authority

VITC	Vocational Instructors Training College
VTC	Vocational Training Centres
WB	World Bank



## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Study**

The Vocational Education and Training Authority (VETA) was established by the Parliament Act No. 1 of 1994. VETA is charged with 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 labour in both wage employment and for skills needed. VETA coordinates more than 860 Vocational Training Centres 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 (VETA, 2006).

The youths' employment prospects are closely related to the education received. Access to basic education is widely recognized as an effective means of combating youth labour. Adams (2008) however, argues that the provision of public technical and vocational training is less than adequate as it often offers insufficient opportunities for practice and is biased toward white collar jobs in the urban wage sector. It provides courses that are often rigid and too standardized to meet the multi-skills needs at the workplace and often include little accountability and few incentives to monitor and adjust to changes in the demand for skills of formal and informal sectors. Young people, and in particular young women and men in rural areas face particular challenges on employment. 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. In Tanzania there are growing numbers of largely unskilled new entrants into the labour market (URT, 2003; UNIDO, ILO, UNDP, 2002). 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 employment in industries. The root cause of youth unemployment may be attributed to a combination of factors, the inability of the economy to absorb the rapid growth in population, a mismatch of skills, inappropriate technologies and a general failure of economic programmes to take in those activities with the greatest potential for creating employment (Malekela, 1997). Parents and young people consider the vocational training centres to be the most prestigious, for they are wage-labour orientated, but also the training is directed towards trainees acquiring Trade Test Grade III, a nationally recognized qualification. As a consequence, there is strong competition for places and entrance tests are employed as the principal selection mechanism. For the youths to become useful resource they must be gainfully employed, but every year thousands of graduates are completing vocational education and other colleges but there are no jobs.

## **1.2 Statement of the Problem**

The problem of youth unemployment is currently a serious issue in Tanzania and the vast majority of youths receive no vocational training of any kind. Many youths work as unskilled labourers in small and medium sized firms, and their employment is inferior and lowly paid. Tanzania's unemployment rate 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 (URT, 2012). Research and Analysis Technical Working Group (RAWG) (2009) as cited by Mwakapugi *et al.* (2010) showed that in 2007 the percentage of pupils who completed primary school was 78% and only 68% out of 78% proceeded to secondary school. However, only 38% of these entrants passed the Form Four Examination at Divisions 1 to 3, and just a quarter of Form Six graduates progressed to tertiary education.

A number of studies have been done to assess the impact of training activities on different labour 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). Although vocational training is practised in Tanzania, youth employment is still low and there is no documented information on the contribution of vocational education to youth employment. The purpose of this study is to explore the contribution of vocational education to youth employment.

### **1.3 Study Justification**

One of the objectives of VETA according to Act No. 1 of 1994 is to promote a balancing of supply and demand for skilled labour in both wage employment and for skills needed for self-employment in rural and urban areas (VETA, 2006). VETA has been given the role of transforming of our country's economy, hence the vocational training system must meet the demands of labour market and must also address issues concerning unemployment. VETA enriches a person for life and it provides the competences which are necessary in a democratic society. Societal and economic development depends on the strength of VETA as it provides access to skills and entry routes into the labour market. This study is in line with the National Strategy for Growth and Reduction of Poverty II Cluster I Goal 2 which needs to reduce income poverty through promoting inclusive, sustainable and employment enhancing opportunities (URT, 2010a), and National Employment Policy of 1997 which puts emphasis on youth training for increasing employment opportunities (URT, 1997).

Mcha (2012) reported a number of youth remaining in labour market for long period without accessing employment because most of youth have no skills. Skills requirement in the labour market are not compatible with skills supply. Hence this study is considered to

be an important step towards bringing vocational youth employment gap. The findings of the study are expected to contribute towards an understanding of youth employment on VETA and non VETA graduates in Morogoro Region.

## **1.4 Objectives of the Study**

### **1.4.1 General objective**

To assess the contribution of vocational training on youth employment in Morogoro Region.

### **1.4.2 Specific objectives**

- i. To identify factors influencing vocational graduates in getting employment.
- ii. To assess the vocational trades studied by vocational graduates on employment.
- iii. To determine the attitudes of employers and vocational education graduates on suitability in employment.
- iv. To compare the incomes of VETA graduates to those of non VETA graduates.
- v. To determine problems and challenges facing vocational education graduates in getting employment.

## **1.5 Research Questions**

- i. What factors influencing vocational graduates in getting employment?
- ii. What are the vocational skills practiced by vocational education graduates on employment?
- iii. What are the attitudes of employers and vocational graduates on suitability in employment?
- iv. How do the incomes of VETA graduates compare with those of non VETA graduates?
- v. What are the problems and challenges facing vocational education graduates in getting employment?

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 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 Labour Organisation (2012) reported that education and vocational training policies are especially important and must impart employable skills to youth entering the labour market, while labour 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 training and skilled youth and adults who will provide the needed labour for improved performance in industry and other economic and social service sectors, to provide young and adults persons with opportunities to acquire skills in production, service, entrepreneurship and business management and to enable the productive and service sectors to train and develop their human resources (URT, 1995).

The policy emphasizes that the type of education and training must be associated with acquisition of skills for wage employment, self-employment or further vocational and professional advancement. It covers the commercial, techniques, work study programmes

and apprentice taken by ministries, NGOs and private organizations. 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, colour, ethnicity creed or economic status.

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 as economic development in a poor 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). The general strategy is to design and implement youth employment action plan to facilitate and support provision of effective, efficient and transparent service for promoting of youth mobility and employment. The challenge therefore is to design integrated employment generating macro-economic policies that create decent opportunities for young men and women who represent majority of the population and in the labour force (Semboja, 2007).

## **2.2 Labour Market**

For most of the 1990s, employment opportunities for young people age 15-24 were scarce. The recession at the beginning of the decade had a lasting effect on the youth labour

market. Young people in Africa are confronted with many difficulties when it comes to their integration into the labour market. Youth unemployment which is substantially higher than global adult unemployment has been growing in the last decade (ILO, 2006). The total number of youth is expected to keep increasing rapidly in the next ten years. In 2005, 62% of the population below age of 25 and the total number of the youth (age 15-24) is forecast to grow by an additional 22 million in 2005 - 2015 (ILO, 2006). By 2010, the share of youth in the population in sub-Saharan Africa will reach about 28%, making Africa the youngest region in the world (World Bank, 2009). By defining a specific target through the Millennium Development Goals (MDGs) concerning youth employment (Target 16) the international community has recognized the seriousness of the situation on the dramatic economic, social and political consequences (on poverty, social cohesion, migrations) of youth employment problems.

New entrants from primary, tertiary and colleges into the labour market is approximately 700 000 annually but only 30 000 or 3% secure employment on in the formal sector, 97% of the entrants partly fall into the informal economy and some remain inactive (Mwanjali, *et al.*, 2005). There is a need to prepare more young people to access available job opportunities and to work and employ themselves on a self-reliance basis. On the other hand, there is need for adults to have access to vocational education and training. The situation of youth on African labour markets has many economic, social and political consequences. The absence or weakness of labour income negatively affects the welfare of the youth in broad sense, while vulnerability to negative shocks increases their probability of becoming or staying poor. According to ILO (2006), the number of the youth working poor in Africa (near 60% of total youth employment) is increasing. Other consequences include a delayed social integration and modification of their demographic behaviour, disruptive social behaviour and participation in armed conflicts and migration.

### **2.3 Youth Employment and Unemployment**

URT (1996) defined a youth as a boy or a girl who is in a transition period from childhood to adulthood. The international standard used to define youth, as a young person is often characterized as such based on socio-economic, cultural, or institutional contexts that vary by country and individual situation. The definition of youth as one with age of 15 up to 35 years was applied in this study. The developmental process of youth is full of challenges such as securing employment. Employment is the main link between growth and reduction of income poverty. Samji *et al.* (2009) cited by Mwakapugi *et 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.

According to the latest figures the rate of 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.

### **2.4 Training Factors**

#### **2.4.1 Vocational education in Tanzania**

Vocational education is the kind of education aimed at preparing the students for work in a commercial or technical field; the course content is mainly practical and enables graduates to enter the labour force. Mutarubukwa (2007) argues that in Tanzania VETA training on



skills competence involves a planned and organized activity specifically meant to transfer knowledge, skills and attitudes to vocational training institutions graduates in order to be able to solve job related problems. Tanzania has established many vocational training centres 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). Many institutions are registered by VETA (Nyambo, 2002). For a large number of primary school leavers, vocational education seems to be a major alternative road to 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).

Skills required are those for improving the quality of people's lives and alleviating poverty through formal and non- formal employment. Vocational educational is a strategy for successful development of the manpower required for the labour market (Kondo, 2003). Vocational Education and Training is designed to prepare, update or retrain artisans for employment at semi- skilled level, in any branch of economic activity. This kind of education and training may be provided on the job or off the job or a combination of the two (URT, 1995). In addition to learning general cognitive skills, it is important efforts be made to ensure that as many Tanzanians as possible develop and acquire specific job related skills and positive attitudes towards work of all kinds.

Although vocational education and training was developed in most countries as a means of resolving the problem of access to employment of underachieving pupils and school drop

outs, the poor condition of many African VET systems makes it difficult for young graduates to meet the private sector skill demands. This situation is due to underinvestment in the system, given the low esteem given to vocational training, the priority being given to the general education systems. Many French speaking African countries have also inherited education and training systems based on residential technical and vocational education and with little flexibility. African systems find it difficult to balance the dual purpose of the formal and informal sectors, i.e. to train high quality workers and to give second chances to school dropouts (Kahyarara and Teal, 2006).

#### **2.4.2 Vocational education training in Morogoro**

Morogoro Region is part of the Eastern Zone which covers two administrative Regions namely Morogoro and Coast Region. Morogoro has an area of 70 799 square kilometers with a total of 28 vocational centres, among them 11 vocational training centres (VTCs) are located in rural areas and 17 VTCs located in urban areas (VETA, 2011). In Kilombero there are three VTCs, in Kilosa there are 6 VTCs, in Morogoro Rural there are 3, in Morogoro Urban there are 14 VTCs, Mvomero there is one VTC and in Ulanga there is one VTC (VETA, 2011).

The ownership of the vocational training centres is by public institutions including the central government with eight VTCs, Local Government Authority with one VTC and VETA with three VTCs. Private institutions are another type of ownership which comprise of Faith Based Organizations (FBOs) with 6 VTCs, Civil Society Organizations (CSOs) with 1 VTC, private individuals 7 VTCs and private companies with 2 VTCs. The enrolment in the centres in Morogoro in 2010 in both long and short courses was 2167 males and 1017 females (VETA, 2010).

Data from VETA (2011) showed that in the Eastern 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, 2011).

## **2.5 Demographic Factors of Youth**

### **2.5.1 Age and sex**

Age and sex are important demographic variables and are the primary basis of demographic classification in vital statistics, censuses and surveys. They are also very important variables in the study of youth employment. The comparison of age and vocational youth employment is normally done using a four year age group classification. The study done by Budría and Pedro (2008) found that relative to younger individuals, those aged above 25 find the training program less effective when it comes to obtain a job. This shows that age does not significantly affect the probability of employment during the first year. The odds ratio of the above-25 age group shows that older individuals have a probability of employment that is only 61.8% that of younger individuals. An explanation for this pattern is that older workers tend to enter in jobs that are less stable or, alternatively, that they have a safety net that allows them to live without working.

### **2.5.2 Education**

The education system has a critical role in preparing young people for life and work. It is responsible for preparing young men and women with a base of intellectual development, knowledge and skills that will enhance their personal ability as well as their potential for employment, and assist them in coping with changes at the workplace brought about by technology and other factors. It is a key determinant of the life style and status an individual enjoys in a society. Studies done by Budria and Pedro (2008) have concisely shown that education attainment has a strong effect on youth employment. They further explained that education and vocational training should have a link to employment policy and should be responsive to the development of core skills being used in workplaces. A key function of the education system should be the progressive development of employability skills among young people. Several studies on the consequences of schooling failure indicate that dropping out of school can result in lower employment rates (Psacharopoulos, 2007). More education is positively associated with youth employment and it become stronger with higher levels of schooling. This indicates that raising education levels improves economic opportunities, increasing the value of youth time and in turn reducing unemployment on vocational skills. Youth needs to acquire appropriate education so as to get employment. However, Kahyarara and Teal (2006) findings are that general education is more rewarding than vocational education and on-the-job training.

### **2.6 Attitudes on Youth Employment**

Attitude is the most central interest to social psychology (Wrightmans, 1977). Van den Ban and Hawkins (1996), defined attitude as more or less permanent feelings, thoughts and predispositions a person has about certain aspects of his environment and the components are knowledge, feelings and inclinations to act. Similarly, according to Wrightsman (1977), the components of attitudes are cognitive, affective and conative.

He further elaborates that the cognitive component includes the beliefs, the perception and the information one has about the attitude object. It is fact oriented, whereas the affective component refers to the emotional feelings (liking or disliking) of the attitude object, it is the most central aspects of an attitude. The conative component refers to one's policy oriented towards the attitude object, to one's stance. It emphasizes how the respondent would respond. Attitude of employers and youth are looked on the youth employment as it helps to determine what information people selectively perceive and how they organize it (Griffin, 1984). An attitude is a feeling toward people, situation or roles that affects the way a person reacts. If a person's attitude toward something is favourable the people react positively and adjust well to it and vice versa. Employers attitudes towards youth employment depends on the skills needed in the market, competence and experience had on vocational skills. This affects the youth in getting employment in vocational trades.

Some research is starting to suggest that employers' reliance on qualifications in selection and recruitment may be diminishing. However, this finding treated qualifications, particularly academic ones as important screening devices by employers recruiting young people with little labour market experience. The role of qualifications in recruitment is highly dependent on the sectoral, occupational level, and labour market context (Unwin, *et al.*, 2004). Qualifications on the vocation skills are considered in vocational employment by the employers. Youth who are qualified are most favorable in getting employment by the employment.

## **2.7 Review of Studies on Policies**

### **2.7.1 National Employment Policy of 2008**

The Government of Tanzania formulated various employment policies so as to promote employment, youth development and decent work agenda in the country. Such policies

include National Employment Policies of 2008 and National Youth Development Policy of 2007. The major objective of the National Employment Policy was to increase employment opportunities leading to poverty reduction by creating an enabling environment for all stakeholders to participate fully in human capital development and employment promotion to attain high rates of economic growth. The aim of this National Employment Policy is to stimulate an adequate employment growth in the economy, in order to reduce unemployment and underemployment and eventually attain full, productive, and decent employment for all Tanzanians. The overall vision of this National Employment Policy is to have society engaged in decent gainful employment capable of generating adequate income to sustain it, and reduce poverty as envisaged by the Tanzania Development Vision 2025. Despite the policies formulated in Tanzania the problem of unemployment and underemployment has now become so serious, that it should be regarded as a major national development challenge with ramifications for economic welfare, social stability and human dignity. Unemployment and underemployment have remained one of the intractable problems facing Tanzania.

The National Employment Policy is linked to Tanzania's major macro and sectoral policies as well as programmes undertaken at micro levels to provide direction and focus on employment creation initiatives (URT, 2008). Employment creation is a multidimensional issue involving all Tanzanians, Government Ministries, Departments and Agencies (MDA), Regional and Local Authorities, The Private Sector, Employers and Workers Organizations, the Development Partners and a wide range of various NGOs and Civil Society Organizations. The policy is also designed to ensure greater involvement and active participation of the private sector, civil society, communities, and development partners in human capital development, in employment promotion, employment services provision and job creation initiatives. One of the objectives of the vocational education

and training act is to promote or provide vocational education and training according to needs, within the framework of overall national socio-economic development plans and policies (URT, 2006), however ILO (2010) explains that youth argued the government had failed to turn policy promises into action and to consult effectively with youth in policy dialogue. As a result, youth were unaware of policies and programmes available to help them enter and stay in the labour market. Education and vocational training should broadly have a link to employment policy and should be responsive to the development of core skills being used in workplaces. According to ILO Report (2012), an analysis of the track record of Tanzania and other SADC countries highlights that despite the existence of good documents, there is a weak capacity to implement policies and programmes, including provisions of protocols agreed at regional and international levels. Monitoring and evaluation of implementation of policies and reporting on progress to take timely remedial action and learn from experience is also an area of weakness. Extraordinary measures are required to get out of a business as usual mode, taking a more action oriented approach designed to deliver results envisaged in the design of the many policies and programmes already developed and those being designed.

### **2.7.2 The National Investment Promotion Policy of 1996**

Tanzania has made major progress over recent years towards putting into place a general policy environment which is more favourable for private sector expansion and sustainable economic development. Progress has been made with the development of a more market oriented financial system with the liberalization of interest rates. A substantial number of both local and foreign banks and non banking institutions have been established in order to provide short, medium and long term loans to investors (URT, 1996). Both local and foreign investors are encouraged to establish development banks for venture capital and lease financing so as to match and facilitate the country's current pace with regard to

investment and productivity. However, the international year of youth (2011) argued that youth faced barriers to the creation and development of business opportunities, particularly in gaining access to financial, physical and social capital. The most relevant long term development objective consists of revitalizing and raising the level of productivity in the leading productive sectors like agriculture, manufacturing, mining and construction trade restructuring the export sector and realizing the potential of tourism and human resources development.

The specific industry policy objectives is to contribute towards achieving investment transformation, to improve access to finance as a basis for encouraging investments in technology and industrial expansion especially electronic, computer and other high technology industries (URT, 1996). It also aimed at identifying and promoting informal/micro-enterprises sector activities that have potential for output expansion and employment generation.

### **2.7.3 The National Micro-finance Policy of 2000**

In 1991 Tanzania government initiated financial sector reforms in order to create an effective and efficient financial system. Since 1991, much of the financial reforms agenda has been implemented and has had an appreciable impact. The National Bank of Commerce (NBC) and the Co-operative and Rural Development Bank (CRDB) have been restructured. At the end of March 1999 there were 31 institutions. Despite this progress in mini-stream banking system, micro-finance services have been slow to develop because they were weak, hence, the majority of Tanzanians incomes are very low, access to financial services offers the possibility of managing scarce household and enterprise resources more efficiently protection against risks, provision for the future and taking advantage of investment opportunities for economic returns (URT, 2000).



For households, financial services allow higher standards of living to be achieved with the same resources base, while for enterprises and farmers, financial services can facilitate the pursuit of income growth.

Savings services are among the most beneficial financial services for low income people. Nearly all households need to save, to protect themselves against periods of low income or specific emergencies and to cover large anticipated expenses like school fees. Enterprises also need to store the value to accumulate from their profits until they can invest them to earn a higher return. Moreover, savings in financial form provide funds for investment by others. Thus, savings services can have a very broad outreach and value. Micro-finance addresses the financial needs of major sectors of the Tanzanian population. They are primarily facilitators rather than creators of the underlying economic opportunities that lead to wide spread economic prosperity. Micro-finance services differ materially from social welfare and resource transfer policies, although they can contribute to the reduction of poverty and improvement of income distribution.

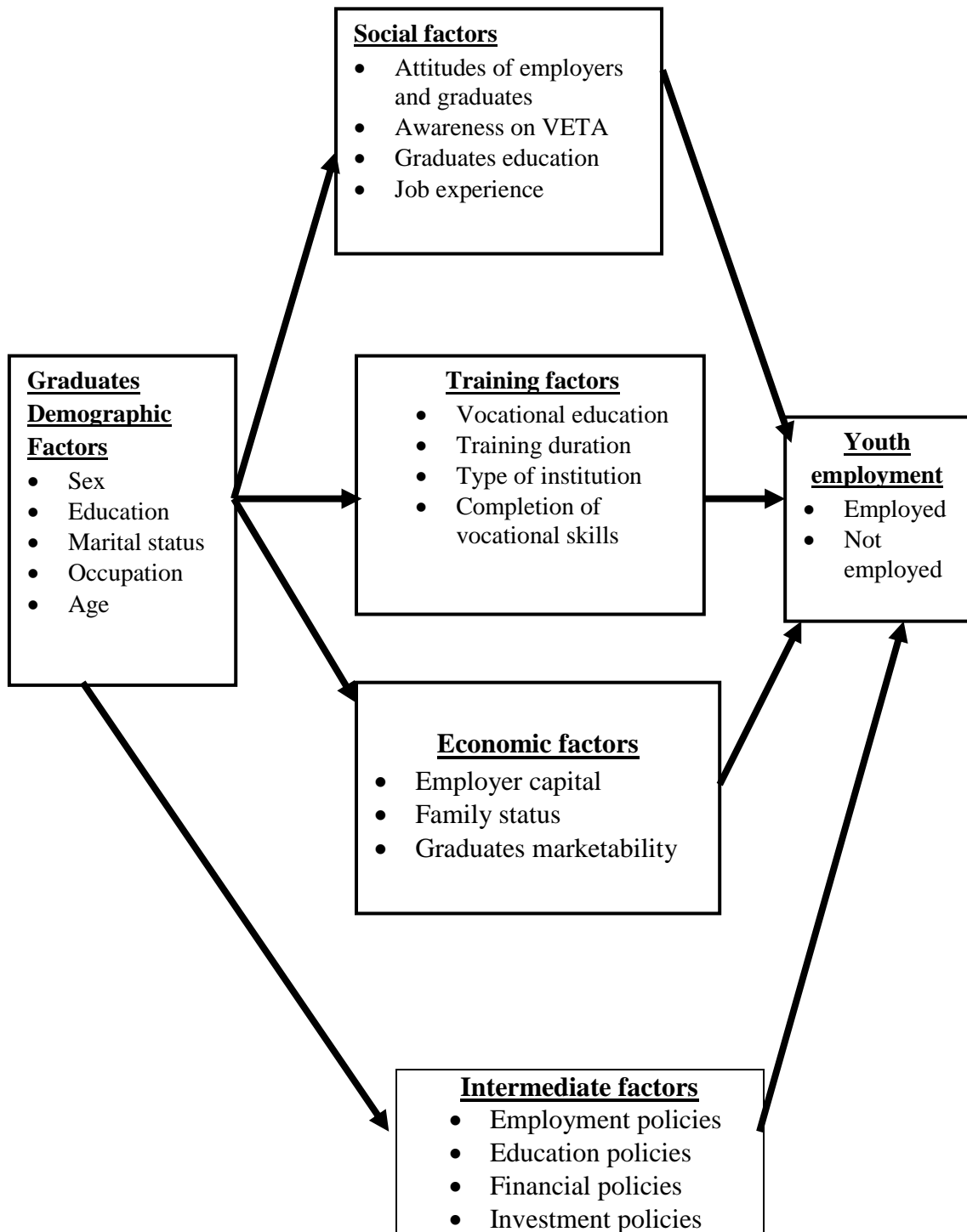
## **2.8 Conceptual Framework**

A conceptual framework is a narrative outline presentation of variables to be studied and relationships between variables. The variables shown in the conceptual framework in Figure 1 include the background variables namely sex, age and educational level of vocational graduates. The independent variables include economic factors, social factors and training factors. The graduate's demographic factors will have direct influence on the independent variables. The independent variables will have direct influence on the dependent variable. The basis of the conceptual framework is to show how the graduates demographic factors, social factors, economic factors and training factors contribute to youth employment for the vocational education graduates.

Background variables

Independent variables

Dependent variables



**Figure 1: Conceptual framework for the contribution of vocational education on youth employment**

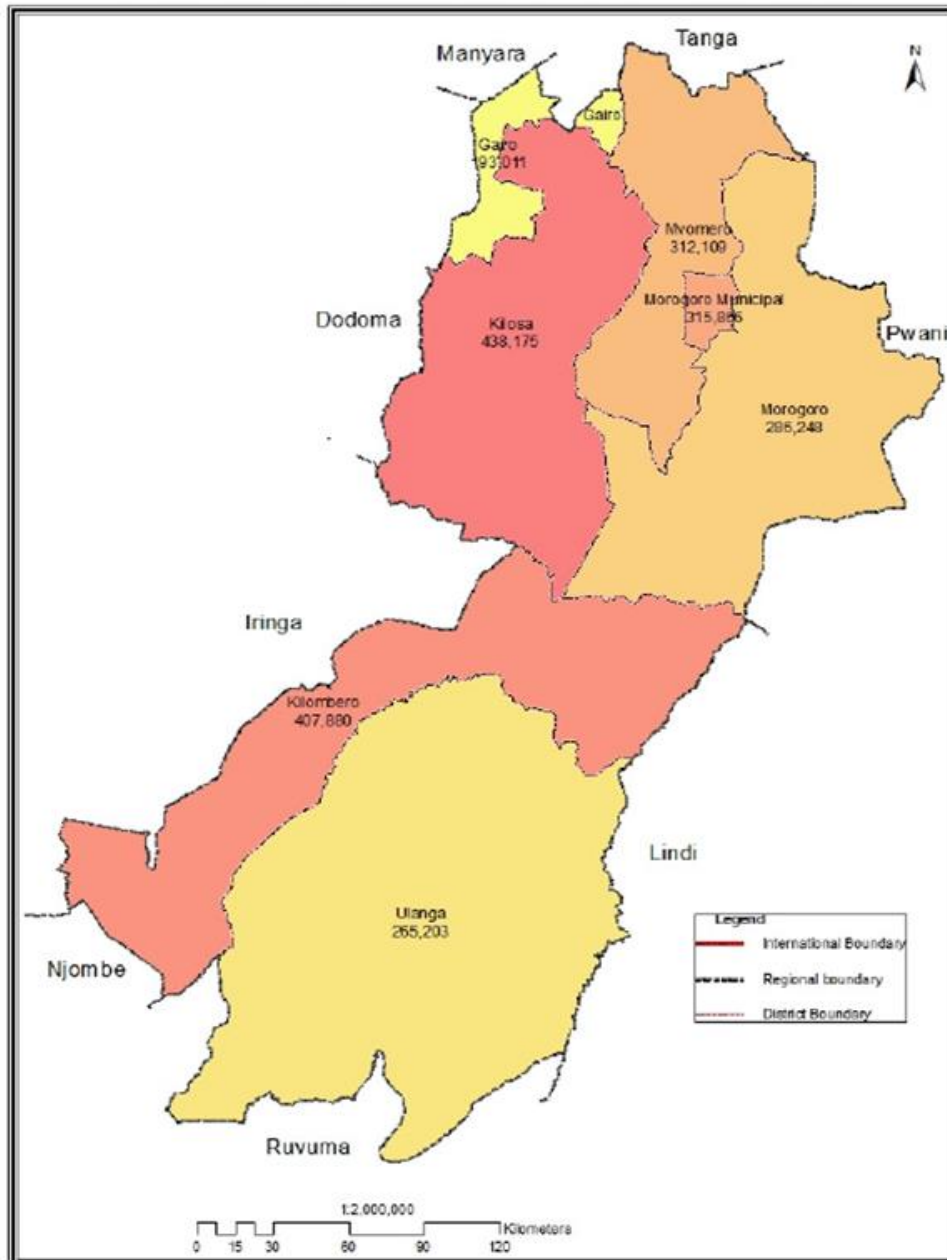
## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

This chapter describes the methodology employed during the research work. It includes description of the study area, research design, sampling techniques and statistical procedures used to analyze the collected data.

#### **3.1 Description of the Study Area**

Vocational Education and Training Authority is organized into nine zones. Eastern zone is one of the nine zones which cover two administrative Regions namely Morogoro and Coast Region. Morogoro Region (Fig. 2) is located on the eastern side of Tanzania Mainland and has a population total of 2 218 492, among them males are 1 093 302 and females 1 125 190 (URT, 2013). The main reason for choosing Morogoro as a case study was the presence of three vocational training colleges and one vocational teacher training college in Morogoro, the colleges are Kihonda Regional Vocational Training and Service Centre, Mikumi Regional Vocational Training and Service Centre, and Dakawa Vocational Training College and Morogoro Vocational Instructors Training College. This helped to collect the data on the contribution of vocational training to youth employment with a case study of VETA and non VETA graduates.



**Figure 2: Map of study area (Morogoro Region)**

### 3.2 Research Design

A cross-sectional research design was used in the study. In this study data were collected at a single point in time. A questionnaire was used to collect data. The design is helpful in determination of relationship between variables of the study (Babbie and Mouton, 2007).

### **3.3 Sampling Study Procedures**

#### **3.3.1 The study population**

The study population comprised VETA graduates and non VETA graduates with different skills who are employed and those who are self-employed in Morogoro Region. VETA graduates are the vocational education students who get vocational skills from Vocational Education Training Authority (VETA). Non VETA students are vocational students who studied vocational skills in college centres which are registered by VETA but are not run by VETA. Some of them are public centres and others are private vocational centres. Most graduates in vocational colleges work in urban areas where they engage in different employment and some work in rural areas as employed and self-employed.

#### **3.3.2 Sample size**

The researcher selected randomly a sample of 120 respondents from VETA (77) and non VETA (43) graduates. Simple sampling techniques were employed for selecting tutors four out of twenty eight vocational centres were randomly selected. From each of the sampled vocational centre, a representative sample of 3 tutors was also selected randomly, thus making a total sample of 12 tutors and 10 employers were randomly selected.

#### **3.3.3 Sampling method**

Snowball sampling technique was used to select the respondents because the respondents are undocumented. Snowball sampling is often used to find and recruit “hidden populations,” that is, groups not easily accessible to researchers through other sampling strategies (Babbie and Mouton, 2007).

### **3.4 Data Collection**

#### **3.4.1 Primary data**

Quantitative data were collected for this study. Quantitative data were collected through questionnaire. These were administered to VETA graduates and non VETA graduates, tutors and employers to collect information within a short time. This tool gathered graduates' demographic information, social, training and economic information. In social factors, attitude of employers on vocational youth graduates information was collected and saw their attitudes on youth employment. Awareness on VETA was also looked so as to see whether people are aware on VETA that provides vocational skills which are demanded in labour markets. Graduates level of education of vocational graduates was collected as primary, secondary or tertiary level of education and job experience of vocational graduates looked after completion of vocational trade skills. In training factors vocational type of education was looked as formal or informal, training duration in vocational skills taken in studies and the year of completion of vocational skills. This was done so as to see the time used to be employed after completion of vocational skills. Economic factors such as employers capital was seen whether it affects youth employment in vocational trade skills, family status like poor or rich family affects the youth in getting employment.

#### **3.4.2 Secondary data**

Secondary data on the Act of establishment of VETA, courses offered by VETA, number of students graduated in VETA and impacts of training by VETA were derived from existing information through documentary reviews, reading materials such as books, journals, government reports, Non-governmental Organisations reports. The information was obtained from libraries, internet and relevant documents from VETA Offices to capture the information on factors influencing vocational graduates on getting

employment, contribution of vocational education to youth employment and problems and challenges facing VETA graduates in employment (Appendix 4,5 and 6).

### 3.5 Data Processing and Analysis

Data processing and analysis were done using the Statistical Package for Social Sciences (SPSS 16.0 version). In quantitative descriptive statistics namely frequencies, percentages and means were used for variables such as sex, education, marital status, occupation and age. Descriptive statistics were used in determining problems and challenges facing VETA graduates in getting employment and identifying the factors influencing vocational seducation graduates in getting employment. Likert scale was used to measure the attitudes of employers and VETA graduates and non VETA graduates on suitability of youth's employment. Binary regression model was used to determine the factors influencing VETA graduates and non VETA graduates in getting employment and T-test analysis used to compare youth incomes of VETA and non VETA graduates.

The model used was:-

$$Y = \alpha + \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_n X_n + e \dots \dots \dots (1)$$

Where: - Y= Youth employment (1= If employed, 2= If not employed)

$\beta_0$ =Constant

$\alpha$  = Constant term

$\beta_1 \dots \beta_n$ =Regression coefficient of variables

e = Error term

n = Number of observations (youths).

K  $X_1 - X_n$  = Predictors

$X_1$ = Sex (Dummy: 1 = if female, 2 = if male)

$X_2$ = Vocational training skills (1 = Completed, 2 = Not completed)

X<sub>3</sub>=Vocational education (1=Formal, 2 = Informal)

X<sub>4</sub>= Training duration (1=one month to two years, 2 = above two years)

X<sub>5</sub>=Job experience (1= have experience, 2= not have experience)

X<sub>6</sub>= Marketability (1= VETA graduates, 2= Non VETA graduates)

X<sub>7</sub>= Vocational institution (1=VETA, 2 = Non VETA)

X<sub>8</sub>=Employers' capital (1 = if is a factor, 2 = if is not a factor)

X<sub>9</sub>= Level of education (1= Primary, 2 = secondary and tertiary).

X<sub>10</sub> = Marital status (Dummy: 1 = if married, 0 = Otherwise)

T-test analysis was used to compare youth incomes of VETA graduates to those of non VETA graduates who are employed and those who are self-employed.



## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION**

This chapter describes the findings of the study. The results of the study are presented and discussed in line with the study objectives and research questions. The chapter is divided into five sections. Section 4.1 describes the basic demographic and socio-economic characteristics of respondents. Section 4.2 presents types of vocational training skills which are practiced by graduates. Section 4.3 presents social factors such as attitudes of employers and vocational graduates on youth employment, awareness on Vocational Education Training Authority and their education level. Section 4.4 compares the incomes of VETA graduates and non VETA vocational graduates. Lastly, Section 4.5 presents the problems and challenges facing vocational education graduates on youth employment.

#### **4.1 Demographic and Socio-economic Characteristics of the Respondents**

The demographic and socio-economic characteristics of respondent are presented in Table 1. The parameters for demographic characteristic include sex, religion, marital status and age, while socio-economic characteristics include education and occupation. The study comprised 120 respondents. Since the sampling used snowball technique in Morogoro Region this reflects the dominance of men in vocational education studies. Despite the 2012 census report showing females being 1 125 190 while males were 1 093 303 (URT, 2013), it was identified that more males are engaged in vocational training than females when this study was being conducted. Mallya (2008) reported that Tanzania has established many vocational training centres 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. Ikatu (2010) comments that cultural preferences of investing more in males by

sending them to school in greater numbers than females, early marriage, pregnancies at young age and low status of women are all contributing factors.

The findings from the study showed that more than two thirds of the respondents had age between twenty one and thirty years while one third had age between 16 – 20 and 31 – 35 years. This implies that the majority of vocational education graduates interviewed were in the active age group. Ages of 16 – 20 years are few because of engaging in education studies and ages of 30 – 35 years are engaged in other economic activities. The study done by Biagi and Lucifora (2005) showed many employers tend to hire undergraduate students because they are younger, have low wage expectation and more stable than the postgraduate students. Marital status of the respondents showed that the number of youth who are single exceed that one of married and very few were divorced.

The provision of quality education is central to achieving socio-economic development in any country. It increases the capability of a nation by building capacity of its people to understand, manage and harness the environment through increased knowledge and adoption of science and technology in the process of production. The findings showed that about half of the respondents had received secondary education and very few had received college education. This implies that the number of primary education leavers attending the vocational training education was low compared to form four leavers. This shows that one of VETA objectives of promoting and provides vocational education and training according to needs, within the framework of overall national socio-economic development plans and policies (VETA, 2010) did not succeed because it left a lot of primary leavers in rural areas. Religion is considered to be an important cultural variable that affects vocational training by vocational centres which provide vocational skills to youth and being employed in different places which demand vocational trades. Every respondent was

asked to state their religious affiliation. The results showed that two thirds of the respondents were Christian while the rest were Moslems. This showed that religion was not a problem in vocational training because different people are engaged in vocational training and are being employed as wage employees or as self-employment.

**Table 1: Demographic characteristics of respondents (n = 120)**

<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Sex</b>	Female	35	29.2
	Male	85	70.8
<b>Age (years)</b>	16 – 20	10	8.3
	21 – 25	40	33.3
	26 – 30	45	37.5
	31 – 35	25	20.8
<b>Marital status</b>	Single	65	54.2
	Married	53	44.2
	Divorced	2	1.7
<b>Education level</b>	Primary	46	38.4
	Secondary	67	55.8
	College	7	5.8
<b>Religion</b>	Christian	81	67.5
	Moslem	39	32.5

#### **4.2 Main Occupation of the Vocational Graduates**

Youth are engaged in different occupations studied in vocational centres. Tanzanian government has established many vocational training centres which cover a variety of courses. Students learn different trades like agriculture and food processing, automotive repair, business administration, clothing and textiles, construction, electrical, general subjects, hospitality and tourism, ICT, laboratory technology, mechanical, printing, teaching methods and mining. The study showed automotive trade had many youth who work on it and most of them were males (21.7%) while females were 0.8%. Secretarial

trade was dominated by females with 16.7% and no males engaged in secretarial courses, carpentry and joinery were for males only. Other trades had small numbers of youth working in them (Table 2). The study found that students chose courses based on sex. Trades like nursing, handicraft, hotel and tourism courses are mostly attended by female students. Mechanical trades like masonry, electrical and other technical trades had more male students. This may be attributed to poor perception of males to do the jobs which need more energy and males had strength to do such tasks and females were looked upon as weak to do such trades. Education is another problem where males are seen as capable in studying science subjects and females to study arts subjects. VETA (2010) supports this by explaining that five sectors with more females than males were clothing and textile sector, business administration sector, hospitality and tourism, laboratory and ICT. On the other hand, five sectors with fewer females were automotive, construction, electrical, mechanical and mining (Appendix 4).

**Table 2: Main occupation of respondents (n=120)**

Category	Sex		Total
	Females	Males	
None	1 (0.8%)	0 (0%)	1(0.8%)
Information technology	1 (0.8%)	2 (1.7%)	3 (2.5%)
Aluminum glass wire	0 (0%)	2 (1.7%)	2 (1.7%)
Automotive	1 (0.8%)	26 (21.7%)	27 (22.5%)
Carpentry and joinery	0 (0%)	16 (13.3%)	16 (13.3%)
Catering	3 (2.5%)	4 (3.3%)	7 (5.8%)
Draftsman architecture	0 (0%)	1 (0.8%)	1(0.8%)
Driving	1 (0.8%)	4 (3.3%)	5 (4.2%)
Electrical	1 (0.8%)	14 (11.7%)	15 (12.5%)
Fitting and turning	2 (1.7%)	0 (0%)	2 (1.7%)
Masonry	0 (0%)	3 (2.5%)	3 (2.5%)
Plumber	0 (0%)	6 (5.0%)	6 (5.0%)
Secretarial	20 (16.7%)	0 (0%)	20 (16.7%)
Tailoring	3 (2.5%)	0 (0%)	3 (2.5%)
Teaching	1 (0.8%)	0 (0%)	1 (0.8%)
Tourist	1 (0.8%)	0 (0%)	1 (0.8%)
Water resources engineer	0 (0%)	1 (0.8%)	1 (0.8%)
Welding	0 (0%)	6 (5.0%)	6 (5.0%)
<b>Total</b>	<b>35 (29.2%)</b>	<b>85 (70.8%)</b>	<b>120 (100%)</b>

### 4.3 Factors Influencing Vocational Graduates in Accessing Employment

The study aimed at determining factors influencing VETA and non VETA graduates in getting employment in Morogoro Region. Interviewed vocational graduates were 120 who are graduates of vocational education skills in VETA and non VETA centres. Non VETA are vocational centres which are not run by VETA. Respondents from Morogoro Municipality were 67.5%, Kilosa respondents were 30.8% and Gairo respondents were 1.7% of the interviewed graduates. The researcher wanted to see whether sex, level of education, vocational institution, training duration and marketability of vocational

graduates, job experience, employer capital, vocational education, employer capital, marital status and vocational skills factors are significant in vocational youth graduates getting employment.

The logistic regression analysis refers to statistical relationship between two or more variables (Kothari, 2004). Babbie and Mouton (2007) defined regression analysis as a method of determining specific function relating Y and X. That is, X causes Y. The value of X determines the value of Y. Table 3 presents the results of regression analysis of the factors influencing VETA and non VETA graduates in getting employment. The predictors included in the regression were sex, level of education, marital status, vocational education, vocational institution, training duration, vocational skills type, marketability of graduates, job experience and employer capital. Regression analysis helps to predict the value of one variable from the knowledge of the other and it interprets what exists physically, describes cause and effect relationship.

**Table 3: Binary logistic regression results presenting factors influencing VETA and non VETA graduates in getting employment (n = 120).**

<b>Variable</b>	<b>B</b>	<b>SE</b>	<b>Sig.</b>	<b>Exp(<math>\beta</math>)</b>
Sex	0.869	0.590	0.141	2.600
Level of education	0.956 *	0.465	0.040	2.385
Marital status	0.110	0.426	0.797	1.116
Vocational education	- 0.619	0.594	0.297	0.538
Vocational institution	- 0.912	0.544	0.094	0.402
Training duration	0.771	0.468	0.100	2.162
Vocational skills	0.956	0.769	0.214	2.600
Marketability	- 0.298	1.178	0.800	0.742
Job experience	- 0.867	1.080	0.422	0.420
Employer capital	- 1.015*	0.514	0.048	0.362

Significant level\* =  $P < 0.05$

The results from Table 3 showed that two of the predictors included in the analysis (level of education and employer capital) were statistically significant ( $P < 0.05$ ) respectively, whereas eight of the predictors (sex, marital status, vocational education, vocational institution, training duration, vocational type of skills, marketability of graduates and job experience) were not statistically significant ( $P > 0.05$ ). The result implies that the two predictors had influenced youth in getting employment. Employer capital showed highest predictors ( $\beta$  – Value of 0.362), (SE of 0.514) and (P – Value of 0.048) that contributed to vocational youth graduates in getting employment. Employer capital influenced the youth employment opportunities negatively. Employer’s capital did not affect youth employment in vocational trade skills. This will depends on the needs of the employment in vocational skills. This implies that the capital of the employers has small impact on the chances of youth employment.

#### **4.3.1 Level of education**

Education is a key determinant of the lifestyle and status an individual enjoys in a society. It enables a person to be predictive and acquire knowledge which helps in doing work according to skills attained. Level of education were measured by using binary logistic regression looking at whether primary education or secondary education were the factor influencing the youth in getting employment. The predictors level of education ( $\beta$  – Value of 2.385), (SE of 0.465) and (P-Value of 0.040) were significant ( $P < 0.05$ ) (Table 3). Youth with higher level of education in vocational training had more chances of being employed compared to those with low level of education in vocational training. This is supported by the World Development Report (2013) which showed that education and training are considered a core factor in determining the chance of a successful transition into work. The challenge is that standard seven leavers who failed national examination will be in the danger zone of remaining unemployed and most of them are found in rural

areas. There is a need of increasing the education level of vocational graduates by upgrading the standard seven who reached Level I in vocational trades to certificates and diploma level in vocational education.

#### **4.3.2 Sex**

Sex as defined being a male or female and this had influence on youth employment. The study showed that sex ( $\beta$ -value of 2.600), (SE of 0.590) and (P-value of 0.141) of which contributed to youth employment positively. Binary regression analysis in Table 3 showed predictor was not statistically significant ( $P > 0.05$ ). Sex of youth did not affect the youth in getting employment. Vocational graduates females and males have equal chances of being employed. Although the number of vocational skills studied depends on the type of vocational trade skills taken by the youth. However, ILO (2011) reported that young women have more difficulty than young men in finding work. The female youth unemployment rate in 2009 stood at 13.2% compared to the male rate of 12.9 %, this may be attributed by the low level of education and engagement in other activities at home.

#### **4.3.3 Marital status**

Youth of 15 to 35 years may or may not be married. The study determined if the marital status of the respondents had impact on youth employment. The predictor marital status of the vocational youth graduates had ( $\beta$ -value of 1.116), (SE of the 0.426) and (p-value of 0.797) showed that marital status were not statically significant ( $P > 0.05$ ). Marital status did not affect youth graduates in getting employment. Married and non-married youth had the same chances of being employed in vocational trades they have. Youth employment on vocational skills had no segregation in employment, though corruption is a challenge in females in getting employment. Table 1 show a half of respondents was single, two fifths of respondents were married, and none of respondents were divorced.



#### **4.3.4 Type of vocational education**

Vocational type of education is the education graduates studied as formal or informal. Formal education is officially done or carried out in accordance with established or prescribed rules and informal education is the type of education which is not officially prepared, organized or sanctioned. Regression model used to determine the influence of vocational type of education on youth employment. The study showed type of vocational education ( $\beta$ -value of 1.821), (SE of 0.594) and (p-value of 0.297) was no significant on youth employment. Martins and Pereira (2004) showed that the labour market reward to education is, as measured by wages, particularly large in Portugal.

#### **4.3.5 Vocational institution**

Vocational institution mean the institution were graduates got vocational training in VETA or non VETA centres. Binary model was used to determine the influence of vocational institution on youth in getting employment. The study showed vocational institution ( $\beta$ -value of 0.402), (SE of 0.544) and (p-value of 0.094) were not statistically significant ( $P > 0.05$ ) (Table 3). Vocational institutions on youth employment had no impact on vocational youth graduates in getting employment. Graduates of vocational were employed in different Government and Private sectors and others had self-employed. The World Development Report (2013) supports this by saying that, 'The patterns of youth employment are heavily influenced by the institutional frame given by regulatory policies on one hand and the education system on other hand'. Vocational institution where the graduates studied not mattered on youth employment. VETA institution and non VETA institution played a great role on youth employment.

#### **4.3.6 Training duration**

Training duration refers to the time used for studies in vocational training centres. This is another relevant variable. There is different time used for studying vocational skills, six months, one year, two years or three years. The study showed training duration ( $\beta$ -value of 2.162), (SE of 0.468) and (p-value of 0.100) of youth employment had no impact on vocational youth employment positively. However, there were no statistical significant on the training duration of the vocational graduates. Vocational youth graduates who studied for many years in courses had chances of being employed because of more knowledge, skills and practically. Budria and Telhado (2008) on their study supported that longer training schemes are more likely to have acquired skills and competencies that later on allow them to access certain occupations and be more productive in their jobs. In the study done by Budria and Pedro (2008) individuals with primary level of education face a lower probability of being employed and the educated show a much higher probability of employment. This implies that investing in human labour capital for longer periods must yields larger gains studying vocational trades.

#### **4.3.7 Vocational skills**

Vocational skills are trades course studied by the vocational graduates at vocational centres. Binary regression model used to determine the influence of vocational skills studied was completed or not. The study showed vocational skills ( $\beta$ -value of 2.600), (SE of 0.769) and (p-value of 0.214) were not significant ( $P > 0.005$ ), though vocational skills affect the youth employment positively. Employment opportunities of the youth depend on vocational trades studied and completed courses. Youth who did not complete vocational skills had low chances of being employed than those who completed. Vocational skills indeed are the ones which provide chances of employment on youth. Budria and Pedro (2008) on their study showed that individuals from longer training

schemes are more likely to have acquired skills and competencies that later on allow them to access certain occupations and be more productive in their jobs.

#### **4.3.8 Marketability of graduates**

This was done by looking on how VETA and non VETA graduates are marketable with the trade skills studied. The study showed marketability of graduates ( $\beta$ -value of 0.742), (SE of 1.178) and (p-value of 0.800) of youth employment had no impact on vocational youth employment. The predictor marketability of graduates was ( $P > 0.05$ ). Marketability of the vocational youth graduates depends on the demands of the skills needed in the community. The need for the vocational skills is the one that determines the marketability of vocational youth graduates in getting employment. Lack of marketability of graduates hindered the vocational youth graduates in getting employment. Marketability of graduates used as the market of graduates after finishing vocational skills at college. Marketability of graduates is a considerable factor for the graduates so as to be sure of getting customers for their products.

#### **4.3.9 Job experience**

Vocational education is instruction in skills necessary for persons who are preparing to enter the labor force or who need training or retraining in the technology of their occupation. The study showed predictor job experience ( $\beta$ -value of 0.420), (SE of 1.867) and (p-value of 0.422) of youth employment had no impact on vocational youth graduates in getting employment ( $P > 0.05$ ). Job experience was very crucial for the vocational youth graduates in getting employment. Job experience represents the knowledge or skills gained through being involved in vocational skills over a period of time in work or vocational education. Bell and Blanchflower (2011) argued that young people with low levels of qualification face particularly high risk of exclusion and tracking access to

employment. Scarpetta, Sonnet and Manfredi (2010) adds that young people without proper training also tend to experience persistent long term scar effects of early phases of unemployment and a more vulnerable labour market position. The capital of employers has small impact on the chances of youth employment.

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 (International Labour Organisation, 2012). Graduates with job experience had greater chances of being employed than those with no job experience. The challenge faced by youth was where vocational youth graduates should get job experience after completing vocational studies. Are the practicals done in the field not enough for them to be taken as job experience? If not so, where should vocational youth graduates get experience after completion of the vocational training so as to be employable?

#### **4.4 Vocational Trades Studied by VETA Graduates on Employment**

##### **4.4.1 Type of vocational education**

The data collected from the interviews on the type of vocational education considered more useful, the results in Table 4 showed that three quarter of the interviewed reported that formal vocational education was more useful while one quarter of the interviewed reported that non formal vocational education was useful. Formal vocational education is type of education which is systematic and has syllabus which is taught to all vocational centres. It has classes, teachers and other teaching and learning facilities. Non formal vocational education is the training done out of classroom and had no systematic way of teaching. Learners get training through observation and participating on that work. These may be garages, tailoring, welding, carpentry and masonry. This implies that formal

vocational training is very useful for youth employment. Ikatu (2010) supports this by commenting that youth participation in the formal education is crucial to employability. Scholvinck and Zelenev (2007) commented that in the absence of opportunities in the formal labour market, young people are also turning to the so called forced entrepreneurship and self-employment in the informal sector working in hazardous conditions for low pay and with few prospects for the future. So it is important for the youth to have formal vocational training for youth to get employment.

**Table 4: Type of vocational education that is useful (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Formal	90	75.0
Non formal	30	25.0
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4.2 Place where respondent got vocational training**

Vocational training in Tanzania is given out by different institutions, Public and non public sectors had vocational institution. The public sector comprises institutions owned by Central Government, Local government, VETA while the private sector constitutes Civil Society Organization, Faith Based Organization, Private Companies and Individuals. The results in Table 5 show that many graduates got their vocational training skills in VETA centres. Vocational graduates preferred vocational training in VETA centre than in non VETA centres due to many factors. This may be due to the fees paid in VETA being lower compared to those paid in non VETA centres, availability of qualified instructors and equipment for practical and the better organization of VETA centres (VETA, 2010). This is different from the data collected by VETA in 2010 which showed that private sector (Non-public) leads by having a larger number of training providers 523 (78%) compared to 149 (22%) public institutions (VETA, 2010). The number of graduates in 2010 was more in private centres as shown in Appendix 5. During the year 2010 the

largest number of vocational education training institutions was owned by Faith Based Organisations followed by those owned by private individuals while Civil Society Organizations owned the same share as the central government.

**Table 5: Place where respondents got vocational training (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
VETA Centre	77	64.2
Non VETA Centre	43	35.8
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4.3 Duration of vocational training**

Vocational training is carried out for different durations depending on the capacity of paying fees and pass marks obtained in the formal vocational skills. The results in Table 6 show that most of the youth graduates used two years and three years and few in one year, and six months for studying. Youth interested in vocational training provided two and more years. Vocational graduates who studied more than two years have a lot of experience, activities and skills earned to them are suitable for working. UNESCO (2008) defined Technical Vocational Education Training (TVET) as a host of learning experiences and activities designed to prepare young people for the world of work.

**Table 6: Duration used vocational training (n =120)**

<b>Duration</b>	<b>Frequency</b>	<b>Percentage</b>
Six months	23	19.2
One year	20	16.7
Two years	39	32.5
Three years	28	23.3
Not mentioned	10	8.3
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4.4 Vocational trades studied**

Different vocational skills are provided in different vocational centres. Students are the ones who decide which trade to study. Table 7 shows that motor vehicles mechanics is leading trade skill that many youth preferred to study and most of them are males. ILO (2005) found that women tend to avoid the male skills as they are regarded by their societies as more masculine. This is influenced by the way women are socialized, because in most cases their role models tend to be their parents and other community members. Similarly boys experience the same thing, thus being reluctant to join women skills. This gender stereotype has posed a barrier to women's access to male dominated skills which are highly paying as women have little exposure to the skills. Skills earned by the graduates are very important for employment because they help them in working there is no need for specialization of courses for males and females. ILO (2008) comment, that there is need for basic and vocational education which prepares young for the world of work and strengthens their capacity to learn new technologies and work practice. Budria and Pedro (2008) in their study add that vocational guidance programmes need to pay special attention to girls and young women, helping them to make non-traditional career choices. As part of compulsory education, all young women should have access to the same career information, school subjects and eventual qualifications as young men as well as subsequent opportunities to pursue further training.

**Table 7: Vocational trades studied (n = 120)**

<b>Skills</b>	<b>Frequency</b>	<b>Percentage</b>
Motor vehicle mechanics	29	24.2
Secretarial	21	17.5
Carpentry and joinery	16	13.3
Electrical	14	11.7
Catering	7	5.8
Plumbing	6	5.0
Driving	4	3.3
Tailoring	3	2.5
Masonry and brick laying	3	2.5
Others	17	14.2
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4.5 Completion of vocational training**

Graduation means existing of a training institution after completion of set modules or time of a training program. The analysis of graduation, dropouts and final examination performance are used to assess the efficiency of vocational trainers in terms of retaining learners to end of programs, making them pass as a demonstration of understanding and later supplying graduates to the labour market. The study showed that more than two third of the respondents completed their vocational training and very few of the respondents did not complete their vocational education training Table 8. This implies that most of the trainees who enrolled in vocational training completed their training get employed as wage employment or self-employment. Biagi and Lucifora (2005) in their study showed that the demand of vocational education is also large in the formal labor market in China. Young people graduate from vocational school can find a desirable work more easily. Very few did not complete mainly due to failure of paying school fees and economic hardship in the family. ILO (2012) arguably, such education completion rates affect the individual's



stability of occupation, income, and employment status. The negative consequences of unemployment affect not only the individual, but also society at large.

**Table 8: Completion of vocational training (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Completed	112	93.3
Not completed	8	6.7
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4.6 Reasons for not completing the vocational training**

Vocational training may importantly improve the labour market prospects of training completers, providing job-related skills, enhancing productivity and bringing new employment opportunities. The results in Table 9 show that two third of failed to complete vocational education due to failure to pay school fees and less than one third of the respondents failed to complete vocational studies due other reasons. Some of the youth fail to get chances in vocational training due to school fees and other reasons like family problems, dislike the course. Most affected are the youth from the rural areas who studied in VETA.

**Table 9: Reasons for not completing the vocational training (n= 120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
School fees	5	71.4
Other reasons (Family problems, disliked it)	2	28.6
<b>Total</b>	<b>7</b>	<b>100</b>

#### **4.4.7 Reasons for choosing trade trained in**

Respondents were asked to give reasons as to why they decided to study the vocational trade trained in. Information on reasons for choosing trades is important in designing

vocational training programmes to meet the demand of the trainees. The results from Table 10 showed that more than 90% of the respondents chose the vocational trade because it is marketable. The 2009 Global Monitoring Report (UNESCO, 2009) is quite hostile towards the agenda of ‘choice, competition and voice’, arguing that competition and choice have the potential to reinforce inequality. This means the influence of choosing the vocational trade for training depends on the choice of the trade and the marketability of trade trained so as to help them to be employed. The choice of most of the graduates on the vocational trades depends on themselves and marketability of the vocational trade and very few were influenced by other people. Hence youth had the freedom of choosing the vocational trade to study without being forced by others.

**Table 10: Reasons for choosing trade trained in (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
I like it	62	51.7
Many people take it	4	3.3
It is marketable	50	41.7
Other reasons	4	3.3
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.4.8 The owner of the vocational training centre**

Morogoro had twenty eight vocational training centres among them eleven are found in rural areas and seventeen are found in urban areas. The respondents were asked to explain the owner of the vocational centre where they got training. Table 11 shows the owner of the vocational centre. Most of the respondents reported that they got vocational training skills under VETA, other respondents got training skills under private companies, Central Government, FBOs, local government, Civil Society Organization and private individuals. Public sectors, private and non private organization are all engaged in provision of vocational skills in Tanzania. Tanzania government amongst the actions taken to solve the

problem of youth employment has established the vocational training programme under VETA so as to help the youth employment in vocational training skills. VETA contributed much in providing vocational training opportunities which many youth use for studying in Morogoro Region. However, VETA (2010) indicated that 523 VET institutions were owned by private an institution which is equal to 78%, while public VETA institutions were 149 (22%). In the Eastern Zone, public institutions are 33.3%, while those of private sector are 66.7% (VETA, 2011). Despite the fact that VETA owns only two VTCs but it has 178 trainees than the other owners' particularly private individuals with more VTCs than other owners, central government has more number of staff (246) followed by VETA and private individuals. Local government has only two staff as shown in Appendix 6. In all VTCs the number of males staff is two thirds in all vocational centres.

**Table 11: The owner of the vocational training centre (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
VETA	99	82.5
Faith Based Organization	6	5.0
Local Government	6	5.0
Private Individuals	4	3.3
Civil Society Organization	2	1.7
Central Government	2	1.7
Private Organization	1	0.8
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.5 Attitudes towards Suitability for Employment of Graduates**

The study aimed to determine the attitudes of employers and vocational education graduates on suitability in employment. The respondents were given ten items to ascertain their attitude towards suitability for youth employment. Respondents were requested to

say whether they strongly agreed, agreed, undecided, disagreed or strongly disagreed with each statement. The responses were categorized into three groups (disagree, undecided and agree) whereby each statement has percentage score. The index scale on attitude towards suitability of youth employment was constructed in order to facilitate comparison of vocational graduates towards suitability of youth employment.

#### **4.5.1 Attitudes of graduate towards their suitability of employment**

In this study attitude of graduates towards suitability for employment was sought using Likert attitudinal scale. Information on attitude of vocational graduates towards suitability of youth employment was analyzed first by using Likert scale approach where the scores on positive and negative statements were obtained and compared (Table 12).

**Table 12: Attitude of graduates towards suitability for employment (n=120)**

No	Statement	Attitudes			Total (%)
		D	U	A	
1	Education level helps youth on getting employment	8.3	2.5	89.2	100
2	Formal skills are considered on employment	6.8	0.8	92.5	100
3	Multi-skilled did not led to youth employment	39.2	25.0	35.8	100
4	Age does not hinder youth employment	66.7	10.8	22.5	100
5	English language is not a problem on employment	22.5	9.2	68.3	100
6	Job experience is very important in youth employment	1.7	1.7	96.7	100
7	Sex preference did not influence youth employment	70.0	18.3	11.7	100
8	Type of skills earned matters on employment	23.3	7.5	69.2	100
9	Informal skills did not lead to youth employment	75.0	10.0	15.0	100
10	Family status did not play role in youth employment	85.3	7.8	6.9	100

**Key D=Disagree U=Undecided A=Agree**

In all five positive statements every ‘Agree’ response was represented by 3 while ‘Undecided’ was represented by 2 and ‘Disagree’ was represented by 1. For all five negative statements every ‘Agree’ was represented by 1 while ‘Undecided’ was represented by 2 and ‘Disagree’ represented by 3. The list of these variables and their values are represented in Table 13. The index ranging from 10 to 50 was constructed as the measure of attitude towards suitability of youth employment. The instrument consists

of 10 statements with the following maximum values  $10 \times 5 = 50$  as most favourable responses,  $10 \times 3 = 30$  as a neutral attitude and  $1 \times 10 = 10$  as mostly unfavorable attitude. The scores fall between 10 and 50, the scores above 30 of index mean show positive attitudes, a score below 30 of index mean show negative attitude and a score of exactly 30 of index mean show neutral attitude. The scale has the mean of 30, minimum was 10 and maximum was 50.

The score on the index were further categorized into 10 – 29 score 1 as negative, 30 score 2 as undecided and 31 – 50 score 3 as positive attitudes. Data in Table 13 show that 51.2% of the respondents had positive attitude towards youth employment while 39.8% had negative attitudes towards youth employment. Youth graduates are well confident about skills earned in vocational education and want to use at work centres. This implies that youth are confident with the vocational and training got use it in employment according to trades studied.

**Table 13: Index scores of vocational graduates on suitability for Employment****(n=120)**

No	Statement	Attitudes			Total (%)
		1	2	3	
1	Education level helps youth in getting employment	8.3	1.7	90.0	100
2	Formal skills are considered on employment	6.7	0.8	92.5	100
3	Multi-skilled did not led to youth employment	39.2	25.8	33.3	100
4	Age are not hindered youth employment	66.7	10.8	22.5	100
5	English language is a problem on employment	22.5	7.5	70.0	100
6	Job experience is important to youth employment	1.7	1.7	96.7	100
7	Sex preference did not looked on youth employment	70.0	18.3	11.7	100
8	Type of skills earned matter on employment	23.3	6.7	70.0	100
9	Informal skills did not led to youth employment	71.7	11.7	16.7	100
10	Family status did not play role in youth employment	88.3	5.0	6.7	100
<b>Total (%)</b>		<b>39.8</b>	<b>9.0</b>	<b>51.2</b>	<b>100</b>
<b>Groups of attitudes</b>					<b>(%)</b>
1. Negative					39.8
2. Undecided					9.0
3. Positive					51.2
<b>Total</b>					<b>100</b>

#### **4.5.2 Attitudes of employers towards suitability of VETA graduates for employment**

In this study attitude of employers towards suitability of VETA graduates for employment was sought using Likert attitudinal scale. The Likert scale that was constructed had 10 statements which carried five positive and five negative statements about suitability of youth employment. Information on attitude of employers towards suitability of youth employment was measured by using Likert scale approach where the scores on positive and negative statements was obtained and compared. Respondents were requested to say whether they strongly agreed, agreed, undecided, disagreed or strongly disagreed with each statement. The responses were categorized into three groups (disagree, undecided and agree) whereby each statement has percentage score.

The index score on attitude of employers towards suitability of youth employment was constructed in order to facilitate comparison of employers towards suitability VETA training on employment. The results of the study (Table 15) show that a half of employers had positive attitude towards youth employment. This implies that many employers had positive attitudes on graduates of vocational education on suitability of employment. The study carried out by Unwin *et al.* (2004) showed that some research is starting to suggest that employers' reliance on qualifications in selection and recruitment may be diminishing. However, this finding should be treated with caution as qualifications, particularly academic ones, are still seen as important screening devices by employers recruiting young people with little labour market experience. The role of qualifications in recruitment is highly dependent on the sectoral, occupational level, and labour market context.



**Table 14: Attitudes of employers towards suitability of vocational education graduates on youth employment (n=120)**

No	Statement	Attitudes			Total (%)
		D	U	A	
1	Education helps youth to get employment.	40.0	0	60.0	100
2	Employers hire youth with vocational skills.	0	10.0	90.0	100
3	Employers capital lead to youth unemployment.	70.0	10.0	20.0	100
4	A lower school leaving age cannot increase chances of youth to find job.	40.0	10.0	50.0	100
5	Employers cannot play a role in increasing youth employment.	0	0	100.0	100
6	Employers cannot employ young people according to experience.	10.0	20.0	70.0	100
7	Vocational training provided by VETA are not provide skills which employers are looking for employment.	10.0	30.0	60.0	100
8	Many employers prefer to employ adults than young people.	90.0	0	10.0	100
9	Different training programs contribute to youth employment	100.0	0	0	100
10	Employers are not employ more young female than young males	80.0	10.0	10	100

**Key D=Disagree U=Undecided A=Agree**

**Table 15: Index scores of employers towards suitability of youth employment (n=120)**

No	Statement	Attitudes			Total %
		1	2	3	
1	Education helps young people to get employment	4 (40%)	6 (60%)	0	100
2	Employers hire young people with the right vocational skills.	2 (20%)	1(10%)	7(70%)	100
3	The capital of employers resulting from lower youth unemployment.	7(70%)	1(10%)	2(20%)	100
4	A lower school leaving age cannot increase the young people to find job easily.	4(40%)	1(10%)	5(50%)	100
5	Employers cannot play a role a role in increasing youth employment.	3(30%)	0	7(70%)	100
6	Employers employ young people in terms of experience.	3(30%)	0	7(70%)	100
7	Vocational training provided by VETA are not providing skills which employers looking for employment.	7(70%)	2(20%)	1(10%)	100
8	Many employers prefer to employ adults than young people.	5(50%)	4(40%)	4(40%)	100
9	Different training programs contribute to youth employment	1(10%)	1(10%)	8(80%)	100
10	Employers are not employ many young female than young males	1(10%)	1(10%)	8(80%)	100
<b>Total (%)</b>		<b>37%</b>	<b>13%</b>	<b>50%</b>	<b>100</b>
<b>Groups of attitudes (%)</b>					
1. Negative attitude					<b>37</b>
2. Undecided					<b>13</b>
3. Positive attitude					<b>50</b>
<b>Total</b>					<b>100</b>

Employers saw youth are not competent and lacked experience in vocational skills in the demands of labour market. The Association of Tanzania Employers (ATE) reported that hard skills account 15% of skills required in the job market (ILO, 2012). In contrast, the need for strong soft skills such as confidence, commitment, good English language skills, entrepreneurship, motivation and innovation was said to account 85% of what employers need in the job market. Employers assume youth do not have soft or hard skills to do the job. On the other hand Simpsons (2011) reported that in Zambia once youth are offered work they may refuse to engage in certain technical or vocational businesses because they do not see value in them. Such attitudes have led many employers to mistrust young people and refuse to hire them.

#### **4.6 Contribution of VETA to Income**

The study aimed at identifying contribution of VETA training to youth's income. Two groups of graduates were involved to identify if there were significant differences in income gained through employment, that is being employed or self-employment.

##### **4.6.1 Income of the respondents**

The result in Table 16 show that the monthly average income of VETA graduates was Tsh 157 780 while that of non VETA was 190 360 Tsh. This amount makes the difference in average income between the two groups to be 32 580 Tsh. Independent samples T-test revealed that the difference in average income between VETA and non VETA graduates was not significant ( $P = 0.185$ ). This implies the income earned by vocational graduates had small different income. Non VETA graduates earning in average were more than VETA graduates because of spending more time in vocational trades which made them to earn more income.

**Table 16: Income of respondents**

Category	No	Mean Tshs	Std. Deviation	Std. Error Mean
VETA	77	157 780	116 461	13 271.98462
Non VETA	43	190 360	134 086	20 447.90938

#### 4.6.2 Main source of income

Youth are engaged in different economic activities so as to earn income to meet their daily needs. These are income earned through vocational skill as self-employment, wage employment or others that is through non vocational skills. Results in Table 17 shows that more than three quarters of the respondents used vocational skills in self-employment and wage employment while less than quarter of the respondents reported their main source of income comes from non vocational trades. This implies that the vocational skills earned by the graduates are useful and as a result most of them reported as their main source of income and major economic activity. Most of the graduates from VETA and non VETA depend on vocational skills application to get income for their daily life.

**Table 17: Main source of income of respondents (n=120)**

Source of income	Frequency	Percentage
Self-employment	78	65.0
Wage employment	30	25.0
Non vocational activities	11	9.2
Depends on parents	1	0.8
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.6.3 Youth employment

The youth employment situation remains one of the key challenges in Tanzania. The employment challenges facing Tanzania are quite critical, calling for an urgent need to create productive employment through a multi-pronged employment generation strategy

which emphasizes sustainable employment promotion as a national priority agenda, sensitizes national development efforts to move at a faster pace, to reduce rising unemployment and underemployment rates, as well as increase productivity at enterprise level, with the eventual goal of full and productive employment (URT, 2008). Employment is only one aspect of the wider field of youth development that can encompass socialization, education, health behaviours and civic participation. The results in Table 18 show that more than three quarters of VETA and non VETA graduates were employed. This implies that VETA graduates are employed, however the number of graduates of VETA who were not employed was greater compared to non VETA. Though the number of vocational education training enrolments by ownership in 2010 which showed that 22% of vocational education centres were found in public sector and 78% of vocational education centres found in private sector (VETA, 2010). Okpanachi and Andow (2013) report that increased level of employment rate obviously reduces level of poverty, increases the standard of living and provides necessities of life which includes food, shelter, clothing, education, health care information and other social services.

**Table 18: Youth employment (n=120)**

<b>Category</b>	<b>Respondents</b>		<b>Total</b>
	<b>Employed</b>	<b>Not employed</b>	
<b>VETA</b>	75.3	24.7	<b>100</b>
<b>Non VETA</b>	90.7	9.3	<b>100</b>

#### **4.6.4 Years respondent is in employment**

Table 19 shows years in employment of the graduates in vocational trade, the results show that two fifths of the respondents worked in vocational trades in one year to two years while one fourth of the respondents worked between six to ten years in vocational trade.

**Table 19: Years respondent is employed (n=120)**

<b>Number of years</b>	<b>Frequency</b>	<b>Percentage</b>
1 – 2 years	51	42.5
3 – 5 years	20	16.7
6 – 10 years	34	28.3
Above 11 years	15	12.5
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.6.5 Type of employment

Youth are employed in different kinds of employment including wage employment a fixed regular payment for work (typically paid on a daily or weekly or monthly basis). Self-employment means working for oneself as a freelance or the owner of the business rather than for employers. The results from Table 20 show that more than two third of the respondents were salaried workers and self-employed and one third were not employed. This implies that, vocational skills gained by youth help them get occupied as wage earners, self-employment and very few are unemployed and had other types of employment.

**Table 20: Type of employment vocational training (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Wage employment	56	46.7
Self-employment	58	48.3
Non vocational trades	6	5.0
<b>Total</b>	<b>120</b>	<b>100</b>

#### 4.6.6 Terms of employment

Once youth finish their vocational education training they look for employment in different areas as wage and self- employment. The results from Table 21 show the terms

of employment of the vocational graduates. The results show that more than two third of the respondents had permanent and temporarily terms of employment. This goes with one of the objectives and functions of VETA to promote the balancing of supply and demand for skilled labour in both wage-employment and for skills needed for self employment in rural and urban areas (URT, 2006). Though Kondylis and Manacorda (2006) comment that paid employment might require a lengthy job search, and access to self-employment might require either capital or access to credit, with both these conditions being probably harder to fulfill for younger individuals.

**Table 21: Terms of employment (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Permanent employment	54	45.0
Temporary employment	58	48.3
Fixed term employment	2	1.7
Not employed	6	5.0
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.6.7 Labour market**

Youth employability is directly linked to the economic conditions affecting youth at the local and regional level (Ikatu, 2010). The results in Table 22 show the perception of the respondents on the availability of employment for the graduates. The results show that more than half of the respondents said that there were no employment opportunities in labour market in vocational skills while less than one third of the respondents reported a lot of employment opportunities. This is due to the fact that most of them who were employed are paid low wages which are not considered satisfactory by the youth. Fang (2009) shows that lower wages associated with lower experience levels or stronger preferences for leisure also potentially imply lower disutility of being out of employment for young workers. Hamalainen and Tuomala (2007) support this by reporting that young

people entering the labour market in the Arab World not only lack marketable skills, they also lack relevant experience and knowledge of the working world.

**Table 22: Availability of employment opportunities in vocational training of respondent (n=120)**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Many employment opportunities	4	3.3
Few employment opportunities	18	15.0
Very few opportunities	35	29.2
No opportunities	63	52.5
<b>Total</b>	<b>120</b>	<b>100</b>

#### **4.6.8 Adequacy income of graduates of vocational skills for social services**

Income earned by the youth is used in different activities among them being social services like education, health, houses, water and electricity. The results show that three quarters of the respondents reported that income earned in vocational skills is not enough for social services expenditure while one fourth of the respondents reported that income earned in vocational skills is enough for social services expenditure. International Labour Office (2005) clearly points out that there are great advantages in acquiring a broad range of core skills at a young age. For many young people throughout the world, what they learn in school may not be sufficiently related to what they need to know to obtain good jobs after they leave school. Nevertheless, education and training are generally cornerstones of preparing young people for decent work. URT (2012) reported that in 2007 the working poverty rate in Tanzania was 30.7% which had marginally decreased from 32.5% in 2000. In other words, one third of those who are technically employed do not even earn what is considered a minimum threshold income to cover the basic needs of an individual. The results indicate that the issue of employment service is not well



articulated in various policies hence there is a need of reviewing the policies to create enabling environment for employment creation.

#### **4.7 Problems and Challenges Facing VETA and non VETA Graduates in Getting Employment**

Graduates of VETA and non VETA training centres face different problems and challenges in getting employment. The study aimed at identifying problems and challenges facing VETA and non VETA graduates in getting employment. Problems and challenges differed according to the place and geographical area of the employment. Many youth run to urban areas with the expectation of getting employment. In rural areas employment opportunities are few compared to urban areas. Table 23 shows the results from the study in Morogoro show that youth face different problems and challenges in getting employment.

**Table 23: Problems and challenges faced by VETA and non VETA graduates getting in employment (n=120)**

<b>Challenges</b>	<b>Frequency</b>	<b>Percentages</b>
Low level of education	76	63.3
Poor in English language	66	55.0
Lack of work experience	101	84.2
Existence of corruption	62	51.7
Lack of employment opportunities	92	76.7

##### **4.7.1 Low level of education**

The education system has a critical role in preparing young people for life and work. It is responsible for preparing young men and women with a base of intellectual development, knowledge and skills that will enhance their personal ability as well as their potential for

employment, and assist them in coping with changes at the workplace brought about by technology and other factors. The results from Table 24 show that two third of the respondents indicated that education level is a problem and challenge on vocational graduates in getting employment. Individuals with the primary level face a lower probability of being employed and the educated show a much higher probability of employment. This indicates that education level is very important in employment of youth. This is proved by the number of respondents in the study who showed three fifths of the respondents are secondary and tertiary education and about two fifths of respondents had primary level of education and below. Ikatu (2010) reported that without entry into the formal education system at the primary or secondary level employment options for disadvantaged youth are generally limited to low skilled and low wage jobs. Due to the nature of employment in Tanzania government, the form four certificates are very important in employment. Failure to have a form four certificate means failure to get employment in government.

The number of primary school leavers is big and has not been followed by a corresponding expansion of the secondary education. Very few have been absorbed in secondary school. Standard seven will continue to suffer unemployment as they are many compared to form four. Freedman (2008) reported that, in most countries, youth who are the least educated and the least skilled are the most disadvantaged in the labour market. However, ILO (2005) adds that, exclusion from education and training is at the root of child labour, low-paid and poor-quality jobs as well as the vicious cycle of inter-generational poverty.

#### **4.7.2 Poor in English language**

The English language is the major means of communication in teaching and learning activities in secondary schools and post-secondary institutions. The study shows that

English language was a challenge on getting employment for vocational youth graduates. About half of those interviewed reported lack of command of English as an obstacle to getting employment. Most students who have completed standard seven and form four are poor in English. Primary school education uses Kiswahili in teaching and as a major means of communication. Few students are capable of speaking English in primary schools except those in English medium schools. Secondary and tertiary education graduates are most favourable in getting employment compared to primary education level because of knowing English better. The most affected people are those from rural areas where secondary schools found with shortage of teaching and learning materials.

#### **4.7.3 Lack of work experience**

The study shows that four fifths of the respondents reported that lack of work experience as a problem and challenge for vocational graduates in getting employment. Concise Oxford Dictionary-Tenth Edition defines experience as knowledge or skill acquired over time. In order for vocational graduates to have a paid position of regular employment, job experience is very important. Vocational graduates failed to get employment due to the fact that they lack job experience because they completed vocational skills and look for employment without work experience. Employers need experience of vocational youth of more than two years this is seen as an obstacle for vocational graduates. International Labour Organization (2012) reports 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. ILO (2010) mentions that two of the principal reasons for Africa's high unemployment rates are a mismatch between educational systems and the skills needed in the labour market and the saturated public services and small private sector bases that are unable to employ large numbers of people.

Other relevant reasons include labour 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 National Institute for Social Research and the National Bureau of Statistics show that only 10% of tertiary in Nigeria are able to secure paid employment (Okpanachi, and Andow (2013). The major means of communication in teaching in vocation and training is English. Students fail to acquire proper knowledge and vocational skills in studies which led to unemployment.

#### **4.7.4 Existence of corruption**

Corruption is another problem facing youth in getting employment. People are dishonest and want to gain at the expense of other persons. The results show that a half of the interviewed reported that corruption was a problem for youth in getting employment. Vocational graduates failed to get employment due to failure to bribe the employers or in areas they asked for employment. Sexual corruption affects many females as 15.8% said sexual corruption is a challenge for female vocational graduates in getting employment. This is equal to 54.1% of female respondents interviewed. Fang (2009) on his study reported that about 67.3% of youth have been employed in the informal sector thus dealing with indecent jobs. About 26% of females at age of 14-25 are engaged in prostitution while 37.3% of males of the same age group are found jobless in most of urban areas.

#### **4.7.5 Lack of employment opportunities**

Employment opportunity for youth are few compared to adults. Youth greatly face the problem of employment due to their numbers. The results show that about three quarters of respondents reported that lack of employment opportunity is a challenge in getting

employment. The major challenge on employment service is that, rural sector is not well covered by both information and products of employment service such as financial services, news centers, labour markets and agents are relatively concentrated in urban than in rural areas. URT (2008) show that Dar es Salaam alone have 64 financial institutions while other regional urban centers has 123 financial institutions and rural areas which accommodate larger population of Tanzania (more than 80%) have only 84 financial institutions. Also urban centers have been noted to possess higher access to information and job recruitment agencies than rural areas. These challenges call for a need to come up with comprehensive package of employment services which effectively reach all people in the economy. Local Governments are not well involved in the implementation of national targets to promote employment services, knowledge of labour markets and functions of labour offices as a result local people remained inferior group in the employment arena.

## CHAPTER FIVE

### 5.0 CONCLUSIONS AND RECOMMENDATIONS

The main objective of this study was to assess the contribution of vocational education to youth employment in Morogoro Region. The study specifically aimed at identifying the factors influencing vocational education graduates in getting employment; to determine the attitudes of employers and vocational graduates on suitability in employment; to compare youth income between VETA graduates and non VETA graduates and to determine the problems and challenges facing vocational graduates in getting employment.

#### 5.1 Conclusions

- i. The study concludes that level of education and employer capital influenced VETA and non VETA graduates in getting employment. Graduates with high level in vocational training have higher chances of being employed in vocational skills and graduates with lower level of vocational training had lower chances of being employed in vocational skills.
- ii. Employers and youth have difference attitudes on employment of youth in vocational trades. Employers had negative attitudes while vocational graduates had positive attitudes and on suitability for employment.
- iii. Incomes for vocational graduates differed on VETA and non VETA graduates. Vocational education contributed on the youth income in both VETA graduates and non VETA graduates, though non VETA graduates had higher income than VETA graduates with little difference. The income comes from vocational skills was low among the vocational graduates in employment. This had an implication

that many VETA graduates do not be in a position of accessing to health, food security, education, water and accommodation services.

- iv. Youth faced different problems and challenges in getting employment in different areas. Though they differed in place, skills and physiological structure, the major problems and challenges were level of education, poor in English language, lack of work experience, existence of corruption and lack of employment opportunities. Low level of education in vocational skills made many youth fail in getting employment. Youth with high level of education had many chances of being employed than those with low level of education.

## **5.2 Recommendations**

- i. Vocational skills should be given in certificate, diploma and tertiary level in vocational centres under VETA and non VETA in different courses studied. This will help the graduates employed as wage or self-employment.
- ii. Employers should have confidence with vocational graduates in VETA and non VETA centre. These centres played an important role in providing appropriate skills needed in the labour market.
- iii. Government should provide capital for the graduates so as they should depend on themselves and not depend on wage employment. If they are given loans should have restrictions which will make them to take that loan. Employers on the other hand should use their capital for employing youth into vocational trades which youth looked for employment. Vocational graduates should use their skills properly in employment after finishing their courses effectively in rural and urban areas.

- iv. The government should arrange and make proper way of the salary scale for the vocational skills which will help them to run their life. The income earned by vocational graduates is not enough for them to run their daily life. This discourages the other youth to join the vocational skills and others find other alternative in other fields.
- v. Graduates from VETA and non VETA who studied vocational skills should engage in different places so as to get experience according to their trade studied. Vocational centres should put much effort in practical than in theory in teaching process so as get more knowledge and experience which will be useful in labour market. This will make vocational graduates familiar with the skills studied in vocational centres.



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## APPENDICES

### **Appendix 1: Questionnaires for respondents (Graduates of VETA and non VETA graduates) in the study area**

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

All information provided will strictly be treated confidentially.

#### **Location**

Questionnaire number..... Date of interview.....

Name of interviewer.....

Village/Street.....Ward.....Division.....

District..... Region.....

#### **A: Background information.**

**Choose the appropriate answer and put a tick (v) in a given space.**

1. Sex of respondents

1..... Female.      2 .....Male.

2. What is your age? .....Years.

3. Marital status.

1.....Single      2.....Married

3.....Divorced      4.....Widow

4. Religion affiliation

1.....None      2.....Christian      3.....Islamic

5. What is your education level?

1.....Non-informal education      2.....Standard four

3.....Standard seven    4.....Form four

5.....Form six    6.....College

7.....Other (Specify).....

6. What is your main occupation? .....

**B: Vocational training skills practiced by VETA graduates on employment.**

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

1.....Formal    2.....Informal

8. Where did you get your training? .....

9. If is formal in question 8 how long did the training take?

1 ..... Six months    2 .....One year    3 .....Two years

4.....Three years    5 .....Others (specify).....

10. Which vocational skill were you trained in?

1.....Driving    2.....Tailoring and dress making    3.....Catering

4.....Carpentry and joinery    5.....Painting and sig writing

6 .....Electric wiring    7 .....Plumbing    8.....Masonry

9.....Secretarial    10 .....Motor vehicles mechanics

11..... Other (specify) .....

11a. Did you complete the training?

1.....Yes    2.....No

b) What was the year of your graduation? .....

12. Why did you choose it?

1.....I like it    2.....Many people take it

3.....It is marketable    4.....Other (specify).....

13. If the answer is No in question 11, what was the main reason?

1..... Failed    2..... Failure to pay fees.    3.....Did not like the skill.

4.....Marriage 5 .....Others (Specify).....

14. Did you choose the trade skills for yourself?

1..... Yes 2 .....No

15. If the answer in question 14 above is No, who choose it for you?

1..... Parents 2 .....Instructors 3 ..... Friends

4.....Brother/Sister 5.....Other (Specify).....

16. The vocational training is belongs to

1 .....Training programme part of a government

2.....Training programme part of industry

3.....Off- site away from the plant

4..... Part of a movement such as worker education or co-operatives.

5.....Part of military service

6.....Part of religious mission

7..... Others (Specify).....

17. Is vocational skills in VETA helped you in employment?

1.....Yes 2 ..... No

**C: Attitudes of graduate of VETA towards suitability of getting employment.**

18. What are the employers prefer for the vocational training graduates?

No	Statement	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Education level helps youth on getting employment					
2	Formal skills are considered on employment					
3	Multi-skilled did not led to youth employment					
4	Age are not hindered youth employment					
5	English language is a problem on employment					
6	Job experience is very important on youth employment					
7	Sex preference did not looked on youth employment					
8	Type of skills earned matters on employment					
9	Informal skills did not led to youth employment					
10	Family status did not play role in youth employment					

**D. Household income earned by VETA graduates on employment.**

19. Are you employed? 1..... Yes      2..... No

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

place? 1. Less than one year..... 2. One to less than two years.....

3. Two to less than five years.....4. Five to less than ten years.....

5. Ten years or more.....

21. What kind of employment do you have?

- 1.....Wage employment    2..... Self employment  
3..... Others (specify).....

22. Is your job permanent, or it is temporally or for fixed term?

1. Permanent..... 2. Temporary ..... 3. Fixed term.....

23. What is your main source of income?

- 1..... Vocational skills activities    2.....Petty trade    3.....Farming  
4.....Wage employment 5.....Others (specify).....

24. For how long have you done the activity? .....Years.

25a. Is vocational activities the main source of your income?

- 1..... Yes    2..... No

b. If the answer above is No what other economic activities do you involve?

- 1..... Business    2..... Agricultural    3.....Others (Specify).....

26. How much do you earn per month from vocational skills? .....Tsh.

27 a . Do you normally get adequate customers?

- 1 .....Yes    2.....No

28. How would you rank your household expenses?

- 1..... Usually not enough to cover the household expenses.  
2.....Just enough to cover important household expenses  
3.....Usually there is some excess after important household expenses.

29. What do you say about labour market of vocational training graduates?

- 1 .....There is a lot of employment opportunities    2.....Few employment  
3 .....Very few opportunity    4..... No opportunity    5.....Don't know

30. What is your major economic activities?

- 1.....Farming    2 .....Livestock keeping    3 .....Both 1 and 2  
4 .....Vocational skills activity    5.....Others (specify).....

31. Are the money earned on vocational skills enough for social services expenditure?

- 1.....Yes                      2 .....No

32. Is job experience a factor in getting employment?

- 1.....Yes                      2.....No

33. Capital of employers helps VETA graduates in getting employment?

- 1.....Yes                      2.....No

34. Do you have any dependent children in the following age groups?

1. Children aged 0 – 4.....                      2. Children aged 5 – 11.....  
3. Children aged 12 – 18.....                      4. No dependent children.....

**E. Problems faced VETA graduates in getting employment.**

35. What are challenges and problems do you face in getting employment?

- 1.....                      2.....  
3.....                      4.....  
5.....

**Thank you very much for your cooperation**

## Appendix 2: Questionnaire for Instructors of Vocational Training Centers.

1. Which subject(s) are you teaching? .....
2. What is your level education for the subject(s) your teaching?
  - [1] Trade test grade three..... [2] Trade test grade two.....
  - [3] Trade test grade one..... [4] FTC.....
  - [5] Diploma..... [6] Bachelor's degree.....
  - [7] Graduates degree..... [80] Others, specify .....
3. Are the subjects your teaching relates to the day-to-day activities?
  - [1] Yes.....
  - [2] No,.....
4. The subject you teach is it appropriate for self-employment?
  - [1] Yes?.....
  - [2] No? .....
5. Since when are you teaching the respective trade(s)?.....
6. Have you receive the training in methodology and entrepreneurship?
  - [1] Yes..... [2] No..... [70] Don't know.....
7. The vocation graduates get employment after their training?
  - [1] Yes..... [2] No..... [70] Don't know.....
7. If the answer is yes in question 7 above what percentage do you think were self employed in 2010?
  - [1] Below 10% ..... [2] 10 – 20%..... [3] 20- 30% .....
  - [4] 30 – 40%..... [5] 40% and above..... [70] Don't know.....
8. What trade skills do you think are the best for self-employment?
  - [1] Catering.....
  - [2] Motor vehicle mechanics.....



[3] Painting and sign writing.....

[4] Tailoring and dress making.....

[5] Secretarial .....

[6] Carpentry and joinery.....

[7] Masonry.....

[8] Driving.....

[9] Plumbing.....

[10] Electrical and wiring.....

[80] Other (specify).....

9. What do you think are the factors that hinder youth to join vocational training program?

[1] Knowledge about vocational education.....[2] Training cost.....

[3] Training duration .....[4] Family status.....

[5] Personal aspects.....[6] Attitudes towards vocational education.....

[7] Employment preference.....[8] Parents occupation.....

[80] Others, specify .....

10. What are the formal employers' preferences for the vocation training of graduates?

[1] Multi skilled.....

[2] Sex preferences.....

[3] Job experience.....

[4] Formal skills.....

[5] Age specific.....

[6] Education level.....

[7] English language.....

[80] Others, specify .....

11. What strategies do you think can motivate youth to join vocational programmes?  
.....

12. Is the marketability of trade skills an important component of the training programme?

[1] Yes..... [2] No.....

13. Do the skills you taught have acceptance in the community?

[1] Yes..... [2] No..... [70] Don't know.....

14. Do the trade(s) you taught have contribution to an economy of the area?

[1] Yes..... [2] No.....

15. What do you think are the problems of youth unemployment?  
.....

16. What do you think can be the solution of youth unemployment?  
.....  
.....

17. Are there other subjects, which are offered in, additional to trades subjects for the preparation of self-employment? [1] Yes..... [2] No.....

18. If yes what other subjects which your trainees study in additional to trade subjects mentioned .....

19. What suggestion do you have to facilitate youth employment after their graduation from training?.....

20. Do you think that there is relationship between vocational skills and youths' employment? [1] Yes..... [2] No .....

21. If in question 20 is yes, how? .....

22. Did the training Centre involve in assisting graduates to secure employment?

[1] Yes..... [2] No..... [70] Don't know.....

23. The education training policy has any strategies in empowering graduates for self employment? [1] Yes..... [2] No..... [70] Don't know

24. If the answer in question 24 is yes what are the strategies

.....  
.....  
.....

25. What are the education Training policy strategies in improving the training for the self-employment focus

.....  
.....  
.....

26. What suggestions can give to stakeholders concerning the issue of youth unemployment?

.....  
.....  
.....

**Thank you for your cooperation**

### Appendix 3: Questionnaire for employers

#### Attitudes of employers towards suitability of graduate of VETA

Do you agree or disagree with the following statement about employing the youth?

No	Statement	1	2	3	4	5
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Education helps youth to get employment.					
2	Employers hire youth with vocational skills.					
3	Employers capital lead to youth unemployment.					
4	A lower school leaving age cannot increases chances of youth to find job.					
5	Employers cannot play a role in increasing youth employment.					
6	Employers cannot employ young people according to experience.					
7	Vocational training provided by VETA are not providing skills which employers are looking for employment.					
8	Many employers prefer to employ adults than young people.					
9	Different training programs contribute to youth employment					
10	Employers are not employ more young female than young males					

**Thank you for your cooperation**

**Appendix 4: VET Enrolments by training sector and gender, 2010**

<b>Sector</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Agriculture and food processing	1.2	1.3	1.2
Auto motive	17.3	2.4	9.9
Business administration	4.3	11.2	7.8
Clothing and textiles	2.8	14.9	8.8
Construction	13.8	2.3	8.1
Electrical	7.9	2.0	4.9
General subjects	14.8	16.3	15.5
Hospitality and tourism	9.4	20.6	15.0
ICT	20.4	24.6	22.5
Lab technology	0.1	0.2	0.1
Mechanical	4.3	0.6	2.5
Mining	0.1	0.0	0.1
Teaching methods	2.2	2.5	2.3
Printing	1.4	1.1	1.2
<b>Total (%)</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Total in numbers</b>	<b>52 686</b>	<b>52 154</b>	<b>104 840</b>

Source: VETA, 2010

**Appendix 5: Vocational education training graduates in 2010 by ownership and sex**

<b>Ownership</b>	<b>Males</b>	<b>Females</b>	<b>Total</b>	<b>Percentage</b>
Central Government	4790	3168	7958	5
Civil Society Organisation	1790	2450	4240	5
Faith-Based Organisation	5351	5794	11145	14
Local Government	747	348	1095	1
Private Company	6905	8666	15571	20
Private Individual	15180	18465	33645	42
VETA	4605	1312	5917	7
<b>Grand Total</b>	<b>39368</b>	<b>40203</b>	<b>79571</b>	<b>100</b>
<b>Percentages</b>	<b>49</b>	<b>51</b>	<b>100</b>	

Source: VETA, 2010

**Appendix 6: Number of staff by ownership**

<b>Ownership</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>	<b>No of VTCs</b>
Central government	61	185	246	12
Civil Society Organisation	22	34	56	4
Faith Based Organisation	28	46	74	7
Local government	1	1	2	1
Private Company	12	16	28	6
Private individual	24	51	75	15
VETA	31	147	178	2
<b>Total</b>	<b>179</b>	<b>480</b>	<b>659</b>	<b>48</b>

Source: VETA, 2010