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ABBREVIATIONS

| | | |
|-------------|---|--|
| ADEA | - | Association for the Development of Education in Africa |
| ASDP | - | Agricultural Sector Development Programme |
| ASDS | - | Agricultural Sector Development Strategy |
| BDS | - | Business Development Services |
| CBET | - | Community-based education and training |
| COSTECH | - | Commission of Science and Technology |
| EELS | - | Employment Earning Labour Survey |
| FAO | - | Food and Agriculture Organisation |
| ILFS | - | Integrated Labour Force Survey |
| ILO | - | International Labour Organisation |
| INTEP | - | Integrated Training for Entrepreneurship Promotion |
| LMI | - | Labour Market Information |
| NBS | - | National Bureau of Statistics |
| NECP | - | National Employment Creation Programme |
| NGO | - | Non-governmental organization |
| NHC | - | National House Corporation |
| NSGRP | - | National Development Strategy known as National Strategy for Growth and Reduction of Poverty |
| SEP | - | Skills Enhancement programme |
| SIDO | - | Small Industries Development Organization |
| TaESA | - | Tanzania Employment Services Agency |
| TVET | - | Technical and Vocational Education and Training |
| TVSD | - | Technical Vocational Skills Development |
| VET | - | Vocational Education and Training |
| VETA | - | Vocational Education and Training Authority of Tanzania |

DEFINITION OF TERMS

Internationally, Youth Population: is the population aged 15-24 years.

According to Tanzania's Youth Policy, Youth Population is the population aged 15 to 35 years.

Standard definition of Unemployment: refers to the share of the labour force that is without work (paid or self-employment) but available for and seeking employment.

National definition of Unemployment: refers to a situation of total lack of work of an individual. It can be viewed as an enforced idleness of potential wage earners or self-employed persons that are able and willing to work, but cannot find work.

Internationally, Youth unemployment: refers to the share of the labour force ages 15-24 without work but available for and seeking employment

Unemployment rate: refers to a percentage of the unemployed relative to the total labour force.

Youth Unemployment rate: is the unemployment rate for youths aged 15-24 years.

Unemployment rate: measures the number of people actively looking for a job as a percentage of the labour force.

Labour force: age *range* is 15-64 years of age.

EXECUTIVE SUMMARY

ES1. INTRODUCTION

The purpose of this paper is to highlight the youth unemployment situation in Tanzania and mechanisms for integrating youth into the workforce and job creation.

According to 2012 census, the total population of Tanzania is 44.9 million. A large proportion of the population (63 %) is younger than 25 years and 19% of the population belongs to the youth category (15-24 years). 64.4% of this youth population lives in the rural area.

ES2. BASIC INFORMATION ON THE EMPLOYMENT SITUATION OF YOUNG PEOPLE

Young people form the large portion (68%) of the economically active population which constitute (89.6%) of the total population. However, the youth in the 15-24 years age group are more vulnerable to unemployment than the economically active population from the age of 25 years and above. The percentage of unemployed and discouraged youth (15 -24 years) as per national definition stands at 13.4% against the overall (11.7%). According to standard definition, the youth unemployment rate is almost double the overall unemployment as it stands at 8.8% against 4.7% overall. According to the national definition, the percentage of youth who are not in Education, Employment or Training stands at 13.4% (6.7% male, 11.2% female) of the total unemployed youth and 9.0% (12.3% male, 14.3% female) as per standard definition. Under both definitions female are more affected than the male also the situation is more critical in the urban areas. The proportional of young people who were in Vocational training in 2012 was 1.7% and 46% total enrolment were female. In 2010, 66% (44% male, 22% female) found employment after graduation. The number of young people in the modern apprenticeship is insignificant as the system declined after privatization of the Parastatal organizations in 1990s.

ES3. BASIC INFORMATION ON THE LABOR MARKET (QUANTITATIVE DATA)

The employees in the economic sector are distributed as follows: 82% are in the primary sector, 7% in secondary while 11% are in the tertiary sector. The employed youth aged 25-34 years (51.1%) are more likely than those in 15 -24 age group (46.8%) to participate in

secondary activities. Across the age groups, employed females (56.6%) are more likely than their male counterparts to participate in secondary activities (*ILFS 2006*).

The youth employment ratio for rural areas is higher (77.9%) than the urban (57.3%). Dar es Salaam has the lowest employment ratio, at 39.1%, when compared with other urban areas. In terms of gender, there is no significant difference between female and male in the target group. However, the youth population is hard hit by unemployment in the urban area particularly in the capital city of Tanzania i.e. Dar-es-salaam.

The employment rate of youth in the formal is low. They comprise only 2.5 % of total employees in the formal sector. Male youth have a slightly higher proportion to total employees (1.3 %) compared to female youth who stand at 1.2%.

The distribution of employment by sector is as follows: majority of Tanzanians (81%) engage in agriculture followed by those in the informal sector (8.8%), 4.5% are in the private sector, 3.2% in house work and 2.5% in the public sector. Youth employment rate follows the same pattern as the majority of them (74.3%) are engaged in agriculture and fishery sector the next is the informal sector which employs 18% (19% female, 17%male) of the youth population. Nevertheless, there is insignificant difference in participation of youth in the informal sector between female and male.

ES4. Difficulties experienced by young people in gaining access to employment

Difficulties experienced by young people in gaining access to employment are attributed to poor macroeconomic performance to generate adequate employment opportunities to absorb to the net increase to the labour force. Estimates show that there are 800,000 new entrants into the labour force every year, out of those only 40,000 are employed in the formal sector leaving a total of 760,000 to join the self-employment and unemployed or underemployed reserve; Inadequate investment in sectors that generate employment for example, the agricultural sector is still underdevelopment; lack of work experience. The private sector which creates more jobs than public sector is interested in employing experienced employees leaving inexperienced youth; and lack of access to business networks makes it more difficult for them to become successful entrepreneurs. Other contributors to

higher youth unemployment are mismatch between the demand and supply of skills possessed by young workers; low capacity of vocational training centres to adapt to ever-changing technology. In 2010, 15.8% of the VET graduates were unemployed due to skills mismatch; lack adequate information about job opportunities and know how to navigate the labour market to identify and pursue available jobs.

ES5. Measures taken to improve the processes of school-to-work transition for young people

In addressing the problem of youth unemployment, the government of the Tanzania has taken a number of measures which include: Formulating policies on and incorporating employment issues in the National Development Strategy known as National Strategy for Growth and Reduction of Poverty (NSGRP) which are implemented through a National Employment Creation Programme (NECP); Refocusing education and training to prepare youth to face real life in the world of work by mainstreaming entrepreneurship skills in the curriculum in all education levels so as to empower youth and facilitate their entry into business, and the gradual transformation of the informal economy to formal sector activities in order to create more and decent jobs for the youth, vocationalising the primary school curriculum as an attempt to orient the children on career choices, mainstreaming life skills in vocational education and training programmes, with a purpose of improving personal skills of youth and enable them master environment surrounding them; Adopting a demand driven TVET system in order to meet the skills need of the labour market both the formal and informal sectors of the economy through close collaboration with labour market and implement it using a Competence Based Education and Training Approach.

Other measure taken by the government include introduction of a ten (10) level TVET qualification to provide progression pathways for TVET graduates and facilitate their career development. The government formed a Tanzania Employment Services Agency (TaESA) to improve the quality of employment services which was provided by the department of employment in the Ministry of Labour which include among others the collection, analysis and dissemination of Labour Market Information (LMI) stakeholders and the general public. At institutional level, almost all education and training institutions prepare training programmes basing on the labour market information. The government has also formulated investment related laws and policies to promote the private sector and foreign investments. It has also

established a Youth Revolving Fund to support youth income generating activities in organized economic production brigades and small entrepreneurs.

Furthermore, the government has put in place various strategic frameworks to improve agriculture sector and make it attractive and provide decent jobs to young people. Amongst them include the Agricultural Sector Development Strategy (ASDS) and Agricultural Sector Development Programme (ASDP).

ES6. Planned or implemented measures concerning Technical Vocation Skills Development (TVSD)

Among the reforms in Technical Vocational Skills Development (TVSD) is the formation of a Vocational Educational and Training Authority (VETA) as an autonomous government agency to oversee vocational education and training in the country to allow effective participation of stakeholders in governing the system and introduction of a pay roll levy to employers with four (4) or more employees to finance vocational education and training.

The training systems adopted for young people in the trades and jobs required by strategic or growth sectors include Institutional Based Vocational Training (Long and short courses also tailor-made courses); formal and informal apprenticeship training; Integrated Training for Entrepreneurship Promotion (INTEP) focusing on the informal Sector; and Skills Enhancement programme (SEP) for updating and upgrading the skills of workers in line with job requirements.

The government through VETA is working on a programme to upgrade informal apprenticeship which among others seeks to improve their technical and pedagogical skills of master craft person to enable them to facilitate the informal apprenticeship training effectively. There are also non- government organisations which develop mentorship programmes for youth in business development ventures.

There are partnerships that exist between education and training institutions and economic agents in skills development required by the labour market, for example, VETA and Mining Companies have partnership agreement in facilitating apprenticeship training and some Gas companies in improving the quality of VET to match with international standard in two (2) VETA centres. The focus is on enhancing the employability of youth through vocational

training in oil and gas companies and the allied. Economic agents are involved from financing, designing, implementing, validation and accreditation of training programmes.

The paradigm shift needed in the country is to strengthen linkages with employers in the provision of TVET as the capacity of TVET institutions to acquire modern and adapt to ever-changing technology is limited.

Among the strategic sectors in creating jobs for the young people include the agricultural sector and other labour intensive sectors such tourism and hospitality. The emerging hydrocarbon sector is another strategic sector. Resources are mobilized through encouraging local private and international investors to invest in vocational education and training in these areas. Self-employment is another potential area to contribute to employment to youth. It is facilitated through entrepreneurship training, micro-finance schemes, Business Development Services (BDS), expanded market access, appropriate safety nets, and organization building. There are also government organs and non-government organisations that work with youth clusters and incubators. Among them include Small Industries Development Organisation, Commission of Science and Technology and Vocational Education and Training Authority through the Dar Teknohama Business Incubator (DTBi) which is an autonomous entity.

With regard to promoting a highly labour-intensive construction projects concerned with jobs for young people, the National House Corporation (NHC) is working with VETA to train young people in construction of low cost housing so that they can participate in NHC construction at the same establish their own businesses.

One of the experiences in Tanzania that is worth sharing with other countries is the upgrading Informal Apprenticeship through Recognition of Prior Learning. Tanzania has significant number of youth who acquire skills through the informal apprenticeship training. The current efforts to upgrade informal apprenticeship and reintroduce formal apprenticeship after earlier programmes collapsed are in bid to boost employment and employability of youth and expand economic growth inclusiveness.

ES7. CONCLUSION

Increasing opportunities for youth to gain employment in meaningful positions that provide a liveable income, would reduce the number of young people engaging in dangerous and immoral practices in order to earn a living. It expected that by pooling together of experiences from various countries will enable the country to adopt effective ways of addressing youth unemployment in terms of skills development and job creation so that the youth are fully integrated in the labour force and contribute to economic growth of the country.

1.0. INTRODUCTION

1.1. Background

As part of inter country quality node, ADEA in 2014 has planned an event on youth employment in Africa with a purpose of identifying countries' most significant experiences of facilitating young people's access to employment and to analyse the factors determining the efficiency and success of the mechanisms used for this purpose., ADEA has therefore initiated a process of sharing and pooling of these experiences so as to give all participating countries a better idea of which pathways enable young people to acquire the skills they need to join the labour market and allow economic and business agents to develop their activities and hence to create jobs.

The purpose of this paper is to highlight the youth unemployment situation in Tanzania and indicate the country's policies and mechanisms for integrating youth into the workforce and job creation. The paper therefore provides the basic information on the employment situation of young people; difficulties experienced by young people in gaining access to employment; planned or implemented measures concerning TVSD; measures planned or in progress to promote job creation; and notable experience on youth employment creation.

1.2. The population profile in Tanzania

According to 2012 census, the total population of Tanzania is 44.9 million. A large proportion of the population (63 %) is younger than 25 years. The youth population (15-35 years) is 54% of the total population. If the UN definition of youth (15-24 years) is used, about 19% of the population belongs to the youth category. The remaining youth (25 – 35) years) constitute 34.7% of the total population. A large proportion of the population in Tanzania (70%) lives in the rural areas which constitute 64.4% of youth population (15 -24 years) (NBS 2012). Table 1 and 2 summarise the population profile in Tanzania.

Table 1: Summary Results by Age and Sex, Tanzania 2012 Census

| Population Group | Tanzania | | Tanzania Mainland | | Tanzania Zanzibar | |
|---------------------------------------|-------------------|--------------|-------------------|--------------|-------------------|--------------|
| | Number | Percentage | Number | Percentage | Number | Percentage |
| Total | 44,928,923 | 100.0 | 43,625,354 | 100.0 | 1,303,569 | 100.0 |
| Male | 21,869,990 | 48.7 | 21,239,313 | 48.7 | 630,677 | 48.4 |
| Female | 23,058,933 | 51.3 | 22,386,041 | 51.3 | 672,892 | 51.6 |
| Youth Population (15–24 years) | 8,562,875 | 19.1 | 8,297,772 | 19.0 | 265,103 | 20.3 |
| Male | 4,032,029 | 18.4 | 3,909,204 | 18.4 | 122,825 | 19.5 |
| Female | 4,530,846 | 19.6 | 4,388,568 | 19.6 | 142,278 | 21.1 |
| Youth Population (25–35 years) | 15,587,621 | 34.7 | 15,115,987 | 34.6 | 471,634 | 36.2 |
| Male | 7,314,116 | 33.4 | 7,096,862 | 33.4 | 217,254 | 34.4 |
| Female | 8,273,505 | 35.9 | 8,019,125 | 35.8 | 254,380 | 37.8 |

Source: NBS 2012

Table 2: Total and youth population in rural and urban areas by gender

| Age | Total | | | Rural | | | Urban | | |
|-------------|------------|------------|------------|------------|------------|------------|------------|-----------|-----------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Total | 44,928,923 | 21,869,990 | 23,058,933 | 31,623,919 | 15,462,594 | 16,161,325 | 13,305,004 | 6,407,396 | 6,897,608 |
| 15-24 years | 8,562,875 | 4,032,029 | 4,530,846 | 5,515,026 | 2,670,235 | 2,844,791 | 3,047,849 | 1,361,794 | 1,686,055 |
| 25-35 years | 7,024,746 | 3,282,087 | 3,742,659 | 4,395,036 | 2,026,714 | 2,368,322 | 2,629,710 | 1,255,373 | 1,374,337 |

Source: NBS 2012

1.3. General situation of unemployment in Tanzania

The recent labour force survey in Tanzania was conducted in 2006 and Employment Earning Survey in 2007, however, the government launched another survey in 2013 that is still going on. Tanzania like many other countries recognizes the importance of integrating youth into the labour force as they form the large portion (68%) of the economically active population which constituted 18,821,525 (89.6%) of the total population (ILFS 2006). In Tanzania, the unemployment rate measures the number of people actively looking for a job as a percentage of the labour force. According to the 2006 Integrated Labour Force Survey, the unemployment rate as per national definition was 11.7 % and unemployment for women stood at (12.6 %) as

compared to men (10.7 %). In accordance with standard definition, the total unemployment rate was 4.7% while for women was 6.2% as compared to 3.0% for men. This shows that women are more vulnerable to unemployment than men (**See Table 3**).The next section provides some basic quantitative information on employment situation of young people on specific parameters.

Table 3: Overall unemployment (15+ age group) rate in %

| Definition | Total | Male | Female | Urban | Rural |
|------------|-------|------|--------|-------|-------|
| Standard | 4.7 | 3.0 | 6.2 | 12.4 | 1.7 |
| National | 11.7 | 10.7 | 12.6 | 22.6 | 7.5 |

National Bureau of Statistics (2007), Employment and Earnings Survey (2007)

2.0. BASIC INFORMATION ON THE EMPLOYMENT SITUATION OF YOUNG PEOPLE

For the purpose of comparability, a standard definition of youth used by UN has been adopted that is 15 -24 years of age.

a) Percentage of unemployed and discouraged young people

Table 4 below summarizes the unemployment rate of population of 15 -24 years old by sex to the period ending 2006. The youth unemployment rate stands at 13.4% as compared to the total unemployment rate which is 11.7% in accordance with national definition. According to standard definition, the youth unemployment rate is almost double the overall unemployment as it stands at 8.8% against 4.7% overall. Therefore, job creation for youth in Tanzania forms an important agenda in various policies and economic development strategies of the nation.

Table 4: Unemployed and discouraged young people (15-24 years old) in %

| DEFINITION | Total | Male | Female | Urban | Rural |
|--------------------------------------|-------|------|--------|-------|-------|
| According to the standard definition | 8.8 | 7.4 | 10.1 | 24.4 | 3.2 |
| According to the national definition | 14.9 | 14.3 | 15.4 | 33.1 | 8.2 |

National Bureau of Statistics (2007), Employment and Earnings Survey (2007)

b) Percentage of young people not in education, employment or training (NEETs);

As indicated in **Table 5**, the percentage of youth who are not in Education, Employment or Training stands at 13.4% of the total unemployed youth according to the national definition and 9.0% according to the standard definition. Under both definitions female are affected than the male also the situation is more critical in the urban area.

Table 5: Youth not in education and not in employment (15-24 years), in %

| DEFINITION | Total | Male | Female | Urban | Rural |
|--------------------------------------|-------|------|--------|-------|-------|
| According to the standard definition | 9.0 | 6.7 | 11.1 | 19.2 | 4.7 |
| According to the national definition | 13.4 | 12.3 | 14.3 | 25.0 | 8.6 |

National Bureau of Statistics (2007), Employment and Earnings Survey (2007)

c) Percentage of young people in vocational training

According to 2012 Population census, the total number of young people (15 – 24 years) is 8,562,875. The enrolment in vocational centres in 2012 was 145,511 trainees (Male 78,372 and 67,139 Female) implying that the proportional of young people who were in Vocational training was 1.7% and 46% of total enrolment were female (*Source VET Data 2010*).

d) Percentage of young people who find employment on completing vocational training

According to 2010 National Tracer Study, the percentage of young people who found employment after completion of Vocational Training was 66% (44% Male and 22% Female). This indicates that female youth graduating from vocational education and training experience some difficulties in finding employment.

e) Percentage or number of young people in traditional or modern apprenticeships

The number of young people in the modern apprenticeship is insignificant as the system declined after privatization of the Parastatal organizations in 1990s. The system is now being revamped and 351 youth have been enrolled in the pilot phase and 1,500 graduated in the past three years.

f) Percentage of young people joining the formal economy

Adults dominate employment in formal economy as they constitute 97.5 % of total employees in the formal sector, whereas youth employees aged between 15 and 24 years comprise only 2.5 % of total employees in the formal sector showing the low involvement of youth in the formal sector in Tanzania. Male youth have a slightly higher proportion to total employees (1.3 %) compared to female youth who stand at 1.2% (See **Table 6.**).

Table 6 Percentage Distribution of Total Employees by Sector, Age and Sex, 2012

| Sector | Adult aged 25+ | | | Youth aged 15-24 | | | Total |
|--------------------------------|----------------|-------------|-------------|------------------|------------|------------|--------------|
| | Male | Female | Total | Male | Female | Total | |
| A. Private Sector | 40.2 | 22.1 | 62.3 | 1.0 | 0.9 | 1.9 | 64.2 |
| B. Public Sector | 21.0 | 14.2 | 35.2 | 0.3 | 0.3 | 0.6 | 35.8 |
| Total Percentage: (A+B) | 61.2 | 36.3 | 97.5 | 1.3 | 1.2 | 2.5 | 100.0 |

Source: NBS 2007

g) Percentage of young people joining the informal economy.

Agriculture is the dominant sector of employment in the Tanzanian economy, accounting for 81% of employed persons. Majority of the youth population (74.3%) is also engaged in agriculture and fishery sector. The next largest sector is the informal sector which accounts for 8.8% of the employed population respectively. Despite its large contribution, a small proportion of youth in the 15-24 years age group (18%) find employment in the informal sector as compared to other groups as shown in **Table 7.** According to gender distribution, the proportion of female in the 15-24 years age group employed in the informal is 19% while for male is 17% (NBS 2007). This indicates insignificant difference in participation of youth in the informal sector between female and male.

Table 7: Employment ratio of young people (15 -24) as compared to other age groups in the Informal sector

| Age group | Male | Female | Total |
|--------------|------------|------------|------------|
| 15-24 | 17 | 19 | 18 |
| 25-34 | 39 | 40 | 40 |
| 35-64 | 41 | 39 | 40 |
| 65+ | 3 | 2 | 2 |
| Total | 100 | 100 | 100 |

Source :NBS 2007

3.0. BASIC INFORMATION ON THE LABOR MARKET (QUANTITATIVE DATA)

a) Distribution of employment by economic sector (primary, secondary, tertiary)

The employees in the economic sector are distributed as follows: 82% are in the primary sector, 7% in secondary while 11% are in the tertiary sector. **Table 8** shows that the employed youth aged 25-34 years (51.1%) are more likely than those in 15 -24 age group to participate in secondary activities. Across the age groups, employed females are more likely than their male counterparts to participate in secondary activities.

Table 8: Rate of engagement in secondary activities by age group and sex in percentage

| Age group | Male | Female | Total |
|--------------|-------------|-------------|-------------|
| 15-24 | 40.5 | 52.4 | 46.8 |
| 25-34 | 45.0 | 56.5 | 51.1 |
| 35-64 | 42.5 | 56.6 | 49.6 |
| 65+ | 33.4 | 46.0 | 39.2 |
| Total | 42.0 | 54.8 | 48.6 |

Source ILFS 2006

b) Distribution of employment by urban/rural sector

Table 9 shows that the employment ratio for rural areas is higher (77.9%) than the urban (57.3%) in the age group under review. Dar es Salaam has the lowest employment ratio which stands at 39.1%, when compared with other urban areas. In terms of gender, there is no significant difference between female and male in the target group. However, the data show that the youth in the f 15 -24 age group are hard hit by unemployment in the urban area particularly in the capital city of Tanzania i.e. Dar-es-salaam.

Table 9: Employment ratios for youth by urban/rural sector sex for 15-24 age groups in%

| Gender | Dar-es-salaam | Other urban | Rural | Total |
|--------------|---------------|-------------|-------------|-------------|
| Female | 44.2 | 64.8 | 82.2 | 83.3 |
| Male | 43.3 | 64.7 | 82.2 | 74.0 |
| Total | 39.1 | 57.3 | 77.9 | 69.6 |

Source: ILFS 2006

c) Distribution of employment by formal/informal sector (urban plus rural)

i. Distribution of employment by informal sector (urban plus rural)

Table 10 shows that in 2006, 40% of all households in Tanzania engaged in informal sector activities as compared to 35% in 2001'. It also reveals that the concentration of informal sector activities is higher in urban households (55%) than in rural households (33%). However, the percentage of households with informal sector activities in urban areas has declined from 61% in 2001 to 55% in 2006 while that in the rural areas has increased from 27% in 2001 to 33% in 2006. This may be explained by the fact that the main activity in rural areas is agriculture, which is not defined as an informal sector activity in Tanzania.

Table 10 Households with informal sector activities, 2001 and 2006

| Area | 2001 | | 2006 | |
|--------------|------------------|------------|------------------|------------|
| | Number | Percentage | Number | Percentage |
| Urban total | 778,054 | 61 | 1,339,014 | 55 |
| Rural | 1,235,777 | 27 | 1,973,760 | 33 |
| Total | 2,013,832 | 35 | 3,312,774 | 40 |

Table 11 shows the age structure of persons employed in the informal sector. Not so many young people in Tanzania who belong in the 15 -24 years age group are engaged in the informal sectors. According to the ILFS 2006, 18% of youth between 15-24 years were engaged in the informal sector activities as their *main activity* and higher engagement was in the other age groups i.e. 40%, between 25-34 years and 46% in the 35-64 years age group. In terms of the secondary activity, the same proportion (18%) of the 15-24 years age group was engaged in informal sector's activities, again higher engagement was seen in other age groups 31% in the 25-34 year's age group and 46% are in the 35-64 years age group. The gender differences in respect of age group were relatively small (NBS 2007). No data were found for the formal sector segregated in terms rural and urban areas.

Table 11 Engagement in the informal sector by age group and sex, 2006

| Age group | Main activity | | | Secondary activity | | |
|--------------|---------------|------------|------------|--------------------|------------|------------|
| | Male | Female | Total | Male | Female | Total |
| 15-24 | 17 | 19 | 18 | 16 | 19 | 18 |
| 25-34 | 39 | 40 | 40 | 33 | 30 | 31 |
| 35-64 | 41 | 39 | 40 | 45 | 46 | 46 |
| 65+ | 3 | 2 | 2 | 6 | 4 | 5 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 |

Source: ILFS 2006

d) Distribution of employment by category (wage employment, free-lance, self-employment, household workers, etc.).

Table 12 shows the distribution of employment by sector. According to this table, majority of Tanzanians engage in agriculture followed by those in the informal sector (8.8%).

Table 12: Distribution of employment by category

| Sector | Percentage |
|---------------------------|------------|
| Parastatal | 0.5% |
| Government | 2.0% |
| House work | 3.2% |
| Private | 4.5% |
| Informal(non-agriculture) | 8.8% |
| Informal(Agriculture) | 81.0% |

Source: NBS 2007

4.0. DIFFICULTIES EXPERIENCED BY YOUNG PEOPLE IN GAINING ACCESS TO EMPLOYMENT

The data presented in the preceding section show that the youth unemployment rate is high in urban areas than in rural areas. In rural areas most of the youth are employed in subsistence farming and family based livelihood activities such as handcraft, fishing farming etc. Agriculture being the biggest employer of the rural population, its performance is

suboptimal due to several factors which include unreliable rain, low use of improved agricultural technology, lack of agricultural skills and poor extension systems. This makes young people to migrate from rural to urban informal sector employment. The informal sector is mostly characterized with low income, poor working conditions and hence the increased underemployment. Generally, the biggest challenge in rural areas is the underemployment rather than high unemployment rate. Major factors contributing to youth unemployment problems as indicated in two studies (ILO, 2010 and Mjema, 1997) are provided as follows:

a) Slow economic growth and lack of investment in sectors that generate jobs

The economic growth that is currently taking place in the country has not been able to generate adequate employment and income generating opportunities to absorb to the net increase to the labour force and reduce unemployment rate particularly of youth. The formal sector has not been able to absorb the majority of the unemployed young people qualifying from institutions of learning every year. Estimates show that there are 800,000 new entrants into the labour force every year of which 500,000 are school leavers (primary and secondary) with little or no skills. Out of those only 40,000 are employed in the formal sector leaving a total of 760,000 to join the self-employment and unemployed or underemployed reserve. This is also attributed to inadequate investment of sectors that generate employment for example; the agricultural sector which absorbs more than 80% of the work force in Tanzania is underdevelopment.

b) Skills mismatch and inadequate skills.

Skills' training is an important ingredient for accessing employment opportunities. According to ILS in 2006, the majority of unemployed population (87.3%) has no training. The inadequate skills for the youth who complete primary or secondary education contribute to difficulties in finding employment in wage or start self-employment activities. There are few secondary schools that have technical, business and commercial courses for students but the weakness is however that they emphasis on theoretical courses (Mjema, 1997).

It is also argued that in this new technological age, VET graduates do not possess the skills that firms need. This is due to low capacity of vocational training centres to adapt to ever-

changing technology. The National Tracer study for VET graduates carried in 2010 indicated that 15.8% of VET graduates did not find employment due to skills mismatch as compared to other factors shown in **Table 13**.

Table 13: Employment status of VET graduates in 2010

| Reason for being out of work | Male | Female | Total |
|---|-------|--------|-------|
| Skills mismatch | 19.2% | 13.7% | 15.8% |
| Low salary | 5.4% | 2.7% | 4.3% |
| Lack of capital to start up own business | 22.3% | 32.1% | 26.3% |
| Health ground | 0.5% | 2.7% | 1.4% |
| Attending further training | 47.5% | 33.6% | 41.8% |
| Housework | 2.5% | 11.8% | 6.3% |
| Other external factor including seasonality | 2.6% | 3.3% | 2.9% |
| Total | 100 | 100 | 100 |

There is also less demand than in the past for unskilled jobs, particularly because of new technology, and this substantially affects the young.

c) Lack of work experience

The population most at risk of unemployment is generally the educated youth entering the labour market for the first time. One reason for higher youth unemployment rates is that first-time job seekers, who are mainly young, face greater difficulty owing to lack of work experience. The private sector which creates more jobs than public sector is interested in employing experienced employees leaving inexperienced youth. **Table 14** reveals that those with no work experience account for the largest portion of the unemployed (60%) followed by those with elementary work experience (23%) and agricultural work experience (10%). This shows that work experience is an important factor for accessing employment. Employers also question the social skills and work ethic of youth. They see these deficits as a significant barrier to the productivity of inexperienced young people, and at the same time they are reluctant to invest resources in training young people when more experienced adult workers may be unemployed and available for hire (FAO 2013a).

Table 14: Distribution of unemployed population 15+ years by previous work experience in %, 2006

| Occupation | Male | Female | Total |
|--|------|--------|-------|
| Professionals | 0.2 | 0.3 | 0.2 |
| Technician & associate professionals | 0.1 | 0.2 | 0.1 |
| Office clerks | 0.2 | 0.2 | 0.2 |
| Service workers & shop sales workers | 3.1 | 6.0 | 4..7 |
| Agricultural & fishery workers | 8.9 | 11.1 | 10.1 |
| Craft & related workers | 1.3 | 1.3 | 1.3 |
| Plant & machine operators and assemblers | 0.8 | 0.1 | 0.4 |
| Elementary occupations | 13.8 | 29.9 | 22. 8 |
| No previous experience | 71.7 | 50.9 | 60.0 |

In 2012, a different scenario was observed. According to the Employment and Earnings survey conducted in 2012 as shown in **Table 15**, the requirement for experience seemed not very important as the results reveal that, 76% of vacancies existed in 2012 did not require any experience. Vacancies that required work experience of 5 or more years composed a minute number of total vacancies (0.7%).

Table 15 Distribution of Job Vacancies by Occupation and Working Experience, 2012

| Occupation | Work Experience | | | | | | | | | |
|--|-----------------|-------------|---------------|-------------|--------------|------------|-----------------|------------|----------------|------------|
| | Not Required | | 1-2 years | | 3-4 years | | 5 or more years | | Total | |
| | Number | % | Number | % | Number | % | Number | % | Number | % |
| Legislators, administrators and managers | 1,760 | 1.40 | 409 | 0.32 | 292 | 0.23 | 161 | 0.13 | 2,622 | 2.08 |
| Professionals | 16,275 | 12.91 | 4,739 | 3.76 | 1,696 | 1.35 | 453 | 0.36 | 23,163 | 18.37 |
| Technicians and associate professionals | 63,016 | 49.98 | 11,161 | 8.85 | 1,962 | 1.56 | 113 | 0.09 | 76,252 | 60.48 |
| Clerks | 5,052 | 4.0 | 1,470 | 1.17 | 274 | 0.22 | 32 | 0.03 | 6,828 | 5.42 |
| Service workers and shop sales workers | 4,333 | 3.43 | 2,540 | 2.01 | 2,492 | 1.98 | 30 | 0.02 | 9,395 | 7.45 |
| Skilled agricultural and fishery workers | 1,387 | 1.1 | 30 | 0.02 | 18 | 0.014 | 18 | 0.014 | 1,453 | 1.15 |
| Craft and related workers | 538 | 0.43 | 507 | 0.40 | 77 | 0.06 | 14 | 0.01 | 1,136 | 0.90 |
| Plant and machine operators and assemblers | 720 | 5.7 | 512 | 0.41 | 489 | 0.39 | 68 | 0.05 | 1,789 | 1.42 |
| Elementary occupations | 2,793 | 2.2 | 460 | 0.36 | 155 | 0.12 | 27 | 0.02 | 3,435 | 2.7 |
| Total Number of Vacancies | 95,874 | 76.0 | 21,828 | 17.3 | 7,455 | 5.9 | 916 | 0.7 | 126,073 | 100 |

EELS (2012)

d) Poor information about the labour market

Many young people lack adequate information about job opportunities and know how to navigate the labour market to identify and pursue available jobs. They lack knowledge of what the world of work is actually like, and have not given careful thought to their own potential career choices. They have also not used their time in school to prepare appropriately for realistic career paths and have less knowledge on self-employment, entrepreneurship, job creation and self-independence. This is due to lack of formal career guidance and counselling services in schools and a mechanism that can enable youth access information (ILO, 2010 and Mjema, 1997).

e) Inadequate mechanisms for monitoring young job-seekers and facilitating their access to employment

Apart from the Ministry of Labour and Youth Development, there has not been an efficient and effective institutional framework for effective coordination of the employment initiatives undertaken in employment potential sectors in the regions of country. The institution available is located in the capital city of Dar-es-salaam. It is therefore difficult for youth in other parts of the country to access its services.

5.0. MEASURES TAKEN TO IMPROVE THE PROCESSES OF SCHOOL-TO-WORK TRANSITION FOR YOUNG PEOPLE

In addressing the problem of unemployment, the government of the Tanzania has taken a number of measures which include:

a) Formulating policies on and incorporating employment issues in the National Development Strategy

There is a fully fledged Department of Youth in place to deal with youth issues including unemployment. There is also National Employment Policy of 2008, an improvement of 1997 Policy. The Policy focuses on youth mobilization, empowerment and counselling. It aims at creating an enabling environment for all stakeholders to participate in human capital development, employment promotion and economic growth with specific objectives on enhancing skills and competencies of the labour force; promoting the goal

of decent and productive employment as a national priority; promoting access to employment opportunities and resources by the vulnerable and marginalized population (youth, women and people with disability); and ensuring income security and social inclusion; improving collection, analysis and timely dissemination of the LabourMarket Information. Furthermore, the policy, among others, takes into account transformation of the informal sector for creating decent jobs; promotion of youth employment; empowerment for enhanced accessibility to business support services; acquisition of appropriate skills; enhancing the capacity of domestic private sector to create new and better employment opportunities; mainstreaming employment as a cross-cutting issue; reducing the impact of HIV/AIDS at the workplaces; improving employment conditions and respect for labour rights.

The National Development Strategy, known as National Strategy for Growth and Reduction of Poverty (NSGRP), or MKUKUTA in its Kiswahili acronym incorporates employment issues which are implemented through a National Employment Creation Programme (NECP). The latter programme comprises of four (4) main pillars. The first addresses private sector development, the second, skills development, the third, employment-intensive works while the fourth focuses on strengthening the Ministry of Labour's ability to support and measure the labour market. Further, the new National Agriculture Policy (2013) features employment in agriculture and decent work as one of the key cross-cutting issues.

b) Refocusing education and training to prepare youth to face real life are in place

From primary to higher education the government has mainstreamed entrepreneurship skills in the curriculum to empower youth and facilitate their entry into business, and the gradual transformation of the informal economy to formal sector activities to create more and decent jobs for young men and women. The primary school curriculum has been vocationalised as an attempt to orient the children on career choices.

Life skills have been mainstreamed in the vocational education and training programmes, with a purpose of improving personal skills of youth and enable them master environment surrounding them. Such skills include self-esteem, independent,

decisive, critical, thinking positive, determinant, dynamic, hardworking, creative, networking with different exposures, increasing knowledge beyond classroom knowledge, learning persuading skills, seeking technological knowledge, improving alternative communication ways, be open, responsible, ethical and patriot as well as career planning.

c) Promoting demand driven skills training programme

In TVET, a demand driven education and training system has been adopted. The intention is make TVET programmes responsive to the skills need of the labour market both the formal and informal sectors of the economy through close involvement of the labour market technical expertise in the development and provision of the programmes.

d) Provision of labour market information

There is intervention at national level and institutional level. At national, the government conducts a comprehensive labour market survey every five years. The government publishes job vacancies in the government website and newspapers. The government also formed an Agency to facilitate among others provision of information on employment opportunities. The Tanzania Employment Services Agency (TaESA) was established under the Executive Agency Act. No. 30 of 1997. It was established in the spirit of the government in converting some of its departments and units into executive agencies for the purpose of improving the delivery of public services, creating an environment conducive to efficient and effective management, and improving the quality of employment services which were provided by the department of employment in the Ministry of Labour and Employment. TaESA among others performs the following main functions: provides placement services to jobseekers and employers; prepares programmes for providing employment services to the general public; and collects, analyses and disseminates Labour Market Information (LMI) to stakeholders and the general public.

At institutional level, all almost all education and training institutions prepares training basing on the labour market information. For the example, the Vocational Education and Training Authority (VETA) has a full fledge directorate responsible for labour market information gathering and analysis and each VETA zonal office has a labour market analyst. The Labour market analysts conduct labour market surveys to establish skills demands in various sectors of the economy. The Directorate at head office consolidates the zonal report to get a national report. The reports are disseminated to various stakeholders and also the labour market information form basis in developing training standards and curriculum.

e) Promote investment in sectors that generate jobs

The size of the youth cohort is increasing each year at rate of 3% each year. The higher the numbers of young people the more jobs that will be required to accommodate them. To promote investment in sectors that generate jobs, the government initiatives are as follows:

i. Promoting the informal sector

The informal sector absorbs the bulk of the labour force but it is stretched to the limit. Informal sector employment is growing at 2.4% annually which is below the growth of the labour force (3%).The government sets aside each year some amount for each region as a soft loans facility through a Youth Revolving Fund to small and medium entrepreneurs to create self-employment as most of informal sector operators do not qualify for credit from the commercial financial institutions. A Youth Revolving Fund supports youth income generating activities in organized economic production brigades and small entrepreneurs. Local government authorities contribute 10% of their revenue collections to this fund.

ii. Promotion of investment in productive and commercial activities by encouraging internal and foreign investors

Tanzania promotes and facilitates investment in various sectors by the private sector and other economic agents to actively and effectively invest in productive and commercial activities in order to accelerate economic growth and development

henceforth generate jobs. These sectors includes agriculture and livestock, natural resources, tourism, manufacturing, (back up services for petroleum and mining sectors), commercial building, transportation, services, financial institutions, telecommunication, energy, human resources, economic infrastructure and broadcasting sector.

From the 1990s, Tanzania enacted a number of investment related laws and policies, undertaken financial reforms, liberalised its trading regime and put in place an attractive investment package to promote and develop the private sector. Some of the laws were such as Tanzania Investment Act No. 26 of 1997 aimed at guiding investment activities in Tanzania except for the mining and oil exploration projects; the Village Land Act No. 5 of 1999 which provides for the management and administration of land in the village and for related matters etc. Such laws created conducive environment for the private sector to operate its businesses.

Furthermore, the increased openness of the Tanzanian economy in the 1990s was partly a reflection of the policies that were introduced to liberalize trade and promote foreign investment (TIC report, 2004). The big step made in 1990 was to radically change the investment environment in Tanzania in order to provide conducive to foreign investorsthrough initiatives such as the reduction in bureaucratic “red tape” and state interference in private business, improvement in investment facilitation and the establishment of investment promotion agencies etc. The inflows of foreign capital in the 1990s and 2000s and the significant contribution of foreign affiliates in these periods has attributed to continued increase of employment opportunitiesfrom year to year. According to the Tanzania Investment Centre report, in 2004 about 54,091 jobs were created; 2005, 55,694 jobs; 2006, 76,653 jobs, 2007, 103,958 jobs; and 2008, 125,231 jobs. Most of jobs came from the economic infrastructure, manufacturing sector and agriculture and livestock sectors **(Table 16)**.

TABLE 16: AVERAGE EMPLOYMENT BY SECTOR: 1990 – 2008

| SECTOR | EMPLOYMENT | |
|---|----------------|--------------|
| | Numbers | Percentage |
| Agriculture, fishing, forestry & hunting | 14,306 | 14.1 |
| Construction | 6,071 | 6.0 |
| Manufacturing | 29,302 | 28.9 |
| Mining & quarrying | 1,465 | 1.4 |
| Finance, insurance, real estate & business services | 6,383 | 6.3 |
| Community, social and personal services | 4,758 | 4.7 |
| Wholesale, retail & tourism | 12,786 | 12.6 |
| Transport, communication & storage | 25,975 | 25.6 |
| Utilities (water, energy) | 419 | 0.4 |
| Total | 101,465 | 100.0 |

Source: Tanzania Investment Reports, 2001; 2004 & 2008 and East African Community

iii. Promotion of the Agricultural sector

The government has put in place various strategic frameworks to improve agriculture sector and make it attractive and provide decent jobs to young people. Amongst them include the Agricultural Sector Development Strategy (ASDS) and Agricultural Sector Development Programme (ASDP). Tanzania Agricultural Sector Development Strategy of 2001 aims at creating an enabling and conducive environment for improving profitability of the sector as basis for improved farm incomes and rural poverty in medium and long term. The strategy recognizes the central role of youth in the sector as the most active labour force in agriculture. In addressing the issue of migration of youth from rural to urban as a result of poor performance of agriculture in rural areas, the strategy focus on empowering youth and sustain agricultural human resource. Under ASDS the government of Tanzania developed Agricultural Sector Development Programme (ASDP) in 2003 as a tool for implementing ASDS in which local governments are implementing District Agricultural Development Projects (DADPs) at district level in all districts in the country.

Furthermore, the government launched an initiative to improve agriculture known as “KILIMO KWANZA” (Agriculture First) in 2009. It is a national resolve to accelerate agricultural transformation. It is also a central pillar in achieving the country’s Vision 2025. It comprises a holistic set of policy instruments and strategic interventions towards addressing the various sectoral challenges and taking advantage of the

numerous opportunities to **modernize** and **commercialize** agriculture in Tanzania. In order to achieve KILIMO KWANZA declaration, the Government through the Ministry of Agriculture Food Security and Cooperatives is currently implementing a number of strategic interventions among others include Improvement of farm Inputs accessibility; Construction and rehabilitation of infrastructure; Promotion of agricultural mechanization Support Services and farmer empowerment; and involvement of the youth in agriculture. Kilimo Kwanza among other things, incorporates youth issues in agriculture in the following ways: Introduced agricultural loans; provides land to entrepreneurial agricultural graduates; and provides full scholarships or loans for agricultural undergraduates.

6.0. PLANNED OR IMPLEMENTED MEASURES CONCERNING TECHNICAL VOCATION SKILLS DEVELOPMENT (TVSD)

a) Reforms to modernize existing training systems and pathways to align them with the skills required by the economy

Due to economic reforms undertaken in Tanzania, the vocational training system was negatively affected. The surveys were carried out in 1990s to evaluate the capacity of the VET system to respond to the new economic order. The survey revealed that the system was not operating in line with the labour market demands. This attributed to reforms in the system whereby the Vocational training Act of 1974 which fostered a supply driven system was repealed and replaced by the Vocational Education and Training (VET) Act of 1994 (Revised in 2006). The 1994 VET Act established an autonomous government agency know as Vocational Educational and Training Authority (VETA). The Act also established a VET fund with a major source (about 80%) from skills development levy paid by employers with 4 employees or more. Employers used to contribute 6% from the pay roll but from 2013 the levy was reduced to 5%. The VET fund gets 1/3 of the levy.

VETA was among others was charged with a responsibility of establishing a demand driven VET system that is flexible and capable of responding quickly to skills need of the labour Market in both the formal and informal sectors of the economy. The demand driven system require close involvement of employers and other key stakeholders from policy setting, training standard,

curriculum development and training provision. The system is also governed by key stakeholders through the tripartite national Vocational Educational training Board which includes members representing employees, employers, and NGO's providing vocational training and the government. Management of the system is decentralized into zones governed by tripartite Zonal boards accountable to the VET Board. The VET Board is responsible for setting policies and regulations pertaining to VET and supervision of their implementation. The Zonal Boards are responsible of supervising quality of VET, fund utilization and setting of zonal priorities.

The demand driven VET focuses on providing the following: flexibility in mode of delivery; Close alignment to job demands; Integration of business and entrepreneurial skills; Integration into the country's social and economic policies and plans.

To implement a demand driven system, VETA adopted a Competence Based Education and Training Approach that places emphasis on what a person can do in the workplace as a result of completing a program of training. Competence is a combination of attributes (knowledge, attitudes and skills) that underpins some aspect of occupational performance. Generally, the reforms in the VET system are an endeavour to align it with the needs of the labour market and respond to economic development.

Furthermore, a ten (10) level TVET qualification has been introduced to provide progression pathways for VET graduates who aspire to continue with training. It is expected that the framework will facilitate quality skills development in the sector and enhance employability of the graduates after acquiring relevant qualifications.

b) Training systems for young people in the trades and jobs required by strategic or growth sectors

Various modes have been adopted to train young people in the trades and jobs required by strategic or growth sectors. The modes of training include Institutional Based Training (Long and short courses also tailor-made courses); apprenticeship training or dual system that include both formal and informal apprenticeship; Integrated Training for Entrepreneurship Promotion (INTEP) focusing on the informal Sector; and Skills Enhancement programme (SEP) for people who are employed, the main objective of SEP is to update and upgrade the skills of workers in line with job requirements. The various modes of training aim at increasing access to VET for

various target groups in the urban and rural areas. The intention is to also address skills need in both the formal and informal sectors of the economy. The key feature of all the training modes is a partnership with stakeholders in training development and delivery.

c) Measures taken to build the skills of informal sector entrepreneurs and apprenticeship managers so that they can better train the young people under their responsibility

The government through VETA is working in a programme to upgrade informal apprenticeship. The starting point is the recognition of their prior learning followed by developing programmes to bridge their skills gap in collaboration with master craft persons. This requires upgrading of master craft persons to enable them provide skills training effective. The master craft person are given pedagogical training and skills upgrading and updating after assessment of their prior learning.

d) Partnerships exists to involve economic agents skills development required by the labour market

Economic agents are involved from designing, validation and accreditation of training programmes; implementation and assessment of the institutional training, apprenticeship programmes and skills enhancement programmes aimed at improving skills and knowledge of employees. SEP programmes are run on cost sharing basis. Economic agencies are also involved in financing the system through the skills and Development levy.

e) The paradigm shift needed in the country to make access to employment as one of the leading priorities of education and training systems.

There is a great recognition of the importance of TVET in creating employment. The emphasis is on the system to produce job creators than job seekers as employment opportunities in the formal sector are limited. More funds need to be injected in the TVET system to improve quality and increase equitable access to TVET. The paradigm shift needed in the country is to strengthen linkages with employers in the provision of TVET as the capacity of TVET institutions to acquire modern and adapt to ever-changing technology is limited. Partnership of the employers provides an opportunity to institution to access labour market information and enable both

trainers and trainees to get exposure to real world of work. Therefore, emphasis should be given to the dual system (apprenticeship training). Sustainable financing is another area that needs to be looked at in order to enable institutions to have adequate facilities for training.

f) Measures planned or in progress to promote job creation

Quality TVET can produce competent workers who increase productivity and profitability of the economic agents can hence create more jobs. Among the measure undertaken by the government is to form an autonomous government agency that gives room for tripartite governance for the Vocational education and training system. The system is governed by the tripartite Boards of Directors where employers, employees, non-governmental organization and the government are represented. The Board is responsible for setting policies and guidelines to regulate and ensure VET's relevance to the labour market hence increase employability of VET graduates. The current arrangement gives employers and economic agencies more say at policy setting and implementation. It has been observed that involvement of employers in VET has increased their level of hiring VET graduates and providing placement for industrial training of VET trainees. Some employers have donated training equipment to centres. Another incentive to employers is the training of their workers through cost sharing. Employers pay 50% and the other 50% is paid by VETA. This is done through the Skills Enhancement Programme (SEP).

Among the sectors that considered strategic in creating jobs for the young people include the agricultural sector and other labour intensive sectors such tourism and hospitality. The emerging sector of hydrocarbon is another strategic sector. Resources are mobilized through encouraging local private and international investors to invest in vocational education and training. The policies of the government discussed in the preceding section of this report provide conducive environment for local and foreign investors.

The government considers self-employment as another area to be developed to contribute to employment to youth. Self-employment is facilitated through entrepreneurship training, micro-finance schemes, Business Development Services (BDS), expanded market access, appropriate safety nets, and organization building. Youth are trained how to form economic groups so as to

be able to access loan from financial institutions and it is a requirement especially the micro financing institution for young people to be groups or associations to be eligible for loan. Furthermore, the government has designed a comprehensive employment creation Programme 2011 – 2015 with special focus on youth (males and females). There is also an on-going Youth Entrepreneurship Facility Programme –(KaziNjeNje Programme) in pilot Regions.

Apart from training, the government has established a revolving fund which is administered to youth by the Local Government to provide them with seed money to start or further develop their business. The government also solicits funds from development partners and NGOs for facilitating youth employment. There are several NGOs involved in building the capacity of youth to engage in economic activities particularly in agriculture and self employment.

VETA has also been supporting the informal sectors/SMEs through various programmes such as the Integrated Training for Entrepreneurship Promotion (INTEP) which is an employment-oriented focusing on training people who are un-employed, underemployed, or those who are working in the informal sector (micro and small enterprises). The key features of INTEP are integration and linkages of VET and business promotion in order to achieve a common objective of employment creation. Also, VETA provides short-term programmes ranging from 1 day to 6 months which focus on the informal sector. The programmes are designed based on the need of a particular/target society or group, i.e. poultry keeping, food vending, occupational health and safety for small scale miners, etc. In 2008 VETA partnered with the Dutch Government through NUFFIC to develop a programme known as Entrepreneurship Education and Training, which aimed at Training of Trainers (ToT) for entrepreneurship training in VET codenamed EUVETA (ElimuyaUjasiriamali VETA). Phase I of the programme which involved ToT was accomplished in 2009. Phase II which commenced in July 2010 for rolling out entrepreneurship training programme for all VET centres, including those not owned by VETA. Entrepreneurship has also been integrated in the reviewed VET curricula as a cross-cutting subject in all VET programmes.

g) Clusters initiatives and incubators for young people for business creation

There are various initiatives by government organs and non government organisation working with youth clusters and incubators. Among them include Small Industries organisation, Commission of

Science and Technology and Vocational Education and Training Authority. SIDO has Support Programmes for SME Development which are:

i. *Hire Purchase Programme*

SIDO introduced urban, rural, women and micro credit schemes aimed at the provision of a meaningful assistance to the small and micro enterprises sectors. Under the Urban Hire Purchase Programme, the entrepreneur is assisted with machinery and working tools. Credit terms include a down-payment of between 10 and 25%, and a grace period of up to five years. These loans attract an interest rate of about 30% (i.e. marginally above the inflation rate) and amounts disbursed range from 100,000 (65 USD) to 6,000,000 Tanzanian shillings (3700 USD).

ii. *Extension and Advisory Programme*

SIDO has 20 regional offices, one in each region which caters for SME support. Services offered by these offices include technical support in machinery, installation maintenance, repairs and parts fabrication. Also these offices give advisory services in management aspects. Regional offices are administrative centres and are empowered to make decisions on SME support programmes in a particular region.

iii. *Technology Acquisition and Transfer*

SIDO is also involved in technology development through improvement of locally available technologies as well as acquisition of technology from abroad which suites Tanzania's environment. The Sister Industry Programme and the Sister Daughter Programme are typical examples of SIDO involvement in technology acquisition and transfer.

Tanzania Commission of Science and Technology (COSTECH) is a national body established by the Act of parliament No 7 of 1986. COSTECH's mission to foster knowledge based economy through promotion, coordination of research, technology development and innovation for sustainable development in Tanzania. COSTECH is the principal advisory organ to the Government on all matters pertaining to Science, Technology and Innovation (STI) and their application for socio-economic development of the country. COSTECH,

together with established the Dar Teknohama Business Incubator (DTBi) as an independent autonomous entity with its own advisory Board. Its main purpose is to promote start-ups with innovative ideas for the growth of ICT technology-based emerging companies and contributing to job creation and enhanced economic health of the nation. It operates as a business not-for-profit Company. Furthermore the incubator's aim is to serve as a hub for technology start-ups and actively identifies and provides for the value-added services required to support incubator clients' success. The intention is to turn an idea into a profitable business. DTBi assists early stage ICT companies by lowering the cost of business and increasing the chances of business survival by providing access to shared resources, facilitating access to finance and markets through credible support, guidance and business management, and networking for technical trends and opportunities to access markets. The programs aims at building a community of Tanzanian youth who will develop creative applications and programs with entrepreneurship orientation hence become future job creators and solvers of community problems through ICT. So far 10 incubatees have graduated into potential businesses and these business have generated 450 direct employment and over 1,500 indirect employment. One of the potential companies is MAX MALIPO which offers mobile payment services. The company has extended its services outside the country.

The Vocational Education and training Authority is also in the process of establishing incubators and clusters for VET graduates. It is part of its five year corporate plan ending 2016/17.

h) Highlylabour-intensive construction projects concerned with jobs for young people

The National House Corporation is working with the Vocational Education and training to train young people in construction of low cost housing so that they can participate in NHC construction at the same establish their own businesses. NHC has also donated some machines to youth to enable them to establish their own businesses. More than 600 brick-making machines will be supplied by the National Housing Corporation (NHC) to youth groups in 160 local authorities across the country to support construction of quality low-cost houses.

i) A highly significant experience involving youth employment

One of the experiences in Tanzania that is worth sharing with other countries is the upgrading Informal Apprenticeship through Recognition of Prior Learning. Tanzania, like many developing countries has significant number of youth who acquire skills through the informal apprenticeship training. This is due to the limited capacity experienced by the formal training systems to absorb young people completing primary and secondary education. The current efforts to upgrade informal apprenticeship and reintroduce formal apprenticeship after earlier programmes collapsed are in bid to boost employment and employability of youth and expand economic growth inclusiveness.

Although informal apprenticeship is a widespread practice, it remains unsophisticated. Training is all hands-on with no formal instruction. The quality of goods and services, as well as the levels of productivity in the respective enterprises are generally low and there are hardly written agreements between the trainer and the apprentice. The system rarely encourages technological innovation. However, such forms of training have the advantage of being low cost, demand driven and relevant to the world of work, and they often lead to subsequent self-employment of the graduate in the informal sector. It also provides a mechanism for integrating idle youth into productive engagement for which the government can take advantage by reaching out hundreds of young people at comparatively low costs.

The target group

Informal apprenticeship in Tanzania is the main entry point for drop-outs from basic and post-basic education. It mainly caters for individuals who lack education requirements for formal training and serves important target groups e.g. rural population and the urban poor. Therefore, the programme is targeting youth who either in the informal or formal economy but are acquiring skills through informal apprenticeship across all occupations. The demographic characteristics of the informal apprentices are covered by the programme as follows: Their age is between 20 – 40years and at least three (3) year experience as apprentices.

Rationale

The rationale is to support the socially and economically marginalized groups, who normally fail to join the formal TVET system as a result they resort to informal system of acquiring skills. The informal

apprentices specialize in narrow skills thereby limiting them from acquiring broad occupational competences. This leads to failure to access better and decent employment and self-professional development. Therefore, the main objective of the programme is to develop tools for RPLA in view of facilitating informal skills development, certification and learning progression.

Dedicated resources

The programme requires the following resources: **Human resources that include;** Trainers from the Vocational Education and Training Centres, Master craft person and pedagogical experts from a Vocational teacher Training College. **Financial resources for** the pilot project are contributed by VETA and ILO. After the project, the programme will be financed by government through VETA. However, VETA will continue to finance the programme after the project.

Vocational Training institutions both public and private will be responsible for assessing apprentices and providing tailor-made programmes to bridge skills gap identified during the assessment of prior learning.

Relevant stakeholders

Stakeholders include the VET institutions that are responsible for conducting RPL and providing bridging programmes in collaboration with craft persons, business owners providing informal apprenticeship programme, local government to support informal apprentices who would like to establish their own business in terms of seed money through Youth Revolving Fund and relevant regulations.

Implementation mechanism

VETA in collaboration with ILO has been working under the framework of the Tanzanian Joint Programme on Wealth Creation, Employment and Economic Empowerment, ILO Project M.250/08/159/001. The project was launched in, 2010. The exercise involved the following activities:

- (a) Establishment of the existing competences of the formal apprentices

The process of recording competence profiles of crafts persons and apprentices was carried out using revised competence check lists. From the interviews, competence profiles of

apprentices and crafts persons were established. The exercise was targeted to pilot two trades i.e. Motor Vehicle Mechanics and Carpentry/Joinery mainly because these two trades traditionally constitute a big number of informal apprentices. Analysis of the profiles was made in order to determine those who qualify for PLA basing on the following criteria:-

- Those who have no certificates.
- Those who have worked for at least three years.

(b) Setting of Assessment items

The assessment items were developed based on the claimed competences using national training standards and curricula. The format of the practical assessment item adopted the competence based assessment in which, an assessment item is divided into two main parts:

i. Direct performance Assessment

It is a step by step assessment of how the candidate is performing the task given during assessment. Oral questions are also asked in the direct performance.

ii. Product Assessment

This assessment is done after completion of the task. It provides evidence whether the finished product or service meets the required quality standard. The direct performance carries 60 marks while product assessment carries 40 marks. Underpinning knowledge was assessed using objective multiple choice questions.

(c) Assessment of Prior learning

The assessment was done in VET centres and validated workplaces by vocational teachers and trained craft persons.

(d) Meeting with key stakeholders

A meeting with owners of businesses who provide opportunities for informal apprenticeship was held to give feedback on the outcome of the exercise. They were grateful for the exercise and regarded it as a tool for improving the performance of their businesses. In short, the owners had the following comments:

- a. RPL assessment system should be vigorous so as to ensure the certificates are not issued to people who are not qualified. They would like to see quality and value in the system.
- b. Requested VETA to continue visiting and providing technical support to ensure that apprentices competencies are developed in line with training standards

The initial results obtained (qualitatively and quantitatively)

More than 500 apprentices have been assessed in the pilot phase and 61% passed the assessment. Assessment results revealed the following gaps:

i. Knowledge gaps

From the assessment results, it was found out that some of the informal apprentices lacked adequate knowledge (theory) in their field of work. Therefore, the theory test contributed significantly to the failure rates.

ii. Attitudinal gaps

Almost all candidates were strongly recommended by their supervisors to have positive attitude to work, nevertheless most of them did not show adequate adherence to occupational safety and health rules and as well as tidiness while performing their assignments in the working area.

iii. Skills gaps

Candidates showed weaknesses in selection and use of tools appropriately. It appeared that, they had been using improper tools hence failing to use some of the appropriate ones availed to them during the assessment exercise.

Bridging programmes tailored to their training needs have been developed and will be implemented from July 2014.

Potential for scaling up the approach/programme

There are so many informal apprentices in both the formal and informal sectors of the economy who wish their skills to be assessed for recognition and VETA has a network of more than 700 centres throughout the country which can undertake the programme.

7.0. CONCLUSION

Increasing opportunities for youth to gain employment in meaningful positions that provide a liveable income, would reduce the number of young people engaging in dangerous and immoral practices in order to earn a living. Partnership with other countries is one the means that has been adopted by the country to address the problem of youth unemployment. The areas of partnership with other countries among others include skills development, technology transfer and exchange skills development programmes. It expected that by pooling together of experiences from various countries will enable the country to adopt effective ways of addressing youth unemployment in terms of skills development and job creation so that the youth are fully integrated in the labour force and contribute to economic growth of the country.

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