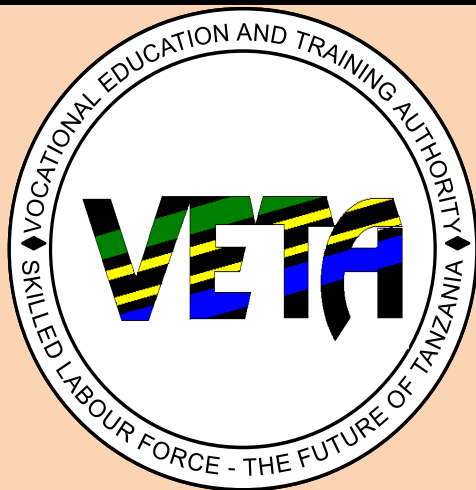


Vocational Education and Training Authority



Tracer Study Report for 2010-2015 Vocational Education and Training Graduates

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3. Abbreviations and Acronyms

ATE	-	Association of Tanzania Employers
EEVT	-	Enhancing Employment through Vocational Training
PEDP	-	Primary Education Development Programme
SEDP	-	Secondary Education Development Programme
HEDP	-	Higher Education Development Programme
FEDP	-	Folk Education Development Programme
ANFEDP	-	Adult and Non-Formal Development Programme
ICT	-	Information, Communication and Technology
INTEP	-	Integrated Training for Entrepreneurship Promotion
HSSE	-	Health, Safety, Security, Environment
RVTSC	-	Regional Vocational Training and Service Centre
TCU	-	Tanzania Commission for Universities
NACTE	-	National Council for Technical Education
SDL	-	Skills and Development Levy
TNA	-	Training Needs Assessment
UDSM	-	University of Dar es Salaam
UDOM	-	University of Dodoma
O&G	-	Oil and Gas
VSO	-	Voluntary Services Overseas (UK)
IVQ	-	International Vocational Qualification
VET	-	Vocational Education and Training
VETA	-	Vocational education and Training Authority
ILFS	-	Integrated Labour Force Survey

Preface

The importance of the Vocational Education and Training (VET) system in Tanzania is to prepare vocational graduates with the skills and knowledge for employability in both formal and informal establishments. Tanzania is currently promoting and supporting the diversification of its economy to be of industrialization because both its natural resource and suitable lands for agriculture along with husbandry and pastoral activities needs to be added value. Therefore, Tanzania's determination to diversification of its economy and labour force would help the country meet the intended



industrialization and for the needs enabling the growing youth population eradicate unemployment rate. The VET system provides a window of opportunity for young people by learning a various trades for entering into the labour market. In order to ensure this, however, graduates need to be adequately prepared with the skills and knowledge to fulfill the roles of technicians and artisans in the labour market upon graduation. The International Labour Organization (ILO) recognizes that a sustainable path towards strong economic development is by ensuring that VET programmes in developing countries are high in quality, accessible to students particularly in rural and underserved areas, internationally recognized, and relevant to the needs of industry. Furthermore, one of VETA strategies is to improve the quality of apprenticeship training, the recognition of acquired skills, working conditions, and opportunities for youth. Therefore within the VET system this also includes the necessary skills for graduates to start their own micro-enterprises.

It is against this background that this tracer study which covered 3,213 vocational education and training graduates from Tanzania Mainland has been undertaken to provide understanding and a benchmark for further research on where skills development needs to be focused to meet country's current labour market demands. Emphasis in the study was placed on the links between the quality of skills obtained by graduates in VET institutions, and the perception and satisfaction of employers and employees alike. This report is also part of VET graduates' employment strategy to strengthen social dialogue between government,

employers, and workers on ways forward with reforming Tanzania's VET programmes across the nation to create a system that is more responsive to the human resource and labour market needs of the country.

The VETA Board of Directors is also commented for her initiatives to ensure this study is carried out. It had indeed realized that this study has to play the role of formative evaluation of VETA, for better performance. The Board has been a source of profound inspiration and guidance. We appreciate this greatly.

Special appreciations are extended to the Directorate of Labour Market, Planning and Development for spearheading and carrying out this assignment to its successful conclusion.

I am sure the Management and stakeholders of VET at various levels will appreciate the returns associated with this work. It has certainly been opportune to learn through information sharing and active participation in the entire process of producing this report. This is indeed a manifestation of the current task expected to be performed by training institutions on importance of tracing her graduates for getting feedbacks on their progress in the labour market. VETA has discharged this role and hopes beneficiaries will make the best out of it.

Dr. Pancras M.S. Bujulu
Director General
Vocational Education and Training Authority

4. Acknowledgement

The success of the 2018 Tracer Study was possible by the contributions of a number of individuals, including staff and other stakeholders. The work was overseen by the Directorate of Labour Market, Planning and Development at VETA Head Office, but the efforts of many stakeholders are acknowledged.

First of all, we appreciate efforts done by the survey team leader and Head of the Labour Market Department - Mr. Julius P. Mjelwa with the assistance of John Ndega Labour Market Analyst for guiding the survey exercise. Their tireless efforts in coordination of this tracer study throughout the country have worth the efforts. Their efforts started from the initiating stage, including development of the survey concept, sampling, analysis plan, and questionnaire design up to data collection, analysis and preparation of the report.

Special thanks should also go to our external experts: Mr. Makbel for technical advisory during the sampling stage and Mr. Saidi D. Nyambaya for his computing expertise of which made possible for the data entry and processing.

Additionally, we would like to extend our appreciation to all technical survey team of VETA Zonal Offices in particular the Labour Market Analysts for the constructive inputs during development stages of the survey and for supervising field-work. They are Mr Misai Msengi (Dar es Salaam), Mrs Susan Magani (Highlands), Prosper Sacky (South East), Ramadhani Ally (Eastern Zone), Thomas Mwachambi (Central), Charles Kangele (Lake), Nyongo Kihenge (Western), John Tesha (Northern) and Shomari Chololo (South West).

Last but not least, special thanks go to all the interviewed establishments and graduates for their valuable time to provide information that forms the basis of this report.

Hildegardis Bitegera
Ag. Director of Labour Market, Planning and Development

5. Glossary of Terms

TERMINOLOGY		INTERPRETATION
1.	Skills	Ability which lies within an individual (potential) and when the ability is given expression in terms of performance it becomes a skill. Skills development is inclusive of any skills for making a lawful living and can be acquired formally or informally.
2.	Skilling	The process of acquisition of skills without referring to the source of skills acquisition.
3.	Skills Gaps	Skills bottlenecks that have significant impact on enhancing the efficiency of the labour market.
4.	Competence	A skill or integral cluster of skills carried out within an integrated range or context to specific standards of performance.
5.	Professional skills	Professional level skills acquired through qualifications and experience required for membership of a professional body. Most university graduates in engineering or other applied sciences become professionals.
6.	Technical skills	Technician level skills acquired by a technician through specialist technical education and practical training to work under the general direction of a professional. At this level the training last for 2 to 3 years leading to an award equivalent to a diploma/FTC.
7.	Vocational skills	Skills acquired by a person employed as a skilled worker. The work of skilled workers is related much more closely to that of technicians who usually occupy responsible jobs involved a higher level of scientific and technical knowledge but below that needed by professionals.
8.	Occupation	A set of jobs whose main tasks and duties are characterized by a high degree of similarity. A person may be associated with an occupation through the main job currently held, a second job or a job previously held.
9.	Apprenticeship	Any system by which an employer undertakes by contract to employ a person and to train him/her or have him/her trained systematically in a trade, the duration which is determined in advance and in the course of which the apprentice is bound to work in the employer's business.
10.	Field attachment	A method of placing trainees at work places to gain work experience during institutional based training programmes.
11.	Industrial training	It teaches and builds upon required practical and professional skills.
12.	Entrepreneurship	Integrating small business management training with technical training to prepare learners for self-employment.
13.	Skills up grading	Training given to those already working in order to improve the productivity and competitiveness of the economy.
14.	Emerging skills	Skills need emerging from undertaking economic and social development programmes.
15.	Technological change	Changes of technology used in workplaces that has direct impact of the content of courses delivered by skills training

		institutions.
16.	Technological up grading	Specific skills upgrading programmes to address technological changes at the work place.
17.	Certification	Certification of competence in a specified subject or area of expertise awarded by a dully recognized and respected accrediting organization. A certificate certifying the competences of a person after approved examination to assess the skills and knowledge in a designated trade or occupation.
18.	Accreditation	An act of granting credit or recognition to a registered educational institute or programme that maintains suitable standards. This is necessary for any programme or institution in education that they meet a general standard of quality and relevance.
19.	Human capital	The concept recognizes that not all labour is equal and that the quality of employees can be improved by investing in them - education, experience, and abilities of an employee have an economic value for employers and for the economy as a whole.
20.	Pre-employment education and training system	Initial education and training system preparing young people before employment. Its deliverables leads to awards of a recognized qualification after validating the required knowledge - leading to educational qualifications.
21.	Post-education education and training system	Lifelong learning system after initial education and training designed to update and upgrade initial skills as a result of technological and other changes taking place in the labour market.

1. Introduction

1.1. Background

The Vocational Education and Training Authority is a Government agency established by the Vocational Education and Training (VET) Act No. 1 of 1994 Cap 82 with revised edition 2006. Under section 4(1)(a) - (n) of the act, VETA is entrusted with controlling, coordinating, supervising, and continuous improvement on provision of quality vocational education and training. VETA entrusted with a function of ensuring stable financing for the vocational education and training system in the country. Moreover, under section 13 (2) b of the Act, VETA is required to conduct tracer studies on the employment outcomes of the vocational training graduates. This study was conducted during the year 2018. The study involved VET graduates who graduated from VET institutions from 2010 to 2015.

VETA consider the study as important since the Tanzania Government is trying to create closer synergies between the needs and purposes of vocational education and training systems to match with the local and regional labour markets as well as the national economy. This is largely a result of an international consensus which, though contested, argues that people and organizations need to embrace new skills and knowledge at regular periods in order to meet the challenges of a much more dynamic and unstable economic climate (Unwin, 2003). Such developments ask important questions of national education systems in terms of curriculum content, teaching and learning processes, skills acquisition and expertise of educational professionals. In an environment where there is lack of a systematic and accurate examination of employment outcomes of vocational training graduates such as is the case in Botswana, it is difficult to establish any synergy between the economy and labour markets. In such cases, tracer studies could be used as a means of maintaining curriculum relevance and providing targeted benefits to graduates to enhance marketability of vocational programs. Adequate knowledge on employment outcomes of vocational training graduates could assist in formulating policy towards combating some of social problems such as unemployment.

VETA is running long term and short term training programs of vocational nature under about thirteen training sectors of Agriculture and Food Processing,

Automotive, Civil and Building Engineering, Clothing, Leather and Textile, Commercial Services and Business Support, Cosmetology, Electrical, Mechanical, Transport, Mining, Printing, Hospitality & Tourism and Performing Art. Presently, training provided by Vocational Training Centres - VTC caters both long and short term vocational programs as well as diploma programmes namely in Textile and Fashions Design, Hospitality and Tourism, as well as Diploma in Information Communication Technology. The broader objectives of VETA is to make significant contribution on employment creation or poverty reduction of country either by preparing graduates as per the employment needs of country or making them capable enough to create new employment (self-employment). VETA should, therefore be well informed about the employment status of their graduates as well as needs of the labour market. Although, tracer study can't be the substitute for labour market study; it can provide great deal of information in this aspect.

Therefore, the main objective of tracer study was to trace the graduates not only to find out their whereabouts but also to get the information on activity status to make sure that the knowledge and skills of individual learned during the training are in use. This can be verified by their post training information. The gathered information from the tracer study is not only applicable to identify the employment status of graduates but also analyses or update the demand of labour market.

1.2. Objectives of VETA

VETA was established with the overall responsibility for the development of VET. Overall mission of VETA is to ensure provision of VET that meets the labour market needs. Among of the objectives and functions of VETA, section 4 (1) (i) of the VET Act directs regulatory role of VETA. Specific objectives of VETA as per VET No. 1 of 1994 are: -

- (a) to provide vocational training opportunities, and facilities for such training;
- (b) to establish a vocational education and training system which includes both basic and specialized training to meet the needs of both the formal and the informal sectors;
- (c) to satisfy the demands of the labour market for employees with trade skills in order to improve production and productivity of the economy;

- (d) to ensure that the system of vocational education and training is based on demand, is cost effective and given a gradually decentralized planning and implementation authority to the regions to ensure maximum utilisation of resources and relevance of training programmes;
- (e) to foster and to promote entrepreneurial values and skills, as an integral part of all training programmes;
- (f) to promote on-the-job training in industry for both apprenticeship training and for skill updating and upgrading;
- (g) to promote access to vocational education and training for disadvantaged groups;
- (h) to secure adequate and stable financing of the vocational education and training system;
- (i) to raise the quality of vocational education and training being provided;
- (j) to promote or provide vocational education and training according to needs, within the framework of overall national socio-economic development plans and policies;
- (k) 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;
- (l) to promote and to provide short tailor-made course programmes and in service training in order to improve the performance both of quality and productivity of the national economy;
- (m) to provide a dual vocational education and training system, combining broad basic training, gradual specialization and practical experiences from work; and
- (n) to promote a flexible training approach and appropriate teaching methodologies.

1.3. Institutional Arrangements to Conduct the Study

This tracer study was designed and conducted by the Directorate of Labour Market, Planning and Development of VETA Head Office. Local experts particularly Labour Market Analysts from VETA Head Office as well as those based in nine VETA Zones were involved in designing, coordinating and preparation of this report. The VETA Zones are Central, Dar es Salaam, Eastern, Highland, Northern, Lake, South East,

South West and Western. The primary data was collected by internal staffs of VETA preferably the Labour Market Analysts whereas the qualitative data analysis was made by external individual expert. For collecting post training information of the graduates, priority was given to face to face interview. For this, data collection teams from VETA Zones were deployed to all parts of the country. Likewise, individual enumerators were deployed for the data collection in all VETA Zones. All VETA Zones facilitated the whole data collection activities by preparing VET graduates databases which contained graduates' training data, year of graduation, current qualifications and contact information.

Besides the above mentioned quantitative data, qualitative data was also collected from employers, teachers and managers at institution level. Similarly, the members of professional associations were also interviewed about the employment status in their corresponding profession.

1.4. Problem Statement

One of the core objectives of VETA is to satisfy the demands of the job market with skilled employees in order to improve productivity of the economy. The extent to which such objectives have to be implemented, tracer studies of the VETA products (graduates) needs to be frequently conducted so as to get up to date and reliable information on the whereabouts of the graduates.

VETA has for the first time conducted a tracer study in 2010 to follow up graduates from public and private VET Institutions between 2004 and 2009. This study therefore confirms the needs for another study so as to trace the 2010-2015 cohorts.

1.5. Objective of the study

The purpose of the study is to assess the impact of training delivery on performance of vocational education and training graduates in the world of work. Specific objectives includes: -

1.6. Specific objectives of the tracer study

- (i) To examine employment status and status of employment to vocational graduates;

- (ii) to determine relationship between trade studied and current employment;
- (iii) to identify achievement and challenges/shortfalls of vocational graduates;
- (iv) to determine competencies (vocational skills and attributes) required by employers; and
- (v) to examine the means employers use to recruit vocational graduates.

2. Methodology

2.1. Sampling Frame

The graduates within the scope for this survey were those between the years 2010 and 2015. A dataset of 23,413 graduates from the period of 2010 to 2015 was consolidated from lists provided by VET Centres through VETA Zonal Offices. The list was therefore used as a sampling frame for this round of tracer study. For the purpose of this study, this was the target population.

VET Centres were requested to establish the lists of graduates including information on: sex, year of graduation, as well as trade of study. As of June 2015, the country has **898** VET centres (443 with preliminary registration and 455 awaiting registration). These centres are all coordinated in this study

About 427 VET centres complied with the request and **23,413** graduate names (out of the total expected graduate population of about 240,000) were listed.

2.2. Stratification

The list of graduates was first stratified into the nine VETA zones. The second stage of stratification involved sub-dividing each zone into two sub-groups (strata) based on ten popular trades and other trades. This was done purposely despite the fact that the ten popular trades accounted for about 80 percent of the graduates during the period of 2010 to 2015. It was meant to ensure graduates in newly emerging trades get a reasonable chance of falling in the sample. The 18 groupings of zones and trades are therefore considered as domains of study where estimates are provided at these levels.

Other possible second level stratification would have been based on periods of years of graduation (2010 to 2012 and 2013 to 2015) and gender (female and male). The sample based on gender would have denied inclusion of graduates in trades not enrolling many females in the sample. Also, sample based on period of graduation would have reduced the size of sample in the period 2013-2015 which

recorded more graduates due to increased enrolment in some trades due to increased demand in the labour market.

2.3. Determination of Sample Size and Selection

The need to have zonal estimates while at the same time ensuring representation of popular and non-popular trades was considered when designing the sample for the tracer study. In addition, complexities in tracing graduates as well as compliance have been considered by including a ten percent oversample for each domain of study so as to achieve a minimum adequate sample to accommodate non-response. The 2010 VET tracer study has revealed an average of ten percent non response rate. The sample required without provision for non-response was 4,510 graduates while the actual selected sample was 4,961 graduates.

Sampling theory was used to determine sample allocation to reduce cost and provide estimates that are precise enough at the level of each domain of study (the VETA Zone). According to Cochran¹ for any domain of study, too large a sample implies a waste of resources, and too small a sample diminishes the utility of the results. This sample design of this study has taken into account the findings of the previous tracer study as well as the characteristics of the sampling frame. The error margin (E) for the resulting estimates was set at 0.05 with 95% confidence intervals ($Z_{\alpha/2} = 1.96$) for all domains². The proportions of graduates in the non-popular trades in the sampling frame from each zone were used as P.

Thus, the sample size for each domain (n_0) is calculated from the equation below:-

$$n = \frac{((Z_{\alpha/2})^2 \times P \times (1-P))}{E^2}$$

However, the sample for each domain was adjusted down when its proportion (n_0/N) was greater than 0.05 in order to reduce the cost of interviewing additional graduates without necessarily increasing the quality of resulting estimates. Therefore, the adjusted sample size is calculated as shown down:-

$$\frac{n = n_0}{(1 - (n_0 / N))}$$

¹ Sampling Techniques third edition, William G Cochran

² VETA was content with an estimate with $\pm 5\%$ to the estimates. Also, the estimates are assumed to be normally distributed within two standard deviations range from the mean estimate.

After considering the importance of having a reasonably sized ultimate sample for analysis, it was decided that for each domain of study (VETA zone) two sub-samples based on popular trades and rest of the trades were taken. The sample allocation to each trade was made proportional to number of graduates (proportional to size) with adequate gender representation. The selection was automated in the computer using SPSS software feature of selecting random sample of cases.

The resulting selected sample of graduates is distributed as shown in Table 2-1.

Table 2-1: Number of Selected VET Graduates by Zone and Stratum

VETA Zones	Stratum of Trades		Total
	Ten Popular Trades	Other Trades	
Dar es Salaam	358	273	631
Eastern	347	218	565
Northern	371	334	705
Central	357	219	576
Lake	267	160	427
Western	281	145	426
Highland	381	225	606
South West	297	129	426
South East	379	220	599
Total	3038	1923	4961

The size of a sample of employers of VET graduates was drawn using convenient sampling procedure in a ratio of one employer 20 sampled VET graduates so as to yield a sample of about 250 employers / customers. Previous employers of VET graduates who graduated between 2010 and 2015 had to be interviewed to capture their experiences or perceptions about VET graduates. The available and accessible employers were interviewed using the ratio for each VETA Zone and stratum of trade as shown in Table 2-2.

Table 2-2: Number of Selected Employers and Customers by Zone and Stratum

VETA Zones	Popularity of Trades		Total
	Ten Popular Trades	Other Trades	
Dar es Salaam	18	14	32
Eastern	18	11	29
Northern	19	17	36
Central	18	11	29
Lake	14	8	22
Western	15	8	22
Highland	20	12	31
South West	15	7	22

South East	19	11	30
Total	152	97	249

2.4. Data Collection and Data Analysis

Data were collected Country wide using a structured questionnaires and it took a total 60 days (three months) from January 17th, to 17th March, 2018. A total of **3,213** sample were collected indicating none response rate of 15 percent of the targeted sample (4,961). Data collection were based on the sampled list of names from sampling frame

However replacement were done in the case the targeted respondents was un available. Data entry were done using CSPRO computer program and then the data set were exported to SPSS program under which the data cleaning, processing and analysis were conducted.

3. Findings

In this chapter, findings on graduates profile, training, employment and further training of the traced graduates is presented and discussed. This includes characteristics of the graduates; activities performed by the graduates before joining VET; graduates occupational profile; history of the graduate in the labour market; impact of the training in the world of work; recruitment procedures and graduates performances and general opinions of employers in the world of work.

3.1. Profile of graduates respondents

The initial target of respondents sample was 4,961. However, actual number of the sampled graduates captured during data collection was 3,213 as shown in Appendix 1. This represented a response rate of 65% which is comparable to 54% reported by De Guzman at el 2008. The relatively low response rate could be attributed by inadequate graduates' records or databases in most Vocational Training Institutions. This to some extent hindered availability of contacts such as mobile phone numbers or email addresses.

3.1.1. Response rate of VET graduates by Regions

Response rate by region indicates that Dar es Salaam is leading being captured 12 percent of the total responses followed by Mtwara (9 percent), Arusha and Ruvuma (8 percent each), Morogoro and Kilimanjaro (7 percent each), Shinyanga (6 percent), Iringa and Mwanza (5 percent each) and Kagera, Mbeya and Pwani (4 percent each). The top twelve regions accumulate 78 percent of all responses.

Table 3-1: Response rate by Region

Region attended Vocational Training	Gender			Percent	Cumulative percent
	Male	Female	Total		
Dar es Salaam	315	65	378	12%	12%
Mtwara	200	99	299	9%	21%
Arusha	146	123	269	8%	29%
Ruvuma	175	72	247	8%	37%
Morogoro	189	38	227	7%	44%
Kilimanjaro	189	32	221	7%	51%
Shinyanga	121	63	184	6%	57%
Iringa	105	47	152	5%	62%
Mwanza	106	39	145	5%	66%
Kagera	109	25	134	4%	70%
Mbeya	94	33	127	4%	74%
Pwani	90	28	118	4%	78%

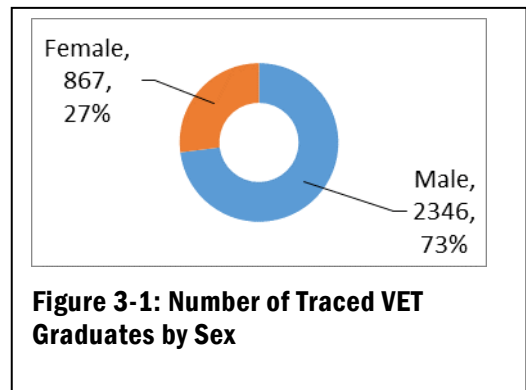
Tabora	69	40	109	3%	81%
Manyara	66	36	102	3%	84%
Tanga	64	10	74	2%	87%
Mara	51	21	72	2%	89%
Singida	56	14	70	2%	91%
Njombe	45	19	64	2%	93%
Rukwa	42	18	60	2%	95%
Dodoma	27	31	58	2%	97%
Katavi	44	10	54	2%	98%
Lindi	25	5	30	1%	99%
Kigoma	14	0	14	0%	100%
Geita	5		5	0%	100%
Total	2347	868	3213	100%	

The following comments can be realized from table 3-1: The national response rate on VET graduates was 65%. Reasons as to why some Regions showed low response rate than others relate to availability of easy means of transport and cooperation among stakeholders.

Arusha, Kilimanjaro and Dar es Salaam account bigger number of responding Centres than other regions as can be seen in Appendix 2. The mentioned appendix also shows response rate per centre in respective regions.

3.1.2. Distribution of Respondents by Gender and Age

Response rate by gender and age were not considered as key variables in sampling of graduates in this study. However, information on respondents by gender and age is presented here to give insightful understanding of respondents to the study by these variables. Among the **3,213** of the traced graduates, 27% were female and 73% were male as shown in Figure 3-1.



Apart from depicting a possible fair distribution of sampling by age and gender, this information on gender and age could highlight the attractiveness of vocation education by groups in the community.

Age and gender of VET graduates is an important element in the population cohort that is being served in order to determine relevance of the programme. The first group is the largest in percent which belongs to 25-29 age group which covered 51%, followed by the 20-24 age group (24%) and the 30-34 age group which recorded at 14%, that makes a cumulative percent of 89. Figure 3-2 shows most active age groups of VET graduates were those belongs to ages from 20 to 34.

Figure 3-2: Percentage Distribution of VET Graduates by Age and Gender

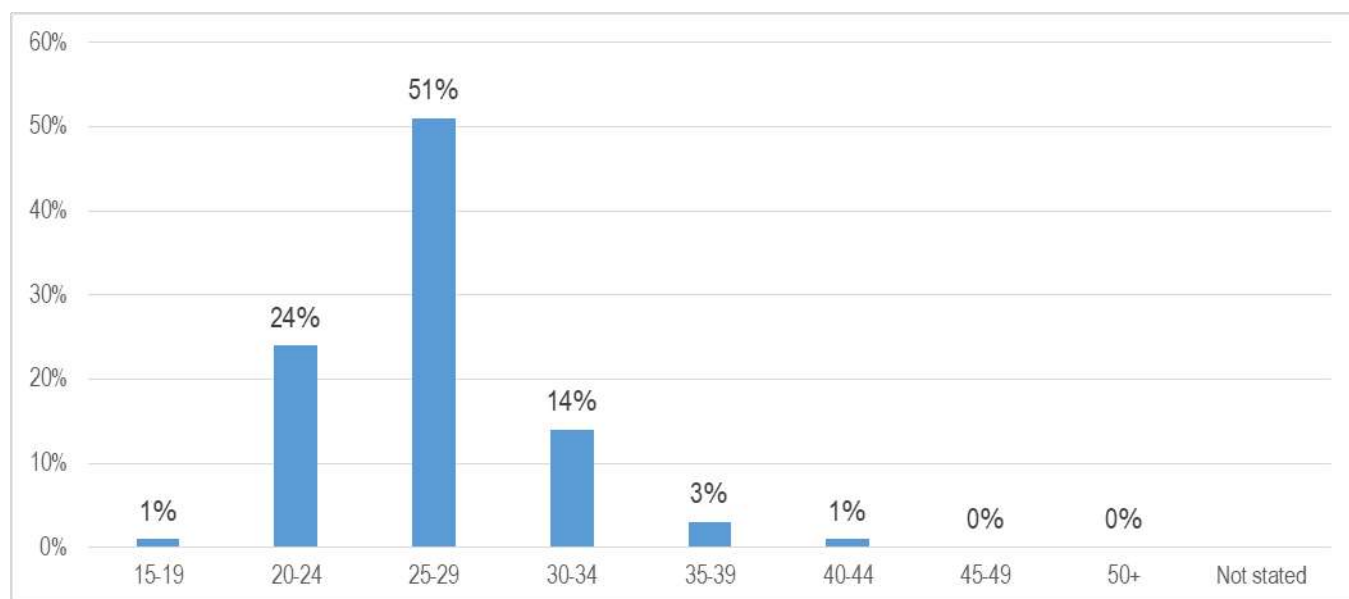


Table 3-1 indicates that number of respondents falls into three age groups.

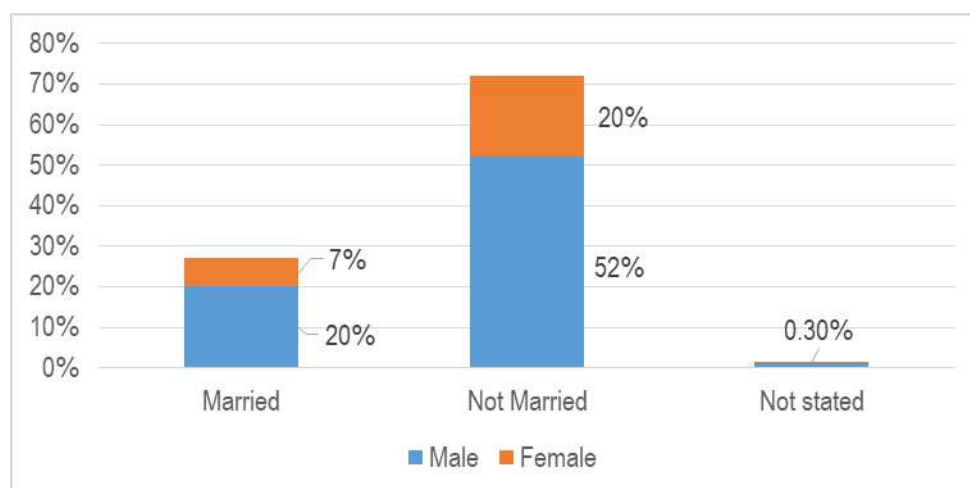
Table 3-2: Distribution of VET Graduates by Age Groups and Gender

Age Groups	GENDER			Percent	Cumulative percent
	Male	Female	Total		
15 - 19	19	9	28	1%	1%
20 - 24	534	239	773	24%	25%
25 - 29	1,225	408	1,633	51%	76%
30 - 34	326	109	435	14%	89%
35 - 39	56	30	86	3%	92%
40 - 44	13	6	19	1%	93%
45 - 49	9	2	11	0%	93%
50+	6	0	6	0%	93%
Not stated	158	64	222	7%	100%
Total	2,346	867	3,213	100%	

3.1.3. Distribution of VET graduates by marital status and gender

Marital status of the traced graduates indicates that for each type of gender, married graduates were 27% while the unmarried ones accounted 72% as shown in Figure 3-3.

Figure 3-3: Marital Status of VET Graduates by Gender



Married male graduates account 20% as compared to female whom account 7%. The not married male graduates account 52% while female was 20%.

3.1.4. Activity of VET graduates before joining training

Origin or background of VET trainees basically illustrates ambition or influence of an individual decision to joining training. For the VET graduates, those joining VET directly after completing school may have a clear vision (in the absence of counselling and guidance) on what kind of employment they want to join, while those already working or had worked before are regarded as one who had considered training or skills upgrading will have to make them increase their incomes. Table 3-3 presents the labour market status of the graduates before joining their training.

Table 3-3: Reported Activities of VET Graduates Prior to Joining VET Institution by Gender

ACTIVITY BEFORE JOINING VET	GENDER			Percent	Cumulative percent
	Male	Female	Total		
Completed Standard VII	264	113	377	12%	12%
Completed Form IV	1,563	634	2,197	68%	80%
Completed Form VI	20	15	35	1%	81%
Employed in Formal Establishments	112	46	158	5%	86%

Self-employed/Doing business	286	40	326	10%	96%
Formal Apprentice	24	7	31	1%	97%
Informal Apprentice	77	12	89	3%	100%
Total	2,346	867	3,213	100%	

Majority of the graduates (68%) reported to have joined VET after completing Form IV as compared to the 2010 Tracer study which indicated the majority (53%) who joined VET were direct completed Standard VII. In this current study, the Standard VII leavers who joined VET were 12%. VET graduates who joined training were accounted 15% while the self-employed counted 10%. The higher the number of Form IV leavers joining VET indicates that majoring of school leaver were struggling to build their future by either being employed or employ themselves being skilled.

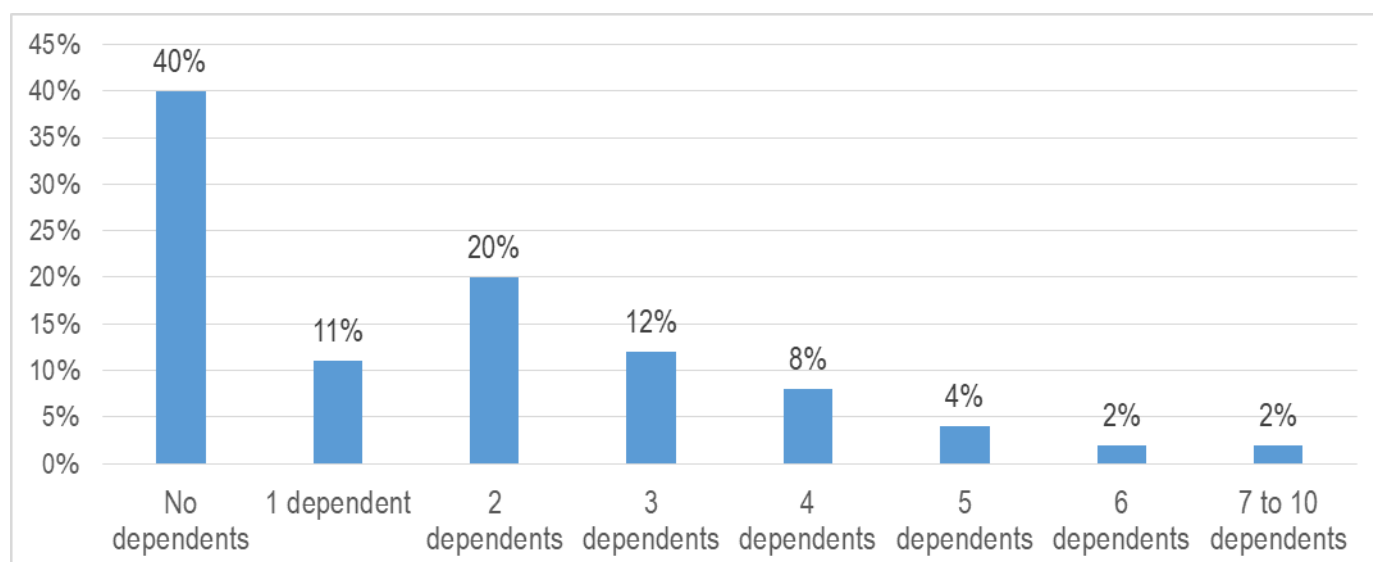
3.1.5. Average number of dependents of the traced VET graduates.

Like other categories of people in the community, some VET graduates reported to have other people that depend on them. At least 40% of the traced graduates had no dependents. Table 3-4 illustrates the rest 20% of the graduates reported to have at least 2 dependents while 12% said to have 3 dependents and 11% had one dependent. Another 4% of the graduates had 5 dependents.

Table 3-4: Reported Number of Dependents by Each of the Traced VET Graduate

Number of dependents	Gender		Total	Percent	Cumulative percent
	Male	Female			
0	896	387	1283	40%	40%
1	240	123	363	11%	51%
2	481	170	651	20%	72%
3	304	95	399	12%	84%
4	193	52	245	8%	92%
5	118	22	140	4%	96%
6	65	10	75	2%	98%
7	35	1	36	1%	99%
8	12	6	18	1%	100%
9	1	0	1	0%	100%
10	1	0	1	0%	100%
Total	2346	866	3212	100%	

Figure 3-4: Reported Number of Dependents



3.2. Occupations Profile of VET Graduates

This tracer study captured graduates from 64 occupational skills as shown in Appendix 2. Most of the graduates were from Domestic Electrical Installations (19%), followed by Motor Vehicle Mechanics (10%).

3.2.1. Top Ten Popular Areas of Training

Table 3-5 indicates top ten most provided occupation by gender. Most popular trades for male remains to be Motor Vehicle Mechanics while Tailoring, Secretarial and Food Production mostly attracted female trainees. The top ten trades in this tracer study comprised about 71% of all graduates.

Table 3-5: Top Ten Popular Trades by Gender

TRADE	GENDER				Cumulative percent
	Male	Female	Total	Percent	
Domestic electrical installation	525	82	607	19%	19%
Motor vehicle Mechanics	316	20	336	10%	29%
Masonry and Bricklaying	238	15	253	8%	37%
Carpentry and Joinery	190	8	198	6%	43%
Plumbing and Drainage	121	63	184	6%	49%
Welding and Fabrication	166	11	177	6%	55%
Designing sewing and cloth technology	8	143	151	5%	59%
Fitter Mechanics	141	6	147	5%	64%
Secretarial and Computer	20	107	127	4%	68%
Food Production	26	68	94	3%	71%
Other	595	344	939	29%	100%
Total	2346	867	3213	100%	

3.2.2. Distribution of VET Graduate by Centre by Gender

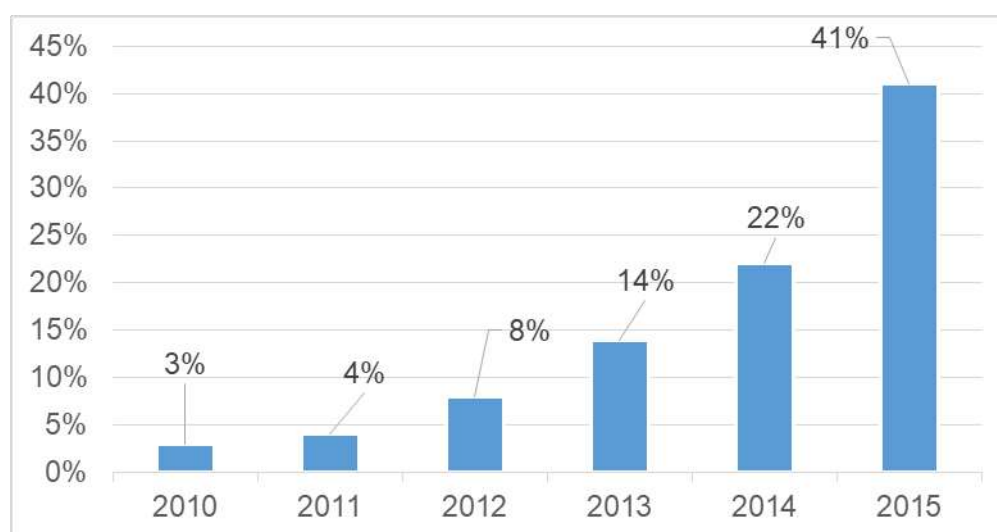
Total number of VET Institutions whose graduates responded to the tracer study was 214 (almost half of total registered Institutions) make an average of 15 graduates per centre. Dar es Salaam, Mtwara, Mbeya, Moshi and Iringa Regional

Vocational Training Centres recorded the highest hence became top five Centres for having majority of the graduates. The top ten Centres recorded 38 percent of all responses as shown in Appendix 3.

3.2.3. Distribution of VET Graduate by Year of Graduation by Gender

This study intended to cover VET graduates for the period from 2010 to 2015. Response from the field shows majority of the graduates (41%) participated in this study graduated in 2015 as shown in Figures 3-5. This is followed by the graduates who graduated in 2014 (22%), 2013 (14%), 2012 (8%), 2011 (4%) and 2010 (3%) making a notion that the closer the year, the larger the number of respondents.

Figure 3-5: Percent Distribution of the Graduates Interviewed during the Study



Main reason for this is that most VET Centres had started maintaining their graduates' databases in recent years hence it became easier to reach them than the older ones. This also has been contributed with improvement and consistencies of communication as in recent years there has been an emphasis in maintaining contact information of VET graduates.

Findings shows distribution of the graduates showing total number of male graduates who responded to the tracer study are three times of the number of female graduates. This does not impose any doubt as enrolments in VET is dominated by males in most of the trades provided.

3.2.4. Highest VET Qualifications of the Traced Graduates

Table 3-6 shows distribution of VET graduates according to highest levels of vocational qualifications. Most of the graduates (58%) reached level II while few of them (23%) reached level III. Technically this indicates that levels II is an exit level

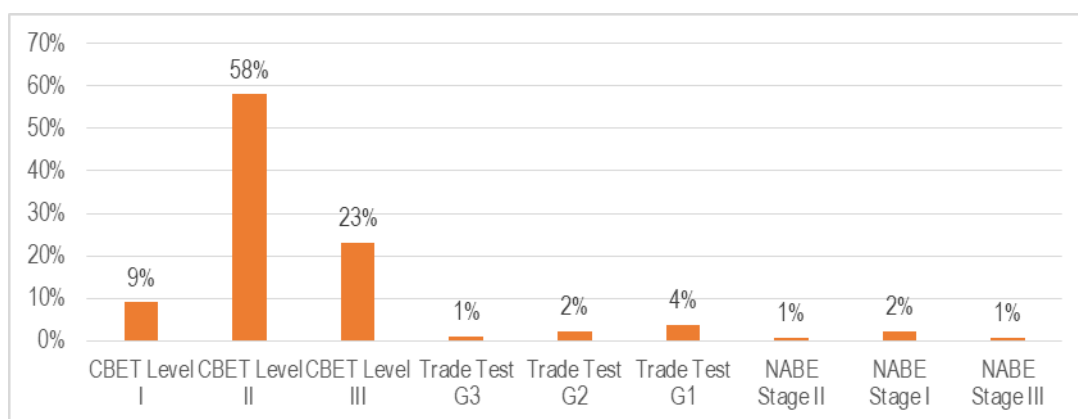
in most Vet Institutions and it is an employable as it enables graduates at this level to perform their duties at desired level hence most of them finds no needs of undergoing further training.

Table 3-6: Highest Vocational Qualifications by the Graduates

Vocational Qualification	Frequency	Percent
CBET Level I	288	9%
CBET Level II	1864	58%
CBET Level III	737	23%
Trade Test G3	27	1%
Trade Test G2	73	2%
Trade Test G1	115	4%
NABE Stage II	21	1%
NABE Stage I	67	2%
NABE Stage III	21	1%
Total	3213	100%

As an additional to what has been explained in Table 3-6, the distribution of VET graduates who responded to the study shows few (2 percent for NABE Stage II and 1 percent for NABE Stages I and III) graduated in NABE courses.

Figure 3-6: Highest VET Qualifications of the traced graduates



3.2.5. Examination Performance of VET Graduate and Status of Receiving Certificate after Graduation

This tracer study also wanted to know trend of VET graduates in collecting their certificates after graduation. Findings indicates majority (67%) of the graduates said to have been passed or competent and already collected their certificates, while 19% of them said not collected their certificates although they successfully passed and graduated. Another 12% of the graduates said also to have been successfully passed but their certificates are not yet issued to them. Fewer of the graduates said to have been failed their examinations and another group said not completed their training as shown in Table 3-7.

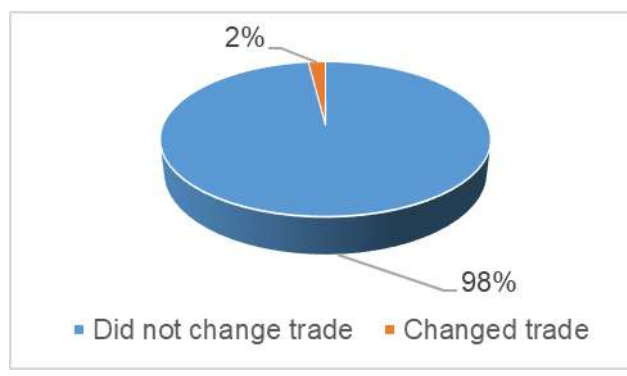
Table 3-7: Vocational Examination Performance and Status of Receiving Certificates by Sex

STATUS	GENDER			Percent
	Male	Female	Total	
Passed/Competent and collected certificate	1,633	523	2,156	67%
Successfully passed, but Certificates are not yet to be issued	258	120	378	12%
Successfully passed, graduated but has not collected Certificate	407	201	608	19%
Failed/Not competent	27	17	44	1%
Not completed	14	4	18	1%
Not stated	7	2	9	0%
Total	2,346	867	3,213	100%

3.2.6. Number of VET Graduates who Changed Trade

In Vocational training system in Tanzania, there is room for trainees to shift from one trade to another as per ones preference. Figure 3-7 indicates that most of the graduates (98%) remained in their respective trades or did not change their trades as compared to only 2% of them who changed their trades.

Figure 3-7: VET Graduates who changed Trades by Sex



3.2.7. Reasons for Changing Trade by Gender

To improve or upgrade their skills was the main reason for the 34% of graduates who changed their trades. External factors also account 34%. Another 11% said to change their trades in order to adopt to technological changes. Another group of the graduates (9%) of respondents said to have changed their trades in order to become more employable. There was also a group of graduates (7%) who said to have been changed their trades in order to earn higher salaries. Perhaps these are the graduates who believed that by changing their trades, they will assure themselves being more employable or with multi skilled hence get employments which will make them earn higher salaries. Another 4% of the graduates said to have changed their trades so as to become self-employed as indicated in Table 3-18.

Table 3-8: Reasons Given by Graduates who reported to change their trades by sex

Reasons for changing Trades	GENDER	Percent
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	Male	Female	Total	
To improve/ upgrade skills	22	2	24	34%
Other reasons including external factors	20	4	24	34%
To adapt to technological changes	7	1	8	11%
To become more employable	4	2	6	9%
To earn higher salary/income	5	0	5	7%
To become self-employed	2	1	3	4%
Total	60	10	70	100%

4. Employment Status and Status of Employment of VET Graduates

4.1. Employment status of VET graduate

The graduates were asked to indicate whether they were currently employed for pay, self-employed with employees, self-employed without employees, unpaid family helper³, volunteering, attending internship, attending further training, looking for employment or unemployed and not seeking (idle). Findings revealed in Table 4-1 shows cumulative percent of 75% of the respondents VET graduates whom in this report are defined as employed. These were those found employed for pay (32%), Self-employed with employees (10%), self-employed without employing others (28%), unpaid family helpers (3%), volunteering (2%), and those engaged as internships in formal establishments (1%), hence making a total of 75%. Graduates who were still looking for employment accounted 11%. The general employment status of graduates is shown in Table 4-1.

Table 4-1: Employment status of VET graduate

EMPLOYMENT STATUS	GENDER				Total	Percent	Cumulative Percent
	Male	Percent	Female	Percent			
Employed for pay	735	32%	280	32%	1015	32%	32%
Self-employed with employees	225	10%	86	10%	311	10%	41%
Self-employed without employees	690	28%	205	24%	895	28%	69%
Unpaid family helper	57	2%	31	4%	88	3%	72%
Volunteering	48	2%	18	2%	66	2%	74%
Internship	17	1%	3	0%	20	1%	75%
Attending further training	110	5%	40	5%	150	5%	79%
Seeking for work	257	11%	100	12%	357	11%	90%
Not employed and not seeking (Idle)	180	8%	89	10%	269	8%	99%
Not Stated	27	1%	15	2%	42	1%	100%

³ Unpaid family helper is one of the indicators of four structures in employment distinguishes, i.e. (a) Wage and salaried workers (also known as paid employees) (b) Self-employed workers, (c) Contributing family workers (also known as unpaid family workers) and (d) Agriculture (only applicable in Tanzania).

Total	234 6	100%	867	100%	3213	100%	
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VET graduates classified as unemployed were those still attending further training (11%), seeking for work (11%), idle or inactive (6%), other (3%) and not stated (1%). The reported 11% of the respondents were unemployed and looking for a job is lower as compared to the National unemployment rate of youths aged 15-24 which is 13,7 percent⁴. The results show that unemployment is generally low among graduates of Vocational Training Institutions as compared to National employment rate. These findings reveals that employment rate of VET graduates has increased from 66.1% during the 2010 Tracer study for 2004-2009 VET Graduates⁵.

Figure 4-1: Employment Status of VET Graduates

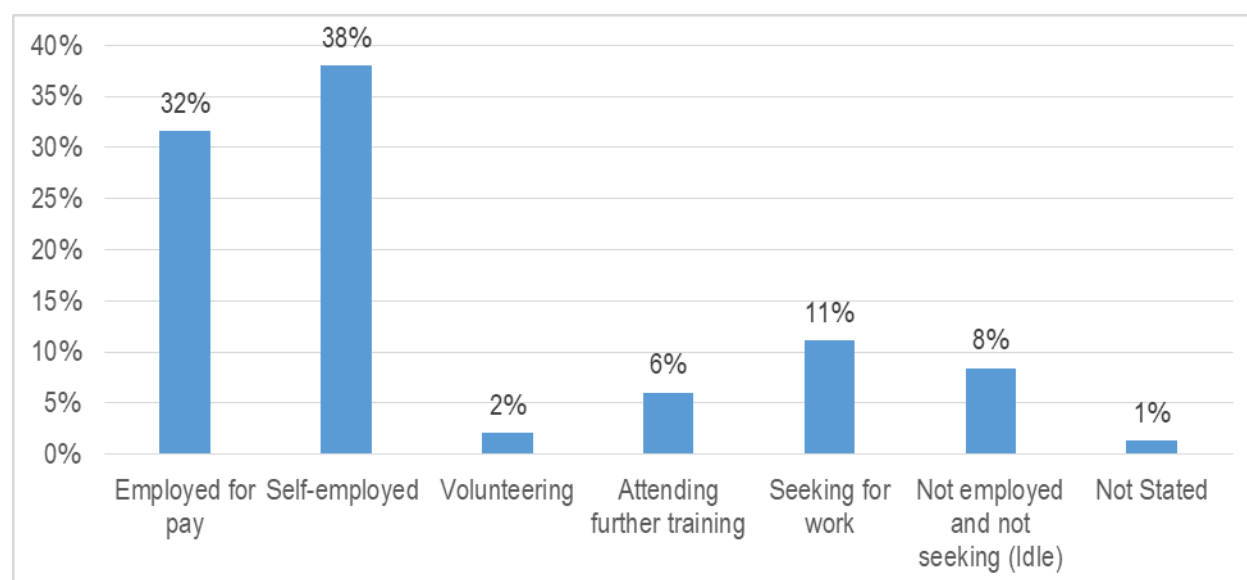


Figure 4-1 shows that self-employed graduates (with and without employees) constitute (38%) higher than other categories of employments such as paid employment which constitute 32%.

4.1.1. Distribution of employment status by age

Table 4-2: Employment status of VET Graduates by Age groups

EMPLOYMENT STATUS	Age of Graduate									Total
	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50+	Not Stated	
Employed for pay	10	201	501	175	33	11	5	3	76	1015

⁴ The United Republic of Tanzania: *Integrated Labour Force Survey*, 2014

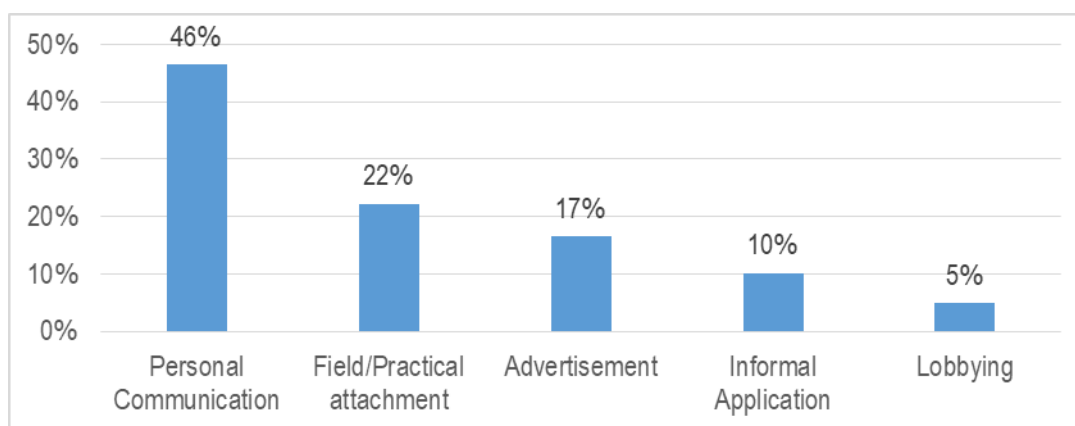
⁵ VETA: *Tracer Study Report for 2004-2009 Graduates of Vocational Education and Training*, 2010.

Self-employed with employees	2	65	186	33	14	0	1	1	9	311
Self-employed without employees	6	200	423	132	25	3	3	1	102	895
Unpaid family helper	0	24	50	10	3	0	0	0	1	88
Volunteering	0	24	36	2	1	0	0	1	2	66
Internship	0	2	16	2	0	0	0	0	0	20
Attending further training	3	63	54	16	0	2	0	0	12	150
Seeking for work	3	106	202	32	7	1	1	0	5	357
Not employed and not seeking (Idle)	2	53	97	20	2	2	0	0	4	180
Other	0	22	49	12	1	0	1	0	4	89
Not Stated	2	13	19	1	0	0	0	0	7	42
Total	28	773	1633	435	86	19	11	6	222	3213
Percent	1%	24%	51%	14%	3%	1%	0%	0%	7%	100%

4.1.2. Method of Entering into Employment

Personal communication was regarded as the popular method used by 46% of VET graduates in entering into employment, followed by field/practical attachment (22%). Advertisements and informal application was another method also used by the graduates by 17% and 10%, respectively. Lobbying was also used by 5% of the graduates.

Figure 4-2: Method of Entering in the Employment by Sex



Further results in Figure 4-2 indicates that field attachment apart from enhancing hands on and practical ability from in the training process also plays a significant role in VET graduates placements.

4.1.3. Type of Employment Contracts

An employment contract or contract of employment is a kind of contract used in labour law to attribute rights and responsibilities between parties to a bargain. The contract is between an "employee" and an "employer". It has arisen out of the old master-servant law, used before the 20th century. But generally, the contract

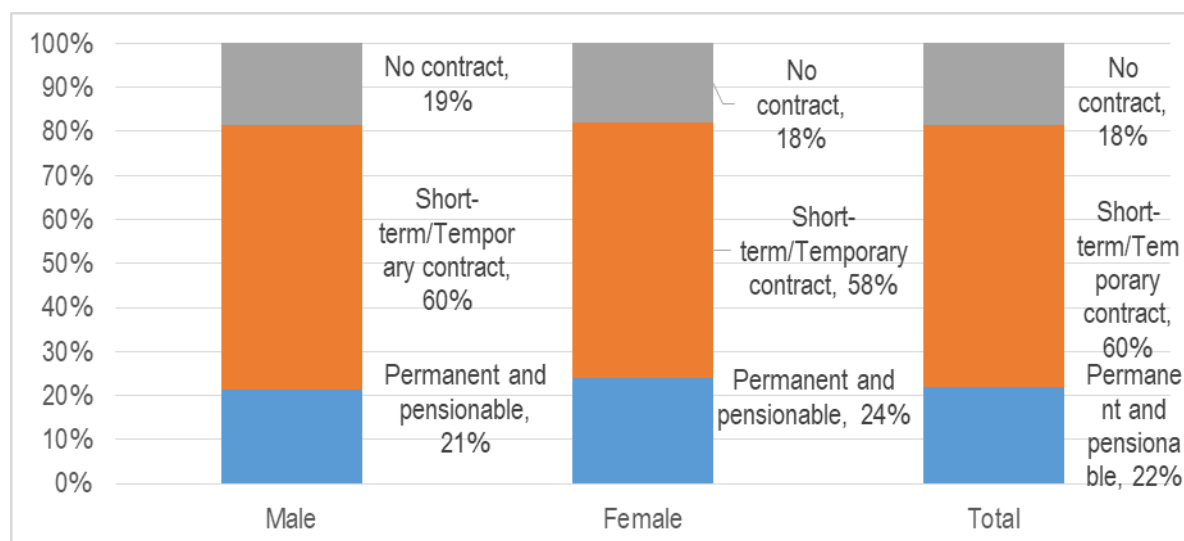
of employment denotes a relationship of economic dependence and social subordination. In the words of the controversial labour lawyer Sir Otto Kahn-Freund.⁶ The need for employment contracts is one of the decent job agenda placed high on the list of ILO Convention no. 64 of 1939 concerning the regulations of written contracts of employment.

Table 4-3: Distribution of Employed Graduates by Type of Contracts by Gender

Type of Employment Contract	Gender		
	Male	Female	Total
Permanent and pensionable	21%	24%	22%
Short-term/Temporary contract	60%	58%	60%
No contract	19%	18%	18%
Total	100%	100%	100%

Table 4-3 indicates almost uniformity in employment contracts between male and female graduates reading an average of 22 percent of the graduates with permanent contracts. Proportion of male who were permanent employment is lower (21 percent) as compared to female (24 percent). The issue here is why permanent contracts is entered by smaller proportion of male graduates than female if we regard decent employment contracts. Short term contracts and absence of contacts account more than 80 percent to both male and female making VET graduates vulnerable to in-decent employment as shown in Figure 4-3.

Figure 4-3: Terms of Employment by VET Graduates by Gender.

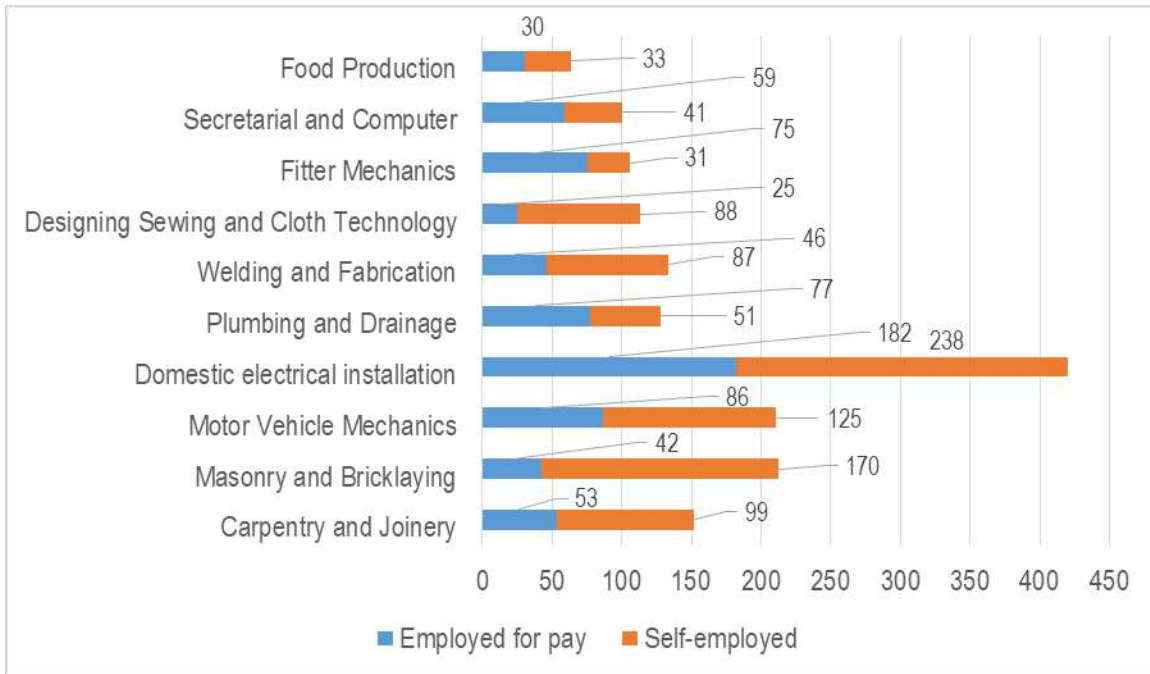


⁶ https://en.wikipedia.org/wiki/Employment_contract

4.1.4. Distribution of employment status by trade

Appendix 4 shows employment of the graduates by trade whereby self-employment is higher in most of the top ten popular trades as indicates in figure 4-4.

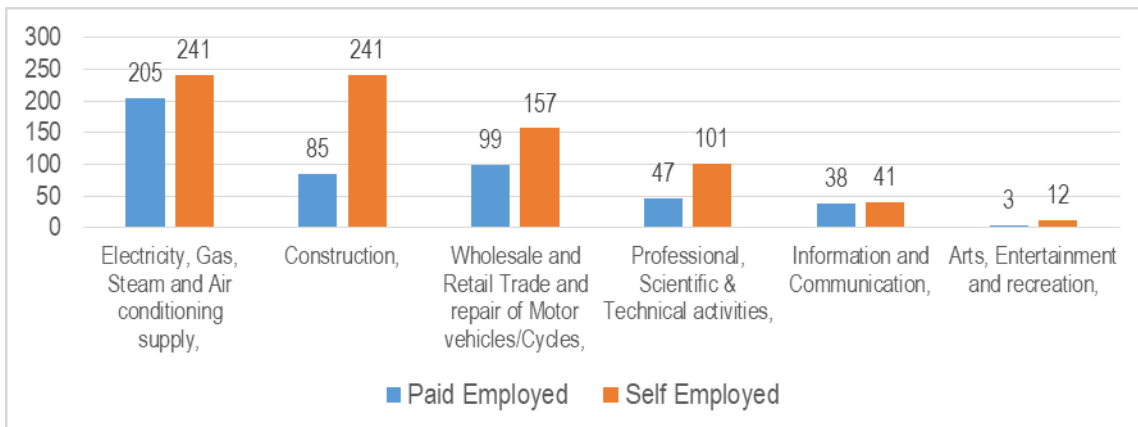
Figure 4-4: Employment Status in Ten Popular Trades



4.1.5. Distribution of employment status by Industry Category

Employment by industry category in Appendix 5 shows self-employment is higher in the following industries: Electricity, Gas, Steam and Air Conditioning supply; Construction; Wholesale and Retail Trade; Professional Scientific and Technical; ICT and Arts, Entertainment and recreation as shown in figure 4-5.

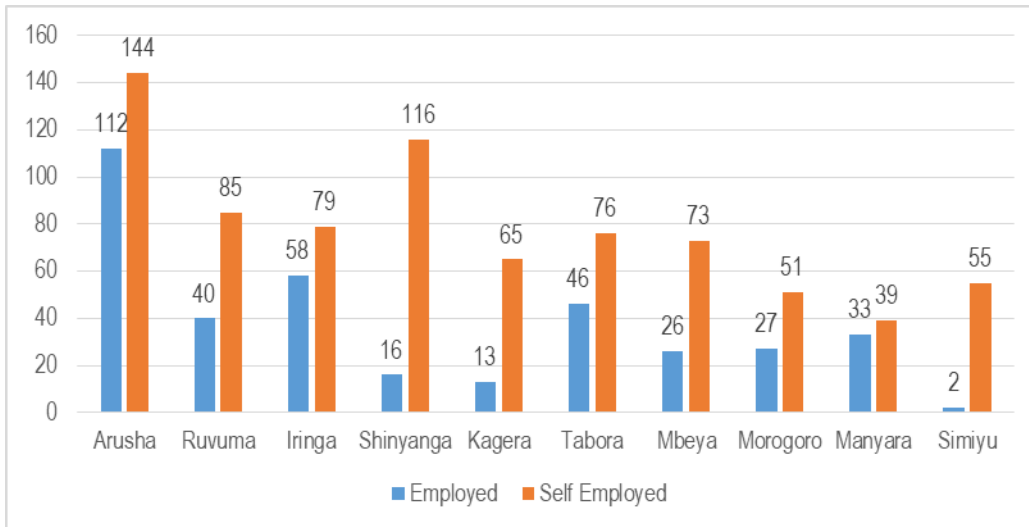
Figure 4-5: Proportional of Paid Employment and Self-Employment by Industry Category



4.1.6. Distribution of employment status by region

The following ten (10) regions recorded higher percentages on self-employment of the graduates.

Figure 4-6: Regions with higher percentages for Self-Employment



4.1.7. Duration of stay before first employment by gender

Findings in Appendix 5 shows that VET graduates stays at least from a period of one to two years as indicated in Figure 4-7 for the ten popular trades.

Figure 4-7: Duration of Stay before First Employment by Top Ten Trades

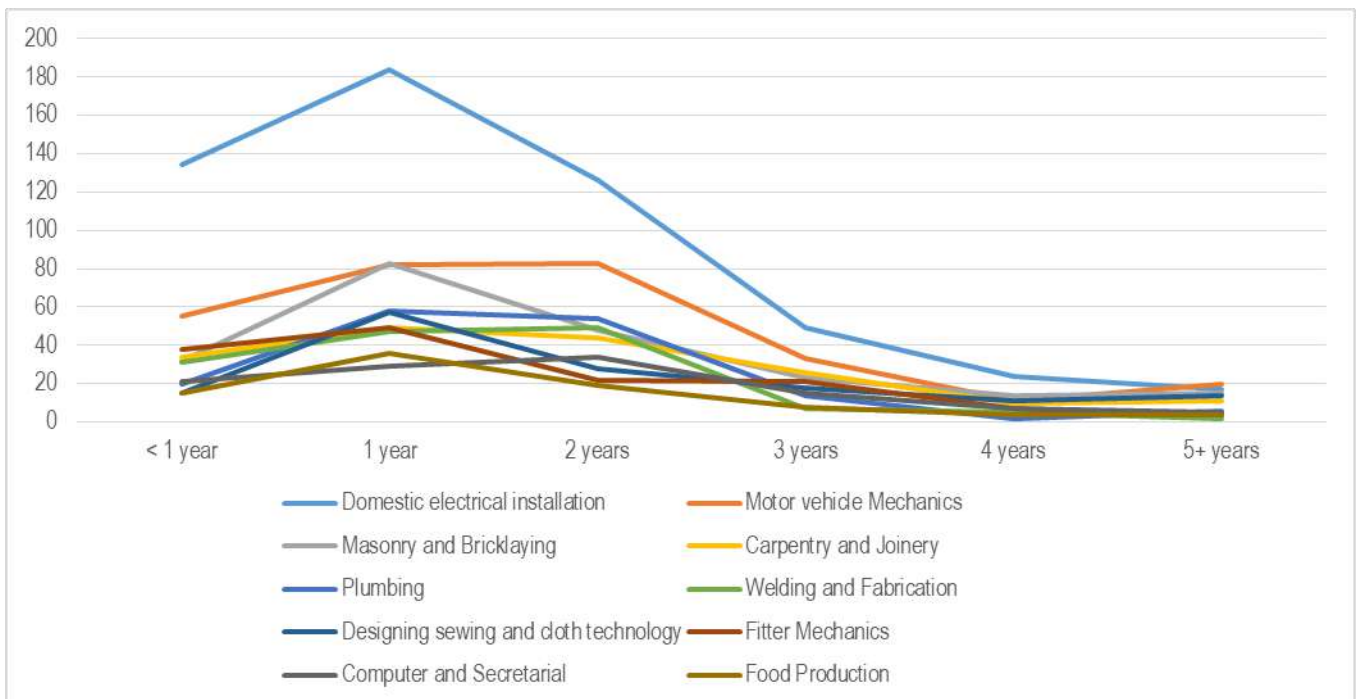


Table 4-4: Duration of Stay prior to First Employment

Duration of Stay prior to First Employment	GENDER				Cumulative percent
	Male	Female	Total	Percent	
Less than 1 year	437	131	568	18%	18%
1 year	681	269	950	30%	47%
2 years	489	157	646	20%	67%
3 years	221	84	305	9%	77%
4 years	93	40	133	4%	81%
5+ years	82	43	125	4%	85%
Not Stated	343	143	486	15%	100%
Total	2346	867	3213	100%	

4.1.8. Main Reasons for Being Out of Work

Seasonal works is the main reason reported to by the graduates

Table 4-5: Main Reasons for Being Out of Work by Sex

Main reason for being out of work	Male	Female	Total	Percent
Others Reasons including Seasonality	255	93	348	30%
Preoccupied with housework	204	109	313	27%
Attending training	187	56	243	21%
Lack of financial resources to start self-employment	63	28	91	8%
No job for my trained skills	40	25	65	6%
No demand for the trained skills	26	6	32	3%
External factors affecting business	30	8	38	3%
No employer can offer the salary in my area or trade/course	4	2	6	1%
Lack of confidence to start self-employment	7	0	7	1%
Health Reasons	1	0	1	0%
Total	817	327	1144	100%

4.2. Average Working Hour per day

Inputs and productivity of an employee is measured by hours spent in performing a certain job. In this study, average daily working hours for employed graduates are 10 hours. Table 4-6 indicates that working hours of VET graduates ranges between 8 to 12 hours. Further, 32% of the graduates are considered to be working exactly 8 hours of the recommended hours.

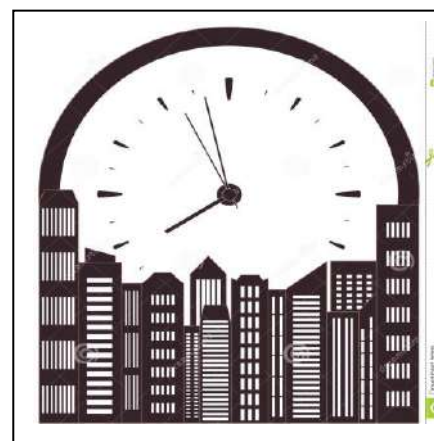


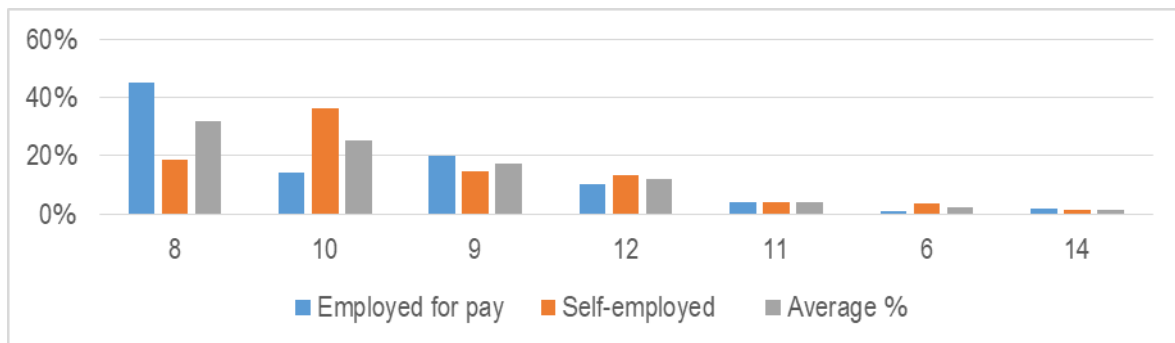
Table 4-6: Average Working Hours of Employed and Self-employed VET Graduates

Average Working Hours per Day	% of working hours of employed for pay graduates	% of working hours of Self-employed graduates	Average % of employed and self-employed graduates
2	0%	0%	0%
3	0%	1%	0%
4	0%	2%	1%
5	0%	1%	1%
6	1%	4%	2%
7	1%	2%	1%
8	45%	19%	32%
9	20%	15%	17%
10	14%	36%	25%
11	4%	4%	4%
12	10%	14%	12%
13	0%	1%	1%
14	2%	2%	2%
15	0%	0%	0%
16	0%	0%	0%
18	0%	0%	0%
19	0%	0%	0%
20	0%	0%	0%
24	1%	0%	0%
Total	100%	100%	100%

From both Table 4-6 and Figure 4-8, 45 percent of the employed for pay graduates were found working for 8 hours, another 20% were working for 9 hours and another 14 percent were working for 10 hours.

For the self-employed graduates, majority of them being 36 percent were found working for 10 hours followed by 19 percent of them who were working for 8 hours and 14 percent of them found working for 12 hours.

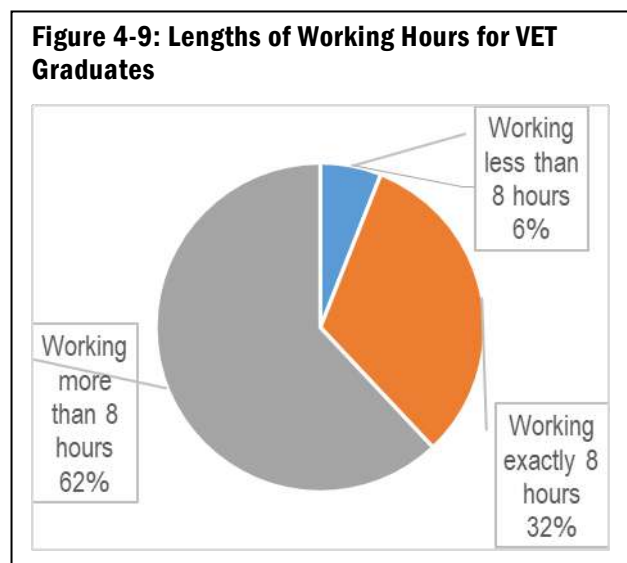
Figure 4-8: Average Working Hours by Employed Graduates



From the findings above, the working hours of the self-employed graduates were longer than the employed for pay graduates. The results indicates that while the employed for pay graduates depends on employment terms, the self-employed

graduates work longer hours perhaps because they feel ownership of their labour force, or because the businesses they are working belongs for themselves.

Since 32 percent of the graduates were working an average of 8 hours, 62 percent were found working more than normal eight working hours. Another 6 percent of the graduates were found working less than 8 hours as shown in Figure 4-9. The results

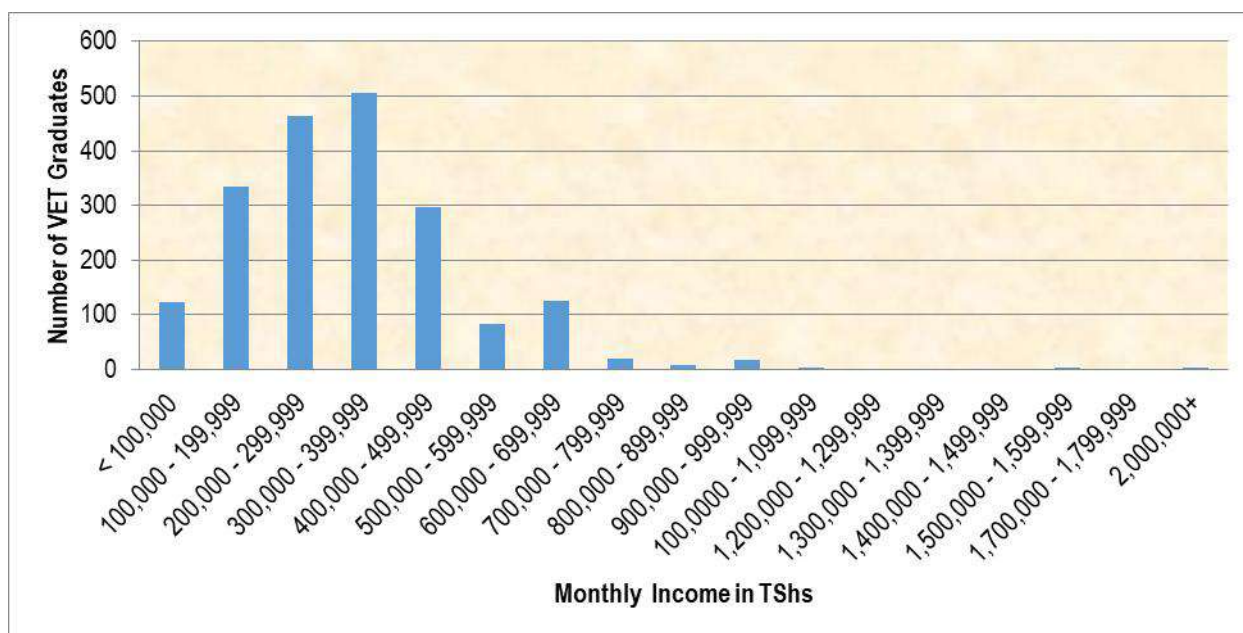


above indicate that majority of VET graduates in general are working longer hours than the normal eight hours.

4.3. Earnings of Employed Graduates

The income offered by employment in vocation could determine its attractiveness. In this report, distribution of income among vocational training graduates is categorized by gender, year of graduation, employment status, trade and status of employment. In both categories, majority of graduates (25%) earned between T.Shs 200,000/= to 300,000/= per month, while 8% earned less than TShs. 100,000/= per month. But overall, the earnings are not relatively bad compared to other sectors employing semi-skilled and skilled personnel. The national average earnings for employees in the formal sector in the country is currently between TShs. 501,000/= and 900,000/= as per Integrated Labour Force Survey of 2016.

Figure 4-10: Income of VET Graduates



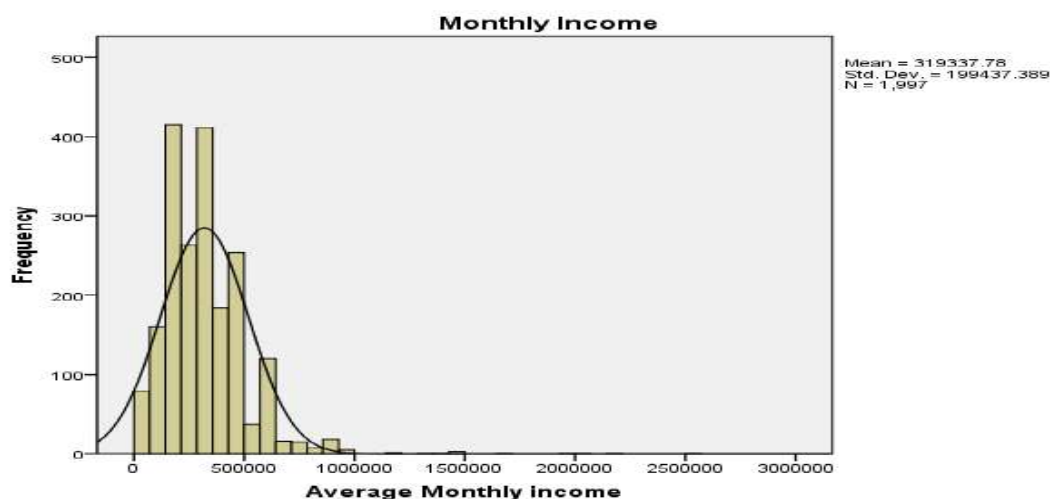
In Table 4-7, monthly income of the graduates is analyzed whereby majority (25%) of VET graduates earns between TShs. 200,001/= and TShs. 300,001/=. Fewer graduates were found earning between TShs. 900,001/= and above.

Table 4-7: Monthly Income of the Graduates by gender

Monthly Income	Sex						Cumulative percent
	Male		Female		Total		
	Count	%	Count	%	Count	%	
<= 100,000	113	7	72	12	185	9%	9%
100,001 - 200,000	302	18	141	24	443	22%	31%
200,001 - 300,000	427	25	142	24	569	28%	60%
300,001 - 400,000	234	14	70	12	304	15%	75%
400,001 - 500,000	226	13	40	7	266	13%	88%
500,001 - 600,000	116	7	28	5	144	7%	96%
600,001 - 700,000	19	1	10	2	29	1%	97%
700,001 - 800,000	17	1	2	0	19	1%	98%
800,001 - 900,000	18	1	3	1	21	1%	99%
900,001 - 1,000,000	5	0	0	0	5	0%	99%
1,000,001 - 1,500,000	7	0	0	0	7	0%	100%
1,500,001+	5	0	0	0	5	0%	
Total	1,489	87	508	87	1,997	1	

Figure 4-11 shows the pictorial presentation of monthly income of VET graduates. The distribution graph is negatively skewness indicating average monthly income of most graduate earns less than 500,000 per month and very few graduates earn above 1,000,000.

Figure 4-11: Average Monthly Income of VET Graduates



4.3.1. Average Income by Year of Graduation and gender

Findings indicates average monthly incomes of graduates is high for graduates of 2012 (TZS 354,795), followed by 2011 graduates who earned an average of TZS

Table 4-8: Average Monthly income by Year of graduation and Gender

Year of graduation	Gender					
	Male		Female		Total	
	Count	Mean	Count	Mean	Count	Mean
2010	50	310,330	12	352,992	62	318,587
2011	75	363,903	22	274,807	97	343,696
2012	153	370,569	57	312,456	210	354,795
2013	209	340,844	90	295,038	299	327,057
2014	331	344,895	144	269,942	475	322,172
2015	593	321,861	159	243,547	752	305,303
Not stated	78	309,412	24	232,334	102	291,276
Total	1,489	335,729	508	271,293	1,997	319,338

4.3.2. Average Income by Employment Status and gender

Table 4-9 shows that, the total mean monthly income is TZS 319,338 with males having higher average monthly income of TZS 335,729 compared to female income (TZS 271,293). The results also indicate that paid employees have highest mean monthly income of TZS 360,083 followed by self-employed without employee with a mean income of (TZS 319,838) while internship have the least mean income of TZS 171,111. A similar pattern of median and mode income is observed across all types of employment.

Table 4-9: Average Monthly income by Employment Status and Gender

Employment Status	Sex								
	Male			Female			Total		
	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode
Employed for pay	360,083	320,000	300,000	295,706	285,000	150,000	342,655	300,000	300,000
Self-employed with employees	319,076	300,000	300,000	237,478	250,000	200,000	296,747	250,000	250,000
Self-employed without employees,	319,838	300,000	300,000	257,249	220,000	150,000	305,432	280,000	300,000
Unpaid family helper	.	.	.	.	.	.	.	.	.
Volunteering	212,385	180,000	300,000	130,000	135,000	150,000	193,000	150,000	150,000
Internship	171,111	150,000	150,000	80,000	80,000	80,000	162,000	150,000	150,000
Attending further training	.	.	.	.	.	.	.	.	.
Seeking for work	.	.	.	.	.	.	.	.	.
Idle	.	.	.	.	.	.	.	.	.
Other	.	.	.	.	.	.	.	.	.
Not Stated	.	.	.	.	.	.	.	.	.
Total	335,729	300,000	300,000	271,293	250,000	200,000	319,338	300,000	300,000

4.3.3. Average Income by Industry Category

Table 4-10 shows that the highest mean monthly income is in Mining & Quarrying (TZS 507,111) sector followed by Public Administration and Defense (TZS 426,714). The lowest income of paid employees is in Activities of household as employers (185,000).

In general, females tend to have lower mean monthly incomes than males in all industries except in Transportation and Storage sector.

Table 4-10: Average Monthly income by Industry category and Gender

Industry Category	Sex								
	Male			Female			Total		
	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode
Agriculture forestry and fishing	349,042	300,000	300,000	268,640	180,000	150,000	330,933	300,000	300,000
Mining & Quarrying	538,000	405,000	230,000	260,000	260,000	260,000	507,111	310,000	230,000
Manufacturing	320,093	300,000	300,000	297,106	280,000	250,000	314,071	300,000	300,000
Electricity, Gas, Steam and Air conditioning supply	355,321	350,000	450,000	309,630	300,000	300,000	350,194	325,000	450,000
Water supply, sewerage, waste management and remediation activity	356,042	300,000	300,000	249,909	234,000	200,000	330,935	300,000	200,000
Construction	353,691	300,000	300,000	309,375	355,000	450,000	349,998	300,000	300,000
Wholesale and Retail Trade and repair of Motor vehicles/Cycles	297,526	282,500	300,000	293,438	245,000	200,000	297,256	275,000	300,000
Transportation and Storage	360,503	320,000	300,000	503,636	500,000	620,000	390,210	360,000	300,000
Accommodation and food services activities (Hotel & Restaurant)	296,528	262,500	250,000	264,944	250,000	200,000	274,040	250,000	200,000
Information and Communication	381,305	225,000	200,000	225,808	200,000	200,000	284,372	200,000	200,000

Finance and Insurance activities	380,000	380,000	380,000	305,000	300,000	200,000	312,500	310,000	380,000
Real estate	225,000	225,000	150,000	220,000	220,000	220,000	223,333	220,000	150,000
Professional, Scientific & Technical activities	312,984	250,000	300,000	224,753	200,000	200,000	282,103	241,500	200,000
Administrative & supportive Services	292,000	300,000	150,000	285,148	300,000	150,000	286,100	300,000	150,000
Public Administration and defense	548,250	471,500	450,000	264,667	275,000	100,000	426,714	450,000	100,000
Education	251,071	225,000	300,000	208,333	190,000	200,000	238,250	200,000	200,000
Human health and social work	296,667	350,000	180,000	249,000	275,000	30,000	266,875	287,500	30,000
Arts, Entertainment and recreation	210,750	135,000	36,000	171,667	135,000	40,000	194,000	135,000	100,000
Other services activities	297,143	275,000	300,000	242,326	200,000	100,000	266,923	245,000	100,000
Activities of household as employers	.	.	.	185,000	185,000	70,000	185,000	185,000	70,000
Total	335,729	300,000	300,000	271,293	250,000	200,000	319,338	300,000	300,000

4.3.4. Average Income by Status of Employment

Table 4-11: Average Monthly Income by Status of Employment and Gender

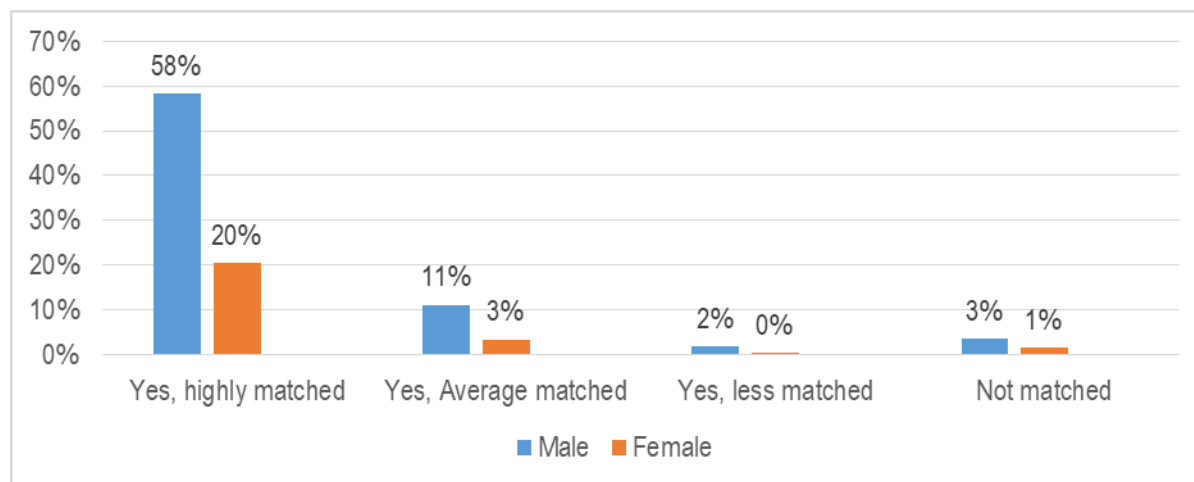
Average Monthly Income and Status of Employment		Sex					
		Male		Female		Total	
		Count	%	Count	%	Count	%
Permanent and pensionable	<= 100,000	1	1	0	0	1	0
	100,001 - 200,000	5	3	6	9	11	5
	200,001 - 300,000	28	17	15	21	43	19
	300,001 - 400,000	28	17	12	17	40	17
	400,001 - 500,000	30	19	8	11	38	16
	500,001 - 600,000	21	13	7	10	28	12
	600,001 - 700,000	8	5	5	7	13	6
	700,001 - 800,000	2	1	0	0	2	1
	800,001 - 900,000	3	2	1	1	4	2
	900,001 - 1,000,000	2	1	0	0	2	1
	1,000,001 - 1,500,000	1	1	0	0	1	0
	Not Stated	33	20	16	23	49	21
Total	162	100	70	100	232	100	
Short-term/Temporary contract	<= 100,000	13	2	11	5	24	3
	100,001 - 200,000	115	19	69	31	184	22
	200,001 - 300,000	184	30	60	27	244	29
	300,001 - 400,000	115	19	31	14	146	17
	400,001 - 500,000	102	17	21	10	123	15
	500,001 - 600,000	22	4	10	5	32	4
	600,001 - 700,000	5	1	2	1	7	1
	700,001 - 800,000	6	1	0	0	6	1
	800,001 - 900,000	3	0	0	0	3	0
	1,000,001 - 1,500,000	3	0	0	0	3	0
	1,500,001+	2	0	0	0	2	0
	Not Stated	48	8	16	7	64	8
Total	618	100	220	100	838	100	
No contract	<= 100,000	99	11	61	20	160	13
	100,001 - 200,000	182	19	66	22	248	20
	200,001 - 300,000	215	23	67	22	282	23
	300,001 - 400,000	91	10	27	9	118	10
	400,001 - 500,000	94	10	11	4	105	8

Average Monthly Income and Status of Employment	Sex					
	Male		Female		Total	
	Count	%	Count	%	Count	%
500,001 - 600,000	73	8	11	4	84	7
600,001 - 700,000	6	1	3	1	9	1
700,001 - 800,000	9	1	2	1	11	1
800,001 - 900,000	12	1	2	1	14	1
900,001 - 1,000,000	3	0	0	0	3	0
1,000,001 - 1,500,000	3	0	0	0	3	0
1,500,001+	3	0	0	0	3	0
Not Stated	146	16	53	17	199	16
Total	936	100	303	100	1239	100

4.4. Relevance of VET

Relevance of training to employment is one of the most component in the VET system. Figure 4-1 indicates general relevance of training to current jobs of the graduates over a wide period of time after completion of training. In both gender categories, majority of the graduates (58%) for male and 20% for female reported as training received from VET institutions relates to their employments as compared to only 3% of male and 1% of female who said their jobs not related to training received.

Figure 4-12: Relevance of Training to Current Employment

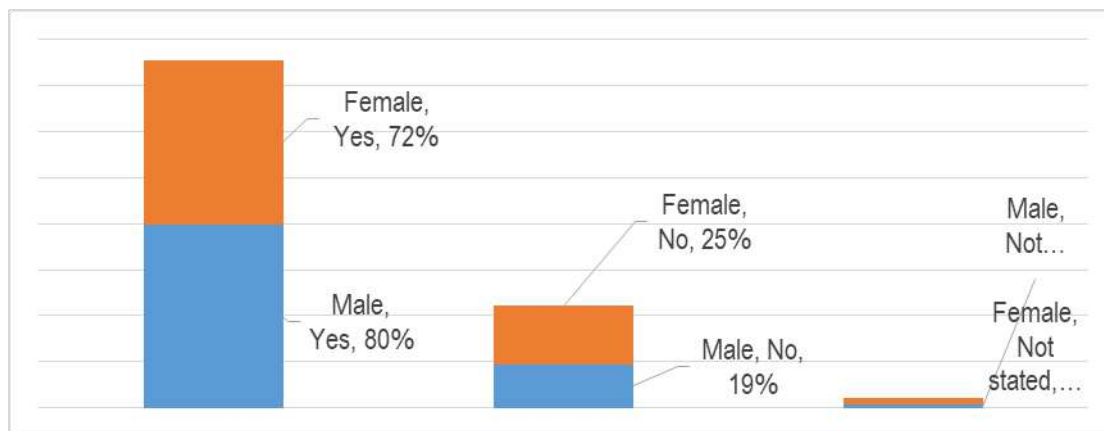


4.5. Access to further training

When the surveyed graduates were asked ‘If they have the desire to pursue further training upgrading’; 2,488 (77 per cent) of them answered: “yes, I plan for further training”, while only 662 (21 per cent) said, “No, I do not need further training”. These findings reveal that the overwhelming majority of graduates who took part in the study recognize the importance and need for further skill building for

promotion and career development. It is also an indication of their low level satisfaction with the education they recently completed.

Figure 4-13: Plans for Further Training by VET Graduates



4.6. Skills Gaps

The study revealed skills requirements with higher frequencies as shown in Appendix 12. Skills requirements or skills gaps is analyzed by each trade.

89% of skills gaps were commented by employed graduates i.e. employed for pay (50%), Self-employed with employees (8%) and Self-employed without employees (31%). That is mean graduates with employment have more exposure to working environment which enabled them to relate with skills acquired from collages.

4.7. Economic Benefits of the Training

Economic benefits of the training to graduates includes to get employment or employ others and earn salaries (20%); to meet cost of living and improve living standard (16%); increase/Generating income (10%); and to be independent, support families and contribute to social activities (8%). Other economic benefits reported by the graduates were to develop their businesses, to own lands, modern houses, equipment and savings as shown in Figure 4-14.

4.8. Methods of Recruitment

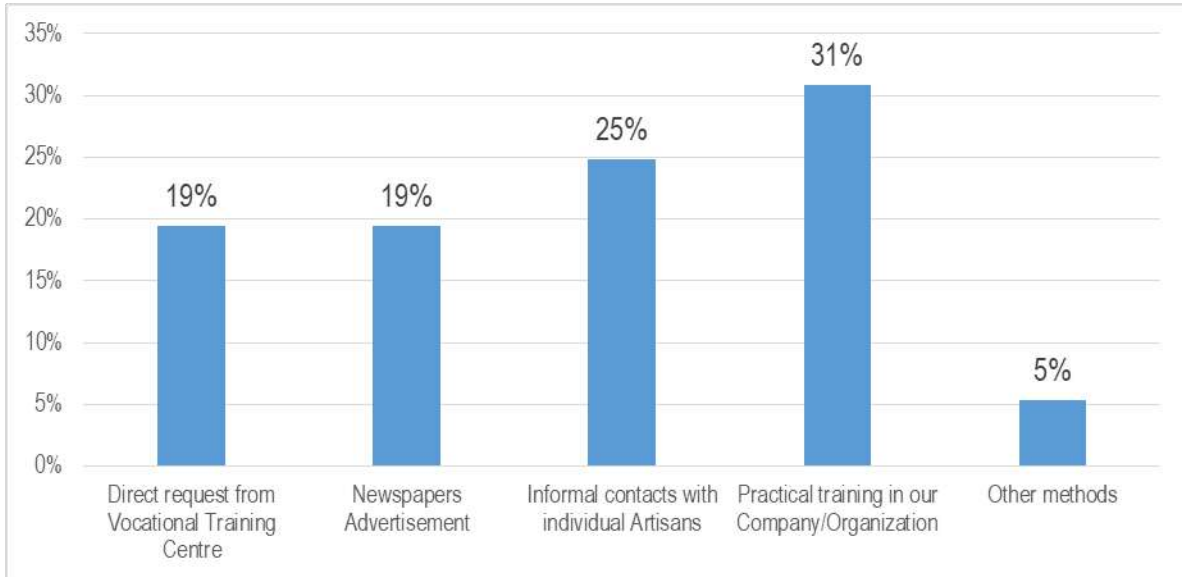
The findings of the tracer study examine the employers' methods they use to recruit VET graduates for placements. In this section, four issues were observed as follows:

- Methods used by employers to recruit VET graduates
- Main criteria considered by employers when recruiting VET graduates

- Workplace performance of male and female VET graduates
- Workplace performance of employed VET graduates by trade.

4.9. Methods used to Recruit VET Graduates

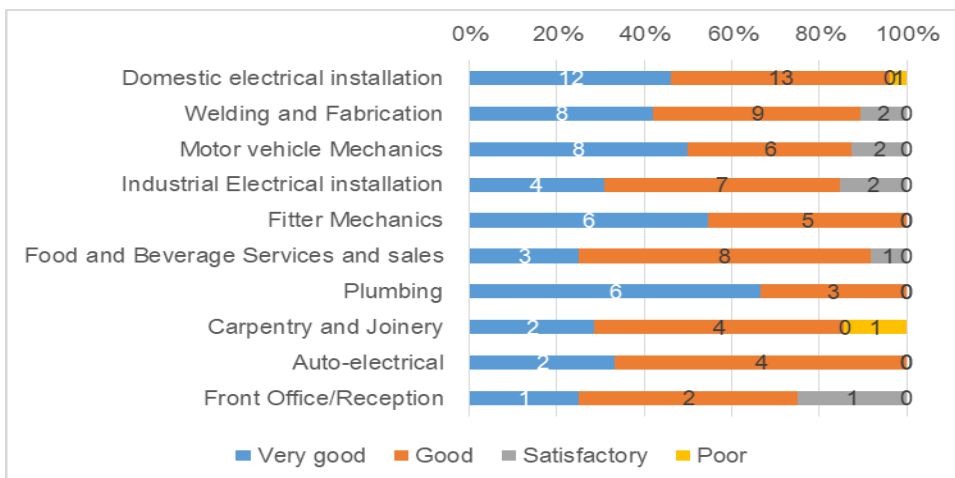
Figure 4-14: Methods Used by Employers to Recruit VET Graduates



4.10. Assessment on performance of employed VET graduates by trade.

Employers' assessments on performance of the graduates indicated as very good for Plumbing and Drainage, Fitter Mechanics and Motor Vehicle Mechanics. Assessments on performance to most of the trades were generally good and satisfactory. One trade (Carpentry and Joinery) was assessed as poor. (See figure 5-2).

Figure 4-15: Employers Assessment on Performance of employed VET graduates



5. Comments and Suggestions from VET Graduates

The study also was interested to capture any views, comments and suggestion from VET graduate towards Vocational Education and Training system. Almost all of the captured views, comments and suggestion are focused on improving Vocational Education in general. Detailed comments and views from the traced graduates are in Appendix 11. The following are the views, comments and suggestion which appeared to be dominant against the others.

- Improve training tools and equipment to match with current technology
- Improve teachings and training including increasing time for practical training to be given priority.
- Review training curricula to make training be provided to meet the requirements of the labour market and address technological changes.
- Provide support to VET graduates on employment opportunities and startup capital, tools and equipment to solve the unemployment problem for youths,
- Number of Vocational teachers should be increased and they should be improved match with current technology.
- VETA should ensure that certificates are issued on time (without delays) to avoid inconvenience to graduates
- Improve vocational training by introducing advanced vocational skills training including diploma course.
- The government should employ Vocational training graduates and consider the importance of vocational training.
- Reduce number of related subjects because they are too many and consumes a lot of training time
- Improve field attachment training including follow ups.

6. Conclusion and Recommendation

6.1. Conclusion

The findings of this survey have disclosed a number of critical features related to Vocational Education and Training. Categorically the finding revealed features related training facilities especially tools and equipment; inadequate training delivery including little time for practice; lack of employment support from the Government including non-provision of startup capital and tools; inadequate number of teachers with doubtful competence; delay of certificates; unclear progression route to higher levels such as diploma; bigger number of related subjects which are time consuming and the need for centres to have well-organized, supervised and effective field attachment programmes.

Generally, the findings revealed that the employment status of 2010 - 2015 VET graduates stands at 75% which is higher than that of the 2010 study which stood at 66 percent for VET graduates of 2004-2009). While unemployment rate was at 23.9 percent during the previous study, the rate stands at 11 percent in the 2018 study. Reasons for not employed is almost the same as in the previous study. The following are the key ones: job seasonally (30%), and other is lack of financial resources to start up self-employment (8%) and low wage provided by some employers.

Method of entering into employment is mostly through personal communications (46 percent), although field attachments also contributes to 22 percent on enabling graduates enter into employments.

On the distribution of working hours per day revealed that more than sixty percent (60%) of the graduates are spending 8 hours per day. This perhaps is an indication that the majority 38 per cent) being self-employed are ready to work longer periods in a day in order to earn more income.

The average income of more than 75% of respondent reported to earn income between TZS 100,000/= to TZS 400,000/- per month (Table 4-7) regardless of sex, locations and occupations which is within the national minimum wage range⁷. This also portray fair emerges as among of the criteria for dissent works is the issue of work contract.

Respondents also were asked to provide any general comment for improvement of the shortfall found on the VET system. A number of comments were provided but lack of boarding facilities and lack of modern tool and equipment in the workshops emerged to be critical ones.

6.2. Recommendations

Based on the findings and discussion presented in the conclusion part, the following are of the recommendation which if the responsible authorities take them into consideration will play key roles in improving the Vocational Education sub sector:

The following is a summary of main challenges from the tracer study and recommendations: -

Challenges/Shortfalls of VET	Recommendations
<p>7.2.1 Dilapidated training tools and equipment:</p> <p>The graduates most VTCs face dilapidated training tools and equipment which make them not able to pick during training. The problem too causes inadequate practical training. This means that skills they get have been handicapped right from the time they were leaving the training centres while in reality, they are required to meet current</p>	<ul style="list-style-type: none"> • It is recommended that VETA should modernize her Centres with modern tools and equipment that match with current technological advancement.

⁷ Mainland Tanzania's minimum wage is set by categories covering 12 employment sectors. The minimum wage ranges from TZS 100,000 (\$45) per month for agricultural labourers to TZS 400,000 (\$180) per month for labourers employed in the mineral sector (companies with mining and prospecting licenses).

Challenges/Shortfalls of VET	Recommendations
work place skills demand.	
<p>7.2.2 Inadequate time for practical training</p> <p>VET graduates complained of inadequate teachings and training including little time for practical training and that in some VTCs, practical training is not given priority.</p>	<ul style="list-style-type: none"> • An analysis should be made on the reasons why practical training is not given adequately during training, focusing on capacity of instructors, facilities and training materials.
<p>7.2.3 Review curricular</p> <p>VET graduates recommended on review training curricula to make training provided to meet the requirements of the labour market and address technological changes.</p>	<ul style="list-style-type: none"> • VETA should review and develop training curricula every time so as to make training match with the labour market.
<p>7.2.4 Improvement of VET Graduate employability.</p> <p>Employability of younger graduates is affected primarily by lack of experience. At present 75% percent of the graduates are employed (self and paid employed). Those who are not employed (11%) are associated with reasons such as attending further training in order to improve their employability, indicating a timely mismatch between supply and demand of skills in the labour market or lack of resources and entrepreneurship skills to start self-employment. Furthermore those in paid employment, about 30 percent of them have no employment contract indicating unstable employment status of the VET graduates.</p>	<ul style="list-style-type: none"> • It is recommended that, employability of VET graduates need to be improved and supported by first expanding the applied and relevant work experience component of their education and training which is one of major factors for increasing employability. Training Centres is still regarded as a starting point of making the graduates competitive with marketable skills by providing relevant training to address the labour market demands. Establishment of Incubation Centres mechanism should be instituted for supporting VET graduates to start practicing their

Challenges/Shortfalls of VET	Recommendations
	acquired skills for employment.
<p>7.2.5 Provide support to enhance self-employment</p> <p>Self-employment was seen to benefit majority of the graduates (38% out of 32%) against wage employed graduates. VET graduates feels that the Government should support them on employment opportunities including startup capital, tools and equipment so as to solve the unemployment problem for youths. The graduates are of the opinion that if the current training environment was to be reinforced the proportion of them joining this sub-sector would increase.</p>	<ul style="list-style-type: none"> • Although entrepreneurship education has already been mainstreamed into VET curricula, it is recommended that entrepreneurship skills should be taught more of practical by lining the graduates with business development services including micro-finance institutions. • Apart from that, there should be a programme that VET graduates to be supported with startup capital, tools and equipment.
<p>7.2.6 Improve Competencies of Vocational Teachers</p> <p>The graduates also emphasized that there is serious shortage of vocational teachers in some VET centres and that there are doubtful competencies of teachers in some VET institutions which hinder them not able to pick during training. VET graduates therefore recommends number of teachers be increased and that the available number should their competencies be improved to match with current technology.</p>	<ul style="list-style-type: none"> • It is recommended that an analysis should be made on the available number of teachers in VET institutions. The Authority should also focusing on improving capacity of instructors through skills upgrading capacity building programme. Furthermore, there should be improved collaboration with employers/industries in order to attach Vocational teachers regularly.
<p>7.2.7 Certificates should be issued on time</p> <p>VET graduates gave their opinions that VETA should ensure that certificates are issued on time (without delays) to avoid inconvenience</p>	<ul style="list-style-type: none"> • The issue of delay of issuing certificates to graduates seemed to be a temporal problem. However, we recommend to the

Challenges/Shortfalls of VET	Recommendations
<p>to graduates. Section 3.2.5 shows that almost 40 percent of the graduates had passed their examinations but not received their certificates.</p>	<p>Management to ensure certificates are prepared and issued to those passed their examinations immediately.</p>
<p>7.2.8 Further skills training for VET graduates VET graduates suggested improving vocational training by introducing advanced vocational skills training including diploma course. Section 4.5 of this report indicates 77 percent of respondents prefer further training.</p>	<ul style="list-style-type: none"> • Preference for further studies as shown in the report indicates that VET graduates recognize the importance and need for promoting their careers. It is hereby recommended that a clear progression route should be established for those VET graduates reaching National Vocational Award (NVA) Level 2 or 3 and how they can progress to higher certificate or diploma levels.
<p>7.2.9 Provide support on employment to VET graduates The graduates recommended that the government should employ Vocational training graduates and consider the importance of vocational training.</p>	<p>The survey findings have revealed that some government institutions are reluctant to employ VET graduates due to silence of the Government Scheme of Service on VET graduates (Appendix 13). It is hereby recommended that the government scheme of service should integrate VET graduate.</p>
<p>7.2.10 Reduce number of related subjects Graduates suggested to VETA to reduce number of related subjects because they are too many and consume a lot of training time.</p>	<p>The existence of a number of related subjects in VET syllabus has found to be a big challenge to VET trainees (Appendix 13). VET graduates do not prefer them</p>

Challenges/Shortfalls of VET	Recommendations
	<p>with reason that, this makes Vocational training looks like secondary schools instead of being hand on. This call for review of the syllabus on areas of related subjects to establish the actual requirement.</p>
<p>7.2.11 Improve Field Attachment Training</p> <p>The graduates suggested to improve field attachment training including follow ups</p>	<p>The survey findings also indicated to have weakness in the area of field attachment (Appendix 13). It is hereby recommended that the Authority should strengthen fields attachment through doing the following;</p> <ul style="list-style-type: none"> • To strengthen collaboration with industries (SEP Program) to make sure VET trainees are accepted for field attachment • VET Training institute to help trainees to find relevant Industry for field attachment. • VET forums should be enhanced to enable sharing of idea between Training institute and employers/industries for improved curricula and field attachment.

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8. Appendices

Appendix 1: Number of VET Graduates Sampled from the Population by VETA Zones and Trades

Trade Graduated	VETA Zone									Total
	Highland	South East	Northern	Dar es Salaam	Central	Eastern	South West	Western	Lake	
1. Ten Popular Trades										
Electrical Installation	67	27	96	114	67	110	49	49	69	648
Motor Vehicle Mechanics	76	70	67	66	64	26	23	38	63	493
Secretarial and Computer	32	97	74	39	38	69	42	1	8	400
Design Sewing and Cloth Technology	73	37	23	26	68	76	23	21	45	392
Carpentry and Joinery	42	41	13	12	49	21	27	35	17	257
Masonry and Bricklaying	36	38	12	4	23	20	26	43	37	239
Welding and Metal Fabrication	24	20	7	64	15	4	27	44	20	225
Food Production	6	16	54	0	2	12	31	13	8	142
Plumbing and Pipefitting	17	19	8	8	30	5	28	17	0	132
Auto Electrical	8	14	17	25	1	4	21	20	0	110
Sub-Total	381	379	371	358	357	347	297	281	267	3038
2. Other Trades										
Fitter Mechanics	20	34	15	5	22	17	0	11	54	178
Animal Husbandry	11	0	53	0	58	11	30	0	0	163
Tour Guiding	38	0	0	5	28	15	57	0	0	143
Food and Beverage Sales and Service	19	0	8	43	7	21	30	0	0	128
Computer Application	5	0	0	7	49	42	22	0	0	125
Information Communication Technology	43	44	0	0	0	0	0	10	0	97
Laboratory Assistant	0	33	0	60	0	0	0	0	0	93
Electronics	6	39	0	0	11	8	0	19	0	83
Hospitality and Tourism	4	0	77	0	0	0	0	0	0	81
Auto Body Repair	4	12	1	0	0	0	0	12	45	74
Painting, Decoration and Signwriting	3	16	15	31	0	0	5	4	0	74
Commerce	67	0	0	0	0	0	0	0	0	67
Catering and Food Preparation	0	0	0	61	0	0	0	0	0	61
Agro Mechanics	3	0	2	0	10	38	0	0	7	60
Horticulture and Field Crop Production	17	0	0	0	0	27	12	0	0	56
Plant Operation	0	0	0	0	0	0	0	45	0	45
Civil Draughting	6	20	0	0	16	0	0	0	0	42
Refrigeration and Air Conditioning	4	11	0	0	0	11	0	8	0	34
Armature and Motor Rewinding	0	24	0	0	0	0	0	0	0	24
Truck Mechanics	0	1	0	0	0	0	0	23	0	24
Pre-Press and Digital Printing	0	0	21	0	0	0	0	0	0	21
Mining	0	0	0	0	0	0	0	0	19	19
Motor Driving	0	0	11	0	7	1	0	0	0	19
Renewable Energy	0	0	19	0	0	0	0	0	0	19

Heavy Duty Equipment Mechanics	17	0	0	0	0	0	0	0	0	17
Printing	0	17	0	0	0	0	0	0	0	17
Office Machine Mechanics	0	14	0	0	0	0	0	0	0	14
Pattern Making and Foundry Work	5	0	0	0	0	8	0	0	0	13
Road Construction and Maintenance	0	0	0	0	11	2	0	0	0	13
Hotel Management	4	8	0	0	0	0	0	0	0	12
Platter/Welder Course	10	0	0	0	0	0	0	0	0	10
Gemstone Cutting, Polishing and Carving	0	0	0	0	0	0	0	9	0	9
Cookery	8	0	0	0	0	0	0	0	0	8
Boiler Mechanics and Pipe Fitting	7	0	0	0	0	0	0	0	0	7
Food Processing	0	0	0	7	0	0	0	0	0	7
Leather Goods and Foot Wear	0	0	0	0	0	7	0	0	0	7
Machine Tool Maintenance	7	0	0	0	0	0	0	0	0	7
NABE Review Courses	3	0	0	0	0	4	0	0	0	7
Tools and Die Making	7	0	0	0	0	0	0	0	0	7
Black Smith	2	0	0	0	0	0	0	0	4	6
Business Assistant Operations	2	0	3	0	0	0	0	0	0	5
Full Hotel management	4	0	0	0	0	0	0	0	0	4
Handloom	0	0	0	0	0	0	0	4	0	4
House Keeping	0	0	0	0	0	0	4	0	0	4
Television and Video Service and Repair	0	0	0	0	0	4	0	0	0	4
Underground Coal Mining	4	0	0	0	0	0	0	0	0	4
Instrument Mechanics	3	0	0	0	0	0	0	0	0	3
Diesel Engines Mechanics	0	0	0	0	0	2	0	0	0	2
Language	1	0	0	0	0	0	0	0	0	1
Shoe Making	0	0	0	1	0	0	0	0	0	1
Sub-Total	334	273	225	220	219	218	160	145	129	1923
Grand Total	715	652	596	578	576	565	457	426	396	4,961

Appendix 2: Number of Responded Graduates by Training Centre Attended by Current Region of Residence

Region attended Vocational Training	Name of Training Centre Attended Training	Gender		Total
		Male	Female	
Dodoma	DODOMA RVTSC	18	24	42
	CHISALU VTC	2	1	3
	ST. GABRIEL	1	2	3
	Don Bosco	2	0	2
	VISELE VTC	1	1	2
	CUPA VTC	2	0	2
	Dodoma College of Business Management	0	1	1
	Keyfield Carrier VTC	0	1	1
	UMOJA WA MAFUNDI KABAMBE	1	0	1
	ZION INSTITUTE	0	1	1
	Total	27	31	58
Arusha	Arusha VTC	41	19	60
	Help to Self Help VTC	21	18	39
	Commercial College of Arusha	8	18	26
	Arusha Technical College	23	1	24
	Keyfield Carrier VTC	3	17	20
	ABC VTC	12	0	12
	SABLE WILDLIFE TRAINING CENTRE	9	1	10
	IMBASENI VTC	4	3	7
	Mother Oda VTC	0	6	6
	DATA SKY SYSTEM VTC	0	6	6
	ROSETA INSTITUTE	2	3	5

Region attended Vocational Training	Name of Training Centre Attended Training	Gender		Total
		Male	Female	
	CHUO CHA WALEMAVU	3	2	5
	EUREKA VTC	0	5	5
	Usa River Rehabilitation VTC	3	1	4
	MICHAUD VTC	0	4	4
	TROPICAL CENTRE INSTITUTE	0	4	4
	ST. FRANCIS VTC	0	4	4
	MOMESCO	0	4	4
	KIJENGE VTC	1	2	3
	Olokii VTC	1	1	2
	Mamtukuna FDC	1	1	2
	Mto wa Mbu FDC	2	0	2
	Iringa RVTSC	2	0	2
	ST. GABRIEL	2	0	2
	Dodoma College of Business Management	1	0	1
	Tango FDC	1	0	1
	Leguruki VTC	1	0	1
	Imani VTC	1	0	1
	Karatu VTC	0	1	1
	Mwanza RVTSC	1	0	1
	Elerai VTC	1	0	1
	DAREDA VTC	0	1	1
	ARROSCO COLLEGE	0	1	1
	HOLY GHOST	1	0	1
	ATC	1	0	1
	Total	146	123	269
Kilimanjaro	Moshi RVTSC	92	18	110
	Karanga VTC	34	4	38
	Hai VTC	20	0	20
	KTTC	4	1	5
	Mamtukuna FDC	5	0	5
	Kirua Iwa	5	0	5
	Same FDC	3	0	3
	K.I.D.T (KILIMANJARO INDUSTRIAL DEV. TRUST	3	0	3
	Arusha VTC	2	0	2
	Usangi VTC	2	0	2
	Uraa VTC	2	0	2
	Rombo Mkuu VTC	2	0	2
	Kibo College	0	1	1
	YMCA College	0	1	1
	Mkombozi VTC	0	1	1
	Handeni FDC	1	0	1
	Arusha Technical College	1	0	1
	Imani VTC	1	0	1
	Kiwanda FDC	1	0	1
	Don Bosco	1	0	1
	KYTTC	1	0	1
	ST. Peter Clevery VTC	1	0	1
	Ujomba FDC	0	1	1
	Mgulani VTC	1	0	1
	Iringa RVTSC	0	1	1
	Boma VTC	1	0	1
	Msinga FDC	1	0	1
	Ngaruma VTC	1	0	1
	Ruvu Mungano	0	1	1
	NANGWA VTC	1	0	1
	ST.FRANCIS HOMECRAFT	0	1	1
	T.P.C TRAINING SCHOOL	1	0	1
	MOSHI COMMUNITY CENTRE	0	1	1
	ROSMINI	1	0	1
	ST. MARY'S VTC	0	1	1
	KIFULE VTC	1	0	1
Total	189	32	221	
Tanga	Tanga RVTSC	52	7	59

Region attended Vocational Training	Name of Training Centre Attended Training	Gender		Total
		Male	Female	
	HIRM	1	2	3
	Nairobi Institute	1	0	1
	Dodoma College of Business Management	1	0	1
	Arusha VTC	1	0	1
	Handeni FDC	1	0	1
	Kiwanda FDC	1	0	1
	Iringa RVTSC	1	0	1
	MTWARA	1	0	1
	SHINYANGA VTC	1	0	1
	ST. JOSEPH	0	1	1
	TIC	1	0	1
	ST. MARY'S VTC	1	0	1
	MNYUZI VTC	1	0	1
	Total	64	10	74
Morogoro	MIKUMI VTC	74	21	95
	DAKAWA	51	11	62
	KIHONDA	42	3	45
	UTTC wing	5	0	5
	BIGWA FDC	5	0	5
	RK INSTITUTE	3	0	3
	MBEYA RVTSC	2	0	2
	NATIONAL SUGAR INSTITUTE	2	0	2
	Dodoma College of Business Management	1	0	1
	MTWARA	1	0	1
	MOROGORO MVTCC	1	0	1
	ST. JOSEPH	0	1	1
	MZINGA VTC	1	0	1
	PREMIUM INSTITUTE	1	0	1
	SOCIAL VTC	0	1	1
	ST.FRANCIS HOMECRAFT	0	1	1
Total	189	38	227	
Pwani	PWANI VTC	42	9	51
	IKWIRIRI	10	11	21
	ALL SAINTS SALVATORY	5	4	9
	ST. JOSEPH POLY	9	0	9
	KONGOWE POLY	5	0	5
	ST. JOSEPH	3	1	4
	MBC PWANI	4	0	4
	AHEAD VTC	4	0	4
	KIBAHA FDC	4	0	4
	CP DEVELOPMENT	1	1	2
	KISARAWA FDC	2	0	2
	BEST VTC	0	1	1
	UMOJA WA MAFUNDI KABAMBE	0	1	1
	MORNING STAR VTC	1	0	1
Total	90	28	118	
Dar es Salaam	DSM RVTSC	210	53	263
	Mgulani VTC	56	4	60
	AIRWING VTC	27	0	27
	Don Bosco	5	0	5
	KIPAWA	5	0	5
	MGVTC	3	0	3
	PWANI VTC	2	0	2
	HUDUMA VTC	0	2	2
	MSIMBAZI CENTRE VTC	0	3	2
	ST. GASPER	2	1	2
	YMCA College	1	0	1
	Arusha Technical College	1	0	1
	GVTC	1	0	1
	MTWARA	0	1	1
	DODOMA RVTSC	0	1	1
	AVTCS	1	0	1
FORODHANI	1	0	1	

Region attended Vocational Training	Name of Training Centre Attended Training	Gender		Total
		Male	Female	
	Total	315	65	378
Lindi	LINDI RVTSC	6	3	9
	CHILALA FDC	6	0	6
	MTWARA	3	2	5
	KILWA FDC	4	0	4
	NEWALA FDC	3	0	3
	NDANDA VTC	2	0	2
	MATOGORO VTC	1	0	1
	Total	25	5	30
Mtwara	MTWARA	159	76	235
	NDANDA VTC	11	10	21
	NEWALA FDC	17	1	18
	MATOGORO VTC	8	9	17
	MTWARA YOUTH	2	1	3
	Keyfield Carrier VTC	0	1	1
	NEW HOPE UTALII	1	0	1
	LUAGALA VTC	0	1	1
	MASASI FDC	1	0	1
	KILWA FDC	1	0	1
	Total	200	99	299
Ruvuma	SONGEA RVTC	47	30	77
	HANGA VTC	41	6	47
	ST. JOSEPH	26	10	36
	KIUMA VTC	24	6	30
	PERAMIHO VTC	13	6	19
	NGONDO VTC	9	1	10
	ARCHDIOCERE VTC	6	2	8
	ST. MONICA	0	6	6
	MTWARA YOUTH	5	1	6
	Iringa RVTSC	1	1	2
	TINGI	1	1	2
	Victoria College	0	1	1
	NAZARETH VTC	1	0	1
	MUHUKURU VTC	0	1	1
TOP ONE INN VTC	1	0	1	
	Total	175	72	247
Iringa	Iringa RVTSC	62	34	96
	MAFINGA LUTHERAN VTC	24	1	25
	Don Bosco	8	2	10
	CORY TECH	0	8	8
	Ifunda VTC	5	0	5
	NYOTA YA ASUBUHI	3	1	4
	NILAS VTC	1	1	2
	MGONGO VTC	2	0	2
	Total	105	47	152
Mbeya	MBEYA RVTSC	87	33	120
	MOROVIAN VTC	2	0	2
	MVTC	1	0	1
	Iringa RVTSC	1	0	1
	Katumba FDC	1	0	1
	MPANDA	1	0	1
	KATUMBA FOLK DEVELOPMENT COLLEGE	1	0	1
	Total	94	33	127
Singida	Singida VTC	47	11	58
	SINGIDA FDC	8	2	10
	SEMA VTC	1	0	1
	ST.FRANCIS HOMECRAFT	0	1	1
	Total	56	14	70
Tabora	TABORA RVTSC	37	17	54
	ULYANKULU VTC	24	11	35
	TABORA NETWORKING	2	5	7
	NZEGA FDC	3	3	6

Region attended Vocational Training	Name of Training Centre Attended Training	Gender		Total
		Male	Female	
	MUSOMA UTALII COLLEGE	0	4	4
	KACHELEMA VTC	2	0	2
	SIDO (TABORA)	1	0	1
	Total	69	40	109
Rukwa	KATANDALA VTC	37	15	52
	MPANDA	4	2	6
	FURAHA VTC	0	1	1
	MAMBA VTC	1	0	1
Total	42	18	60	
Kigoma	KIGOMA RVTSC	10		10
	KIBONDO VTC	3		3
	KAKONKO	1		1
	Total	14		14
Shinyanga	BARIADI FDC	35	32	67
	SHINYANGA VTC	41	13	54
	BUHANGIJA FDC	11	2	13
	BUGISI	2	10	12
	MWANVA FDC	8	4	12
	BINZA VTC	8	0	8
	MPERA VTC	5	0	5
	MALAMPAKA VTC	4	0	4
	MATANDA VTC	4	0	4
	DSM RVTSC	2	0	2
	KIGOMA RVTSC	0	1	1
	MWADUI TECH	1	0	1
	ST.FRANCIS HOMECRAFT	0	1	1
Total	121	63	184	
Kagera	KAGERA VTC	51	10	61
	KARAGWE DVTC	37	6	43
	KASHAHA VTC	6	0	6
	RUBONDO	5	0	5
	KAGONDO KOLPING	1	4	5
	KASHOZI VTC	0	4	4
	BWOKI VTC	4	0	4
	BIHARAMULO	2	0	2
	Help to Self Help VTC	0	1	1
	KDVTC	1	0	1
	GERA FDC	1	0	1
	BUGANDIKA	1	0	1
	Total	109	25	134
Mwanza	Mwanza RVTSC	59	28	87
	NYAKATO	12	4	16
	KALANDE	13	1	14
	IGOGO VTC	11	0	11
	BUHONGWA	8	1	9
	CRDO	0	2	2
	BTC Mwanza	1	0	1
	Mara VTC	1	0	1
	KIRUMBA TECH	1	0	1
	GVTC	0	1	1
	KISANGWA FDC	0	1	1
	MALYA FDC	0	1	1
	Total	106	39	145
Mara	Mara VTC	41	12	53
	KISANGWA FDC	5	2	7
	Mother Oda VTC	2	0	2
	MUSOMA UTALII COLLEGE	0	2	2
	Mwanza RVTSC	0	1	1
	Sengerema FDC	1	0	1
	Musoma FDC	1	0	1
	ST. Anthony VTC	1	0	1
	UPENDO	0	1	1
	ST. MARRYCORETH	0	1	1

Region attended Vocational Training	Name of Training Centre Attended Training	Gender		Total
		Male	Female	
	SETCO	0	1	1
	NEW HOPE UTALII	0	1	1
	Total	51	21	72
Manyara	JITEGEMEE VTC	13	14	27
	MANYARA RVTC	21	5	26
	DAREDA VTC	14	4	18
	ST. JOSEPH DAREDA	5	3	8
	NANGWA VTC	5	1	6
	JIENDELEZE VTC	0	5	5
	MANYARA INSTITUTE	3	2	5
	Arusha VTC	0	1	1
	Arusha Technical College	1	0	1
	Tanga RVTC	1	0	1
	Loiborsoit VTC	1	0	1
	MBULU VTC	1	0	1
	OSILIGI VTC	1	0	1
	MICHAUD VTC	0	1	1
Total	66	36	102	
Njombe	NJOMBE FDC	24	10	34
	MAKETE VTC	12	1	13
	MPECHI VTC	5	0	5
	UWEMBA VTC	0	3	3
	NIPT VTC	1	2	3
	NILAS VTC	0	2	2
	MAFINGA LUTHERAN VTC	1	1	2
	Iringa RVTC	1	0	1
	LUGARAWA VTC	1	0	1
	Total	45	19	64
Katavi	MPANDA	43	10	53
	FURAHA VTC	1	0	1
	Total	44	10	54
Geita	GEITA VTC	5		5
	Total	5		5
Grand Total		2347	868	3213

Appendix 3: Distribution of Responded Graduates by Centre of Study

Sn	Name of Centre	Male	Female	Total	Percent	Cumulative percent
1	DSM RVTC	212	53	265	8%	8%
2	MTWARA	164	79	243	8%	16%
3	MBEYA RVTC	89	33	122	4%	20%
4	Moshi RVTC	92	18	110	3%	23%
5	Iringa RVTC	68	36	104	3%	26%
6	MIKUMI VTC	74	21	95	3%	29%
7	Mwanza RVTC	60	29	89	3%	32%
8	SONGEA RVTC	47	30	77	2%	34%
9	BARIADI FDC	35	32	67	2%	36%
10	Arusha VTC	44	20	64	2%	38%
11	DAKAWA	51	11	62	2%	40%
12	KAGERA VTC	51	10	61	2%	42%
13	Tanga RVTC	53	7	60	2%	44%
14	Mgulani VTC	57	3	60	2%	46%
15	MPANDA	48	12	60	2%	48%
16	Singida VTC	47	11	58	2%	50%
17	SHINYANGA VTC	42	13	55	2%	51%
18	Mara VTC	42	12	54	2%	53%
19	TABORA RVTC	37	17	54	2%	55%
20	PWANI VTC	44	9	53	2%	56%

Sn	Name of Centre	Male	Female	Total	Percent	Cumulative percent
21	KATANDALA VTC	37	15	52	2%	58%
22	HANGA VTC	41	6	47	1%	60%
23	KIHONDA	42	3	45	1%	61%
24	DODOMA RVTSC	18	25	43	1%	62%
25	KARAGWE DVTC	37	6	43	1%	64%
26	ST. JOSEPH	29	13	42	1%	65%
27	Help to Self Help VTC	21	19	40	1%	66%
28	Karanga VTC	34	4	38	1%	67%
29	ULYANKULU VTC	24	11	35	1%	68%
30	NJOMBE FDC	24	10	34	1%	69%
31	KIUMA VTC	24	6	30	1%	70%
32	Arusha Technical College	26	1	27	1%	71%
33	AIRWING VTC	27	0	27	1%	72%
34	MAFINGA LUTHERAN VTC	25	2	27	1%	73%
35	JITEGEMEE VTC	13	14	27	1%	74%
36	Commercial College of Arusha	8	18	26	1%	75%
37	MANYARA RVTCS	21	5	26	1%	75%
38	NDANDA VTC	13	10	23	1%	76%
39	Keyfield Carrier VTC	3	19	22	1%	77%
40	IKWIRIRI	10	11	21	1%	77%
41	NEWALA FDC	20	1	21	1%	78%
42	Hai VTC	20	0	20	1%	79%
43	PERAMIHO VTC	13	6	19	1%	79%
44	DAREDA VTC	14	5	19	1%	80%
45	Don Bosco	16	2	18	1%	80%
46	MATOGORO VTC	9	9	18	1%	81%
47	NYAKATO	12	4	16	0%	82%
48	KALANDE	13	1	14	0%	82%
49	BUHANGIJA FDC	11	2	13	0%	82%
50	MAKETE VTC	12	1	13	0%	83%
51	ABC VTC	12	0	12	0%	83%
52	BUGISI	2	10	12	0%	84%
53	MWANVA FDC	8	4	12	0%	84%
54	IGOGO VTC	11	0	11	0%	84%
55	KIGOMA RVTSC	10	1	11	0%	85%
56	NGONDO VTC	9	1	10	0%	85%
57	ALL SAINTS SALVATORY	5	5	10	0%	85%
58	SINGIDA FDC	8	2	10	0%	85%
59	SABLE WILDLIFE TRAINING CENTRE	9	1	10	0%	86%
60	BUHONGWA	8	1	9	0%	86%
61	LINDI RVTSC	6	3	9	0%	86%
62	ST. JOSEPH POLY	9	0	9	0%	87%
63	MTWARA YOUTH	7	2	9	0%	87%
64	Mother Oda VTC	2	6	8	0%	87%
65	KISANGWA FDC	5	3	8	0%	87%
66	BINZA VTC	8	0	8	0%	88%
67	ARCHDIOCERE VTC	6	2	8	0%	88%
68	CORY TECH	0	8	8	0%	88%
69	ST. JOSEPH DAREDA	5	3	8	0%	88%
70	Mamtukuna FDC	6	1	7	0%	89%
71	TABORA NETWORKING	2	5	7	0%	89%
72	IMBASENI VTC	4	3	7	0%	89%

Sn	Name of Centre	Male	Female	Total	Percent	Cumulative percent
73	NANGWA VTC	6	1	7	0%	89%
74	KASHAHA VTC	6	0	6	0%	89%
75	MUSOMA UTALII COLLEGE	0	6	6	0%	90%
76	NZEKA FDC	3	3	6	0%	90%
77	ST. MONICA	0	6	6	0%	90%
78	DATA SKY SYSTEM VTC	0	6	6	0%	90%
79	CHILALA FDC	6	0	6	0%	90%
80	KTTC	4	1	5	0%	91%
81	Kirua Iwa	5	0	5	0%	91%
82	Ifunda VTC	5	0	5	0%	91%
83	UTTC wing	5	0	5	0%	91%
84	KIPAWA	5	0	5	0%	91%
85	RUBONDO	5	0	5	0%	91%
86	KAGONDO KOLPING	1	4	5	0%	92%
87	GEITA VTC	5	0	5	0%	92%
88	MPERA VTC	5	0	5	0%	92%
89	MPECHI VTC	5	0	5	0%	92%
90	JIENDELEZE VTC	0	5	5	0%	92%
91	MANYARA INSTITUTE	3	2	5	0%	92%
92	ST. GABRIEL	3	2	5	0%	92%
93	KONGOWE POLY	5	0	5	0%	93%
94	BIGWA FDC	5	0	5	0%	93%
95	MICHAUD VTC	0	5	5	0%	93%
96	ROSETA INSTITUTE	2	3	5	0%	93%
97	CHUO CHA WALEMAVU	3	2	5	0%	93%
98	EUREKA VTC	0	5	5	0%	93%
99	KILWA FDC	5	0	5	0%	94%
100	Dodoma College of Business Management	3	1	4	0%	94%
101	Usa river Rehabilitation VTC	3	1	4	0%	94%
102	KASHOZI VTC	0	4	4	0%	94%
103	BWOKI VTC	4	0	4	0%	94%
104	MALAMPAKA VTC	4	0	4	0%	94%
105	MATANDA VTC	4	0	4	0%	94%
106	NILAS VTC	1	3	4	0%	94%
107	MBC PWANI	4	0	4	0%	95%
108	NYOTA YA ASUBUHI	3	1	4	0%	95%
109	AHEAD VTC	4	0	4	0%	95%
110	KIBAHA FDC	4	0	4	0%	95%
111	ST.FRANCIS HOMECRAFT	0	4	4	0%	95%
112	TROPICAL CENTRE INSTITUTE	0	4	4	0%	95%
113	ST. FRANCIS VTC	0	4	4	0%	95%
114	MOMESCO	0	4	4	0%	95%
115	Same FDC	3	0	3	0%	95%
116	MGVTC	3	0	3	0%	96%
117	KIBONDO VTC	3	0	3	0%	96%
118	RK INSTITUTE	3	0	3	0%	96%
119	UWEMBA VTC	0	3	3	0%	96%
120	NIPT VTC	1	2	3	0%	96%
121	CHISALU VTC	2	1	3	0%	96%
122	KIJENGE VTC	1	2	3	0%	96%
123	K.I.D.T (KILIMANJARO)	3	0	3	0%	96%

Sn	Name of Centre	Male	Female	Total	Percent	Cumulative percent
	INDUSTRIAL DEV. TRUST					
124	HIRM	1	2	3	0%	96%
125	YMCA College	1	1	2	0%	96%
126	Handeni FDC	2	0	2	0%	96%
127	Olokii VTC	1	1	2	0%	97%
128	Usangi VTC	2	0	2	0%	97%
129	Mto wa Mbu FDC	2	0	2	0%	97%
130	Imani VTC	2	0	2	0%	97%
131	Kiwanda FDC	2	0	2	0%	97%
132	Uraa VTC	2	0	2	0%	97%
133	Rombo Mkuu VTC	2	0	2	0%	97%
134	GVTC	1	1	2	0%	97%
135	CRDO	0	2	2	0%	97%
136	NEW HOPE UTALII	1	1	2	0%	97%
137	BIHARAMULO	2	0	2	0%	97%
138	HUDUMA VTC	0	2	2	0%	97%
139	MSIMBAZI CENTRE VTC	0	2	2	0%	97%
140	ST. GASPER	1	1	2	0%	97%
141	MOROVIAN VTC	2	0	2	0%	97%
142	FURAHA VTC	1	1	2	0%	97%
143	KACHELEMA VTC	2	0	2	0%	98%
144	TINGI	1	1	2	0%	98%
145	MGONGO VTC	2	0	2	0%	98%
146	UMOJA WA MAFUNDI KABAMBE	1	1	2	0%	98%
147	VISELE VTC	1	1	2	0%	98%
148	CUPA VTC	2	0	2	0%	98%
149	CP DEVELOPMENT	1	1	2	0%	98%
150	KISARAWA FDC	2	0	2	0%	98%
151	NATIONAL SUGAR INSTITUTE	2	0	2	0%	98%
152	ST. MARY'S VTC	1	1	2	0%	98%
153	BTC Mwanza	1	0	1	0%	98%
154	Victoria College	0	1	1	0%	98%
155	Nairobi Institute	1	0	1	0%	98%
156	Kibo College	0	1	1	0%	98%
157	Mkombozi VTC	0	1	1	0%	98%
158	MVTC	1	0	1	0%	98%
159	Tango FDC	1	0	1	0%	98%
160	Leguruki VTC	1	0	1	0%	98%
161	Karatu VTC	0	1	1	0%	98%
162	KDVTC	1	0	1	0%	98%
163	Loiborsoit VTC	1	0	1	0%	98%
164	KYTTC	1	0	1	0%	98%
165	ST. Peter Clevery VTC	1	0	1	0%	98%
166	Ujomba FDC	0	1	1	0%	99%
167	Sengerema FDC	1	0	1	0%	99%
168	Katumba FDC	1	0	1	0%	99%
169	Boma VTC	1	0	1	0%	99%
170	Musoma FDC	1	0	1	0%	99%
171	Msinga FDC	1	0	1	0%	99%
172	ST. Anthony VTC	1	0	1	0%	99%
173	Elerai VTC	1	0	1	0%	99%
174	Ngaruma VTC	1	0	1	0%	99%
175	Ruvu Mungano	0	1	1	0%	99%
176	KIRUMBA TECH	1	0	1	0%	99%

Sn	Name of Centre	Male	Female	Total	Percent	Cumulative percent
177	UPENDO	0	1	1	0%	99%
178	ST. MARRYCORETH	0	1	1	0%	99%
179	SETCO	0	1	1	0%	99%
180	GERA FDC	1	0	1	0%	99%
181	BUGANDIKA	1	0	1	0%	99%
182	AVTCS	1	0	1	0%	99%
183	LUAGALA VTC	0	1	1	0%	99%
184	MWADUI TECH	1	0	1	0%	99%
185	KAKONKO	1	0	1	0%	99%
186	NAZARETH VTC	1	0	1	0%	99%
187	MALYA FDC	0	1	1	0%	99%
188	SIDO (TABORA)	1	0	1	0%	99%
189	MOROGORO MVTCC	1	0	1	0%	99%
190	BEST VTC	0	1	1	0%	99%
191	LUGARAWA VTC	1	0	1	0%	99%
192	MUHUKURU VTC	0	1	1	0%	99%
193	TOP ONE INN VTC	1	0	1	0%	99%
194	MZINGA VTC	1	0	1	0%	99%
195	PREMIUM INSTITUTE	1	0	1	0%	99%
196	SOCIAL VTC	0	1	1	0%	99%
197	MBULU VTC	1	0	1	0%	99%
198	OSILIGI VTC	1	0	1	0%	100%
199	ZION INSTITUTE	0	1	1	0%	100%
200	SEMA VTC	1	0	1	0%	100%
201	MORNING STAR VTC	1	0	1	0%	100%
202	ARROSCO COLLEGE	0	1	1	0%	100%
203	HOLY GHOST	1	0	1	0%	100%
204	ATC	1	0	1	0%	100%
205	T.P.C TRAINING SCHOOL	1	0	1	0%	100%
206	MOSHI COMMUNITY CENTRE	0	1	1	0%	100%
207	MAMBA VTC	1	0	1	0%	100%
208	ROSMINI	1	0	1	0%	100%
209	FORODHANI	1	0	1	0%	100%
210	TIC	1	0	1	0%	100%
211	KIFULE VTC	1	0	1	0%	100%
212	FOLK DEVELOPMENT COLLEGE	1	0	1	0%	100%
213	MNYUZI VTC	1	0	1	0%	100%
214	MASASI FDC	1	0	1	0%	100%
	Total	2346	867	3213	100%	

Appendix 4: Distribution of Traced Graduates by Trade Graduated and Sex

TRADE	GENDER			Percent	Cumulative percent
	Male	Female	Total		
Domestic electrical installation	525	82	607	19%	19%
Motor vehicle Mechanics	316	20	336	10%	29%
Masonry and Bricklaying	238	15	253	8%	37%
Carpentry and Joinery	190	8	198	6%	43%
Plumbing and Drainage	121	63	184	6%	49%
Welding and Fabrication	166	11	177	6%	55%
Designing sewing and cloth technology	8	143	151	5%	59%
Fitter Mechanics	141	6	147	5%	64%
Secretarial and Computer	20	107	127	4%	68%

TRADE	GENDER			Percent	Cumulative percent
	Male	Female	Total		
Food Production	26	68	94	3%	71%
Auto-electrical	83	4	87	3%	73%
Secretarial	7	75	82	3%	76%
Agro mechanics	65	5	70	2%	78%
Laboratory technology	36	32	68	2%	80%
Food and Beverage Services and sales	26	33	59	2%	82%
Painting and Sign writing	38	17	55	2%	84%
Animal husbandry	26	25	51	2%	85%
Commercial Studies	14	35	49	2%	87%
Refrigeration and Air conditioning	42	5	47	1%	88%
Panel beating/Auto body repair	34	4	38	1%	90%
Electronics	23	3	26	1%	90%
Tour guiding	12	14	26	1%	91%
Boiler Mechanics and pipe fitting	16	1	17	1%	92%
Book binding/Finishing	3	14	17	1%	92%
Hotel Management	5	12	17	1%	93%
Civil Draughting	13	3	16	0%	93%
Armature and Motor rewinding	15	0	15	0%	94%
Truck Mechanics	15	0	15	0%	94%
Machine tool repair and maintenance	13	1	14	0%	95%
Industrial Electrical installation	13	0	13	0%	95%
Meat Processing	6	7	13	0%	96%
Front Office/Reception	1	12	13	0%	96%
Cookery	3	7	10	0%	96%
Renewable energy installation	9	0	9	0%	97%
Food processing	2	7	9	0%	97%
Lithography	7	2	9	0%	97%
Tool and Die making	7	1	8	0%	97%
Leather-goods making	6	2	8	0%	98%
Office Machine Mechanics	6	1	7	0%	98%
Machinery Fitting/Fitter Machinist	7	0	7	0%	98%
Graphic reproduction	6	0	6	0%	98%
Information Technology	4	1	5	0%	98%
Fitter and Turner	5	0	5	0%	99%
Instrument Mechanics	5	0	5	0%	99%
Motor Driving	4	0	4	0%	99%
Printing Press	2	2	4	0%	99%
Multimedia and Graphic design	3	0	3	0%	99%
Basic Computer Applications	0	3	3	0%	99%
Diesel Engine Mechanics	3	0	3	0%	99%
House Keeping	0	3	3	0%	99%
Hard rock surface mining	2	1	3	0%	99%
Pattern making and Foundry	2	0	2	0%	99%
Mechanical Draughting	2	0	2	0%	100%
Truck driving	0	2	2	0%	100%
Handloom weaving	0	2	2	0%	100%
Basic Knitting	0	2	2	0%	100%
Hard rock underground mining	0	2	2	0%	100%
Pump Mechanics	1	1	2	0%	100%
Road Maintenance	0	1	1	0%	100%
Logging	1	0	1	0%	100%
Plant mechanics	1	0	1	0%	100%

TRADE	GENDER			Percent	Cumulative percent
	Male	Female	Total		
Screen Printing	1	0	1	0%	100%
Cosmetology	0	1	1	0%	100%
Business studies	0	1	1	0%	100%
Total	2,346	867	3,213	100%	

Appendix 5: Duration of Stay after Training to First Employment

TRADE	< 1 year	1 year	2 years	3 years	4 years	5+ years	Not Stated	Total
Domestic electrical installation	134	184	126	49	24	17	73	607
Motor vehicle Mechanics	55	82	83	33	11	20	52	336
Masonry and Bricklaying	32	83	48	23	14	15	38	253
Carpentry and Joinery	34	49	44	26	10	11	24	198
Plumbing	20	58	54	14	2	6	30	184
Welding and Fabrication	31	47	49	7	5	2	36	177
Designing sewing and cloth technology	15	57	28	18	11	14	8	151
Fitter Mechanics	38	49	22	21	7	4	6	147
Computer and Secretarial	21	29	34	15	7	5	16	127
Food Production	15	36	19	8	4	4	8	94
Auto-electrical	22	28	10	9	3	0	15	87
Secretarial	16	17	13	9	4	6	17	82
Agro mechanics	5	33	14	6	4	7	1	70
Laboratory technology	11	9	4	4	3	1	36	68
Food and Beverage Services and sales	3	14	19	10	2	1	10	59
Painting and Sign writing	5	13	7	3	3	1	23	55
Animal husbandry	3	18	7	14	2	1	6	51
Commercial Studies	23	11	2	3	0	0	10	49
Refrigeration and Air conditioning	9	22	5	3	1	2	5	47
Panel beating/Auto body repair	9	13	8	5	1	0	2	38
Electronics	9	6	3	2	0	1	5	26
Tour guiding	4	13	3	5	0	0	1	26
Boiler Mechanics and pipe fitting	6	3	5	1	0	0	2	17
Book binding/Finishing	0	2	6	0	0	0	9	17
Hotel Management	1	3	4	3	4	0	2	17
Civil Draughting	3	4	3	1	0	0	5	16
Armature and Motor rewinding	1	2	0	0	0	1	11	15
Truck Mechanics	4	9	0	0	1	0	1	15
Machine tool repair and maintenance	5	6	0	0	0	0	3	14
Industrial Electrical installation	0	4	3	0	1	0	5	13
Meat Processing	3	1	0	2	4	0	3	13
Front Office/Reception	6	4	2	0	1	0	0	13
Cookery	6	3	0	0	0	0	1	10
Renewable energy installation	2	1	2	0	1	2	1	9
Food processing	1	0	0	0	0	0	8	9
Lithography	0	2	2	1	0	0	4	9
Tool and Die making	2	3	3	0	0	0	0	8

TRADE	< 1 year	1 year	2 years	3 years	4 years	5+ years	Not Stated	Total
Leather-goods making	0	5	2	0	0	0	1	8
Office Machine Mechanics	1	4	0	1	1	0	0	7
Machinery Fitting/Fitter Machinist	2	2	2	1	0	0	0	7
Graphic reproduction	0	0	2	3	0	0	1	6
Information Technology	1	2	0	0	0	0	2	5
Fitter and Turner	1	1	2	0	1	0	0	5
Instrument Mechanics	2	2	0	0	0	1	0	5
Motor Driving	0	0	1	1	1	1	0	4
Printing Press	0	2	0	1	0	0	1	4
Multimedia and Graphic design	0	2	0	0	0	0	1	3
Basic Computer Applications	0	2	0	0	0	1	0	3
Diesel Engine Mechanics	0	0	2	1	0	0	0	3
House Keeping	3	0	0	0	0	0	0	3
Hard rock surface mining	1	2	0	0	0	0	0	3
Pattern making and Foundry	0	2	0	0	0	0	0	2
Mechanical Draughting	0	0	0	0	0	0	2	2
Truck driving	0	0	1	0	0	1	0	2
Handloom weaving	1	0	0	0	0	0	1	2
Basic Knitting	0	2	0	0	0	0	0	2
Hard rock underground mining	0	0	1	1	0	0	0	2
Not stated	0	1	1	0	0	0	0	2
Road Maintenance	0	1	0	0	0	0	0	1
Logging	1	0	0	0	0	0	0	1
Plant mechanics	0	1	0	0	0	0	0	1
Screen Printing	0	0	0	1	0	0	0	1
Cosmetology	1	0	0	0	0	0	0	1
Business studies	0	1	0	0	0	0	0	1
Total	568	950	646	305	133	125	486	3213
<i>Percent</i>	<i>18%</i>	<i>30%</i>	<i>20%</i>	<i>9%</i>	<i>4%</i>	<i>4%</i>	<i>15%</i>	<i>100%</i>

Appendix 6: Employment Status by Trade

Trade/Course	Employed for pay	Self-employed	Unpaid family helper/Volunteering	Attending further training	Not Employed/Idle	Not Stated	Total
Domestic electrical installation	182	238	21	30	124	12	607
Motor vehicle Mechanics	86	125	26	15	79	5	336
Masonry and Bricklaying	42	170	2	13	26	0	253
Carpentry and Joinery	53	99	7	9	29	1	198
Plumbing	77	51	14	3	36	3	184
Welding and Fabrication	46	87	7	4	33	0	177
Designing sewing and cloth technology	25	88	9	3	26	0	151
Fitter Mechanics	75	31	9	3	29	0	147
Computer and Secretarial	59	41	7	3	16	1	127
Food Production	30	33	2	14	15	0	94

Trade/Course	Employed for pay	Self-employed	Unpaid family helper/Volunteering	Attending further training	Not Employed/Idle	Not Stated	Total
Auto-electrical	16	35	12	5	19	0	87
Secretarial	40	17	4	1	18	2	82
Agro mechanics	22	19	6	12	11	0	70
Laboratory technology	31	3	6	1	26	1	68
Food and Beverage Services and sales	29	15	1	1	13	0	59
Painting and Sign writing	7	22	1	1	19	5	55
Animal husbandry	12	19	3	1	16	0	51
Commercial Studies	14	5	1	18	11	0	49
Refrigeration and Air conditioning	19	13	0	5	7	3	47
Panel beating/Auto body repair	9	11	6	0	11	1	38
Electronics	5	5	2	5	9	0	26
Tour guiding	9	14	1	1	1	0	26
Boiler Mechanics and pipe fitting	16	0	0	1	0	0	17
Book binding/Finishing	6	2	0	0	6	3	17
Hotel Management	12	2	0	1	2	0	17
Civil Draughting	7	3	0	2	3	1	16
Armature and Motor rewinding	2	3	0	1	8	1	15
Truck Mechanics	7	5	1	2	0	0	15
Machine tool repair and maintenance	5	2	0	4	1	2	14
Industrial Electrical installation	6	3	0	0	4	0	13
Meat Processing	10	1	1	0	1	0	13
Front Office/Reception	10	0	0	3	0	0	13
Cookery	2	7	0	0	1	0	10
Renewable energy installation	3	5	0	0	1	0	9
Food processing	0	1	2	0	6	0	9
Lithography	4	2	0	0	2	1	9
Tool and Die making	6	0	0	1	1	0	8
Leather-goods making	0	2	0	0	6	0	8
Office Machine Mechanics	2	3	0	1	1	0	7
Machinery Fitting/Fitter Machinist	4	3	0	0	0	0	7
Graphic reproduction	2	3	1	0	0	0	6
Information Technology	3	0	0	2	0	0	5
Fitter and Turner	2	3	0	0	0	0	5
Instrument Mechanics	3	2	0	0	0	0	5
Motor Driving	0	3	0	1	0	0	4

Trade/Course	Employed for pay	Self-employed	Unpaid family helper/Volunteering	Attending further training	Not Employed/Idle	Not Stated	Total
Printing Press	3	0	0	0	1	0	4
Multimedia and Graphic design	0	2	0	0	1	0	3
Basic Computer Applications	0	1	0	2	0	0	3
Diesel Engine Mechanics	2	1	0	0	0	0	3
House Keeping	2	1	0	0	0	0	3
Hard rock surface mining	0	1	0	0	2	0	3
Pattern making and Foundry	2	0	0	0	0	0	2
Mechanical Draughting	0	0	1	0	1	0	2
Truck driving	0	1	1	0	0	0	2
Handloom weaving	1	0	0	0	1	0	2
Basic Knitting	0	2	0	0	0	0	2
Hard rock underground mining	1	0	0	1	0	0	2
Not stated	2	0	0	0	0	0	2
Road Maintenance	0	0	0	0	1	0	1
Logging	0	0	0	0	1	0	1
Plant mechanics	1	0	0	0	0	0	1
Screen Printing	0	1	0	0	0	0	1
Cosmetology	0	0	0	0	1	0	1
Business studies	1	0	0	0	0	0	1
Total	1015	1206	154	170	626	42	3213

Appendix 7: Employment Status by Industry Category

Industry category	Employment Status						Total	Percent
	Employed for pay	Self-employed with employees	Self-employed without employees,	Volunteering	Internship	Not Stated		
Electricity, Gas, Steam and Air conditioning supply,	205	55	186	14	7	1	468	20%
Construction,	85	41	200	5	2	0	333	14%
Manufacturing,	137	51	106	6	1	0	301	13%
Wholesale and Retail Trade and repair of Motor vehicles/Cycles,	99	53	116	25	4	0	297	13%
Professional, Scientific & Technical activities,	47	41	60	3	0	0	151	7%
Accommodation and food services activities (Hotel & Restaurant)	87	15	35	0	3	0	140	6%
Water supply, sewerage, waste management and remediation	90	8	31	3	1	0	133	6%

Industry category	Employment Status						Total	Percent
	Employed for pay	Self-employed with employees	Self-employed without employees,	Volunteering	Internship	Not Stated		
activity,								
Agriculture forestry and fishing,	73	10	41	2	0	0	126	5%
Other services activities	37	8	48	4	1	0	98	4%
Information and Communication,	38	18	23	0	0	0	79	3%
Transportation and Storage	33	6	19	0	0	0	58	3%
Administrative & supportive Services,	34	1	8	0	0	0	43	2%
Education	18	0	1	1	1	0	21	1%
Arts, Entertainment and recreation,	3	1	11	0	0	1	16	1%
Human health and social work	8	0	2	2	0	0	12	1%
Finance and Insurance activities,	6	1	3	1	0	0	11	0%
Mining & Quarrying,	4	2	3	0	0	0	9	0%
Public Administration and defense,	8	0	0	0	0	0	8	0%
Real estate,	2	0	1	0	0	0	3	0%
Activities of household as employers	1	0	1	0	0	0	2	0%
Total	1015	311	895	66	20	2	2309	100%

Appendix 8: Employment Status by Region

Region	Employment Status										Total
	Employed for pay	Self-Employed	Unpaid family helper	Volunteering	Internship	Attending further training	Seeking for work	Idle	Other	Not Stated	
Dar es Salaam	188	147	9	4	2	12	82	21	2	33	500
Mtwara	63	17	25	5	0	11	53	83	53	6	316
Arusha	112	143	1	5	1	33	4	5	0	0	304
Kilimanjaro	188	36	0	5	2	14	2	4	0	1	252
Ruvuma	40	83	2	6	0	2	32	4	13	0	182
Iringa	58	76	3	4	0	1	6	3	1	0	152
Mwanza	33	13	5	9	2	4	57	7	13	1	144
Shinyanga	16	116	0	0	0	0	1	0	0	0	133
Kagera	13	65	3	2	3	23	22	0	1	0	132
Mbeya	26	65	8	0	0	3	18	6	2	0	128
Tabora	46	76	0	0	0	1	2	0	0	0	125
Morogoro	27	45	6	6	2	7	7	15	0	0	115
Manyara	33	36	3	7	4	6	7	5	0	0	101
Singida	34	22	8	0	1	4	3	1	0	1	74

Njombe	18	47	3	0	0	1	2	2	1	0	74
Dodoma	44	14	4	2	0	3	2	4	0	0	73
Mara	13	23	2	8	1	6	20	0	0	0	73
Tanga	16	27	1	3	1	1	9	3	0	0	61
Rukwa	8	37	0	0	0	9	6	0	0	0	60
Pwani	5	19	4	0	1	3	17	10	0	0	59
Simiyu	2	55	0	0	0	0	0	0	0	0	57
Katavi	20	30	1	0	0	5	0	0	0	0	56
Kigoma	4	7	0	0	0	0	0	2	0	0	13
Lindi	0	2	0	0	0	1	2	4	3	0	12
Zanzibar	5	3	0	0	0	0	2	1	0	0	11
Songwe	2	1	0	0	0	0	1	0	0	0	4
Geita	1	1	0	0	0	0	0	0	0	0	2
Total	1015	1206	88	66	20	150	357	180	89	42	3213

Appendix 9: Distribution of Employed Graduates by Industry by Working Hours by Gender

Industry category	Gender	Less than 8 Hours per Day	Exactly 8 Hours per Day	More than 8 Hours per Day	Total
Agriculture forestry and fishing,	Male	4%	65%	30%	100%
	Female	26%	19%	56%	100%
	Total	9%	55%	36%	100%
Mining & Quarrying,	Male	13%	0%	88%	100%
	Female	0%	100%	0%	100%
	Total	11%	11%	78%	100%
Manufacturing,	Male	2%	36%	62%	100%
	Female	8%	25%	67%	100%
	Total	3%	34%	63%	100%
Electricity, Gas, Steam and Air conditioning supply,	Male	13%	30%	57%	100%
	Female	10%	25%	65%	100%
	Total	12%	30%	58%	100%
Water supply, sewerage, waste management and remediation activity,	Male	2%	43%	55%	100%
	Female	6%	37%	57%	100%
	Total	3%	41%	56%	100%
Construction,	Male	3%	24%	73%	100%
	Female	0%	11%	89%	100%
	Total	2%	23%	75%	100%
Wholesale and Retail Trade and repair of Motor vehicles/Cycles,	Male	3%	27%	70%	100%
	Female	0%	25%	75%	100%
	Total	3%	27%	71%	100%
Transportation and Storage	Male	7%	24%	70%	100%
	Female	0%	9%	91%	100%
	Total	5%	21%	74%	100%
Accommodation and food services activities (Hotel & Restaurant)	Male	0%	33%	68%	100%
	Female	11%	34%	55%	100%

	Total	7%	34%	59%	100%
Information and Communication,	Male	10%	24%	66%	100%
	Female	4%	35%	61%	100%
	Total	6%	31%	63%	100%
Finance and Insurance activities,	Male	0%	100%	0%	100%
	Female	0%	67%	33%	100%
	Total	0%	70%	30%	100%
Real estate,	Male	0%	100%	0%	100%
	Female	0%	0%	100%	100%
	Total	0%	67%	33%	100%
Professional, Scientific & Technical activities,	Male	0%	22%	78%	100%
	Female	4%	28%	68%	100%
	Total	1%	24%	74%	100%
Public Administration and defense,	Male	17%	33%	50%	100%
	Female	8%	45%	47%	100%
	Total	9%	43%	48%	100%
Education	Male	21%	50%	29%	100%
	Female	0%	71%	29%	100%
	Total	14%	57%	29%	100%
Human health and social work	Male	0%	100%	0%	100%
	Female	17%	67%	17%	100%
	Total	9%	82%	9%	100%
Arts, Entertainment and recreation,	Male	0%	38%	63%	100%
	Female	17%	50%	33%	100%
	Total	7%	43%	50%	100%
Other services activities	Male	10%	31%	59%	100%
	Female	10%	27%	63%	100%
	Total	10%	29%	61%	100%
Activities of household as employers	Female	50%	50%	0%	100%
	Total	50%	50%	0%	100%
Total	Male	6%	32%	63%	100%
	Female	8%	31%	61%	100%
	Total	6%	32%	62%	100%

Appendix 10: Average Monthly income of VET Graduates by Employment Status and Gender

Employment status	Average Monthly Income	Sex					
		Male		Female		Total	
		Count	%	Count	%	Count	%
Employed for pay	<= 100,000	24	3	20	7	44	4
	100,001 - 200,000	115	16	67	24	182	18
	200,001 - 300,000	174	24	63	23	237	23
	300,001 - 400,000	133	18	46	16	179	18
	400,001 - 500,000	126	17	24	9	150	15
	500,001 - 600,000	52	7	16	6	68	7
	600,001 - 700,000	12	2	7	3	19	2
	700,001 - 800,000	9	1	1	0	10	1
	800,001 - 900,000	6	1	0	0	7	1
	900,001 - 1,000,000	2	0	0	0	2	0
1,000,001 - 1,500,000	5	1	0	0	5	0	

Employment status	Average Monthly Income	Sex					
		Male		Female		Total	
		Count	%	Count	%	Count	%
	1,500,001+	2	0	0	0	2	0
	Not Stated	75	10	35	13	110	11
	Total	735	100	280	100	1,015	100
Self-employed with employees	<= 100,000	9	4	10	12	19	6
	100,001 - 200,000	46	20	26	30	72	23
	200,001 - 300,000	90	40	36	42	126	41
	300,001 - 400,000	31	14	6	7	37	12
	400,001 - 500,000	22	10	2	2	24	8
	500,001 - 600,000	11	5	1	1	12	4
	800,001 - 900,000	2	1	0	0	2	1
	900,001 - 1,000,000	2	1	0	0	2	1
	1,000,001 - 1,500,000	1	0	0	0	1	0
	1,500,001+	1	0	0	0	1	0
	Not Stated	10	4	5	6	15	5
Total	225	100	86	100	311	100	
Self-employed without employees,	<= 100,000	74	11	40	20	114	13
	100,001 - 200,000	132	19	45	22	177	20
	200,001 - 300,000	157	23	43	21	200	22
	300,001 - 400,000	70	10	18	9	88	10
	400,001 - 500,000	78	11	14	7	92	10
	500,001 - 600,000	53	8	11	5	64	7
	600,001 - 700,000	6	1	3	1	9	1
	700,001 - 800,000	8	1	1	0	9	1
	800,001 - 900,000	10	1	2	1	12	1
	900,001 - 1,000,000	1	0	0	0	1	0
	1,000,001 - 1,500,000	1	0	0	0	1	0
	1,500,001+	2	0	0	0	2	0
	Not Stated	98	14	28	14	126	14
Total	690	100	205	100	895	100	
Volunteering	<= 100,000	3	6	1	6	4	6
	100,001 - 200,000	6	13	3	17	9	14
	200,001 - 300,000	3	6	0	0	3	5
	600,001 - 700,000	1	2	0	0	1	2
	Not Stated	35	73	14	78	49	74
	Total	48	100	18	100	66	100
Internship	<= 100,000	3	18	1	33	4	20
	100,001 - 200,000	3	18	0	0	3	15
	200,001 - 300,000	3	18	0	0	3	15
	Not Stated	8	47	2	67	10	50
	Total	17	100	3	100	20	100
Not Stated	Not Stated	1	100	1	100	2	100
	Total	1	100	1	100	2	100
Total	<= 100,000	113	7	72	12	185	8
	100,001 - 200,000	302	18	141	24	443	19
	200,001 - 300,000	427	25	142	24	569	25
	300,001 - 400,000	234	14	70	12	304	13
	400,001 - 500,000	226	13	40	7	266	12
	500,001 - 600,000	116	7	28	5	144	6
	600,001 - 700,000	19	1	10	2	29	1
	700,001 - 800,000	17	1	2	0	19	1
	800,001 - 900,000	18	1	3	1	21	1
	900,001 - 1,000,000	5	0	0	0	5	0
	1,000,001 - 1,500,000	7	0	0	0	7	0
	1,500,001+	5	0	0	0	5	0
Not Stated	227	13	85	14	312	14	
Total	1,716	100	593	100	2,309	100	

Appendix 11: Average Working Hours of the Graduates

Average Working Hours per Day	Sex		Total	Percent
	Male	Female		

2	2	0	2	0%
3	4	3	7	0%
4	15	5	20	1%
5	7	8	15	1%
6	39	18	57	2%
7	22	10	32	1%
8	515	171	686	30%
9	282	90	372	16%
10	411	151	562	24%
11	73	17	90	4%
12	208	48	256	11%
13	9	4	13	1%
14	19	15	34	1%
15	3	3	6	0%
16	1	4	5	0%
18	1	0	1	0%
19	1	0	1	0%
20	0	2	2	0%
24	5	4	9	0%
Not Stated	99	39	138	6%
Total	1716	592	2308	100%

Appendix 12: Skills Gaps by Each Type of Trade

Trade/Course	Additional Skills Required	Gender		Total	
		Male	Female		
Masonry and Bricklaying	Aggregate management	1	0	1	
	Autoelectric skills	1	0	1	
	CARPENTRY SKILLS	1	0	1	
	Designing modern windows	1	0	1	
	Drawing plans reading skills	1	0	1	
	Finishing and reading and interpreting drawings	1	0	1	
	Foundation setting	1	0	1	
	Improvement of building design	3	0	1	
	Increase time in practical training	0	1	1	
	Kuongeza ujuzi	1	0	1	
	Read and interpreting drawings	1	0	1	
	Masonry and bricklaying level three	1	0	1	
	New technology in construction industry	1	0	1	
	Practical training at school is low	1	0	1	
	Skills in aluminium / pvc window construction	1	0	1	
	Skills in automatic water pump installation	1	0	1	
	Skills in gypsum board fitting in ceiling	1	0	1	
	Skills in modern floor paquest	1	0	1	
	Skills in woodern paquest fittings	1	0	1	
	New technology	1	0	1	
	Tiles setting works skills	2	0	1	
	To improve decoration of house buildings design	1	0	1	
Supervisors	1	0	1		
Wood work skills	1	0	1		
		238	15	253	
Carpentry and Joinery		162	8	170	
	Aluminium technology	2	0	1	
	Operating modern carpentry and woodwork machines	3	0	1	
	Design and making furniture	2	0	2	
	Driving motorcycles	1	0	1	
	Join making and assembling	3	0	1	
	Make use of furniture manufacturing machine	1	0	1	
	Marketing skills (Enterpreneurship skills)	1	0	1	
	Mashine nyingi hatufundishwi chuoni	1	0	1	
	Masomo yafundishwe kwa vitendo zaidi	1	0	1	
	Mazingira	1	0	1	
	New technology in carpentry technology	1	0	1	
	provide skilled teachers for a practicular trade	1	0	1	
	Skills in Aluminium and PVC windows and doors fitting	1	0	1	
	Skills of making / constructing aluminium / pvc windows, doors and other aluminium fitting	1	0	1	
	Teaching methods	1	0	1	
	The centre need more machine for demonstrator	1	0	1	
	Vitendea kazi pamoja na maji	1	0	1	
			190	8	198
	Painting and Sign writing	Alumium fittings	1	0	1
Diploma in painting		1	0	1	
Enterpreneurship skills		1	0	1	
Kutathimini jengo		0	1	1	
SIGN WRITING		1	0	1	
sign writing skills		1	0	1	
Teknolojia mpya ya ufundi rangi		0	1	1	
Teknolojia mpya ya upakaji rangi		1	0	1	
Uhaba wa kazi za rangi	0	1	1		

		38	17	55
Plumbing	Computer application	1	0	1
	Customer care	1	0	1
	Higher level of plumbing skills	1	0	1
	Lack of practical training	1	0	1
	Masonry skills	2	0	2
	More skills to installing sanitary appliances	1	0	1
	Need more skills / knowledge also tools in sanitary application	0	1	1
	Skills in meter reading	1	0	1
	More advanced plumbing technology	1	0	1
		121	63	184
Domestic electrical installation		434	75	509
	Business innovation skills	1	0	1
	Business skills	1	0	1
	BUSINESS SKILLS	1	0	1
	Chuoni tunafundishwa vitu vichache mafunzo ya matendo yangezwe	1	0	1
	COMPUTER APPLICATION	1	0	1
	COMPUTER COURSE	1	0	1
	Construcion of lines	1	0	1
	Curriculum developer to cooperate with experts from TANESCO to develop advanced curriculum	0	1	1
	Curriculum to include industrial eletrical system	1	0	1
	Dish intallation and networking	1	0	1
	Enterpreneurship skills	1	0	1
	Fitter mechanics	0	1	1
	Food production	1	0	1
	front office/reception skills	1	0	1
	High voltage installation	1	0	1
	ICT	1	1	2
	Improve motor rewinding skills	1	0	1
	industrial electricity skills	2	0	2
	Industrial eletric installation	1	0	1
	Installation of machine control circuit	1	0	1
	Kufundisha jinsi ya kufunga mita	1	0	1
	Kujenga laini	1	0	1
	Kujua vifaa vya kisasa zaidi	1	0	1
	Kusimika nguzo	1	0	1
	Mafunzo ya kapanda nguzo	1	0	1
	Mafunzo ya nguzo	2	0	2
	Mafunzo ya vitendo yaongezwe zaidi	1	0	1
	mansonry and bricklaying skills	1	0	1
	marketing	1	0	1
	MOTOR DRIVING SKILLS	1	0	1
	Motor installations and transformer servicing	2	0	2
	Nafanya kazi kwa mujibu wa taratibu za jeshi	0	1	1
	Nafanya kazi tofauti na fani nilisoma	1	0	1
	Namna sahihi ya uchimbaji mashimo	1	0	1
	New technology electricity	2	0	2
	OVERHEAD LINES INSTALLATION	1	0	1
	Painting and construction	1	0	1
	Poultry keeping	1	0	1
	Practical skills	1	0	1
	Practical ziwe nyingi zaidi	1	0	1
	Refregeration and air conditioning	0	1	1
	REVIEW OF MOTOR CONTROL CIRCUITS	1	0	1
	Skill of coil winding and transformer winding	1	0	1
	Skills in all kind of work in live circuits and in high	15	1	16

	voltage			
	Skills on pilot /pin insulator	1	0	1
	Survey skills	1	0	1
	They have to improve practical in their accademy	1	0	1
	They should train on how to work on height	1	0	1
	Three phase haudling	1	0	1
	To improve in treept building and friend	1	0	1
	To improve motor rewinding skills	1	0	1
	To install meter	1	0	1
	To teach more things which many people have nothing to do	1	0	1
	Tp be self confidence (Entrepreneurship skills)	1	0	1
	Train how to install and repair eletrical meters	1	0	1
	Train oh how to install eletrical meter	1	0	1
	Train on how to install and repair eletrical meter	1	0	1
	Trainig how to install meter and repair	0	1	1
	training as per labour market demands	1	0	1
	Training at the maintenance	1	0	1
	Training in how to work in live CCT	1	0	1
	Training in line installation	10	0	6
	Training on transformer system	1	0	1
	Uhaba wa mtaji	1	0	1
	Ujenzi wa line	1	0	1
	Usalama mahali pa kazi	1	0	1
	Vifaa vya kujifunzia	1	0	1
	Water proof technology kwenye majumba ni muhimu kwa fundi wa umeme kufahamu	1	0	1
		525	82	607
Industrial Electrical installation	Overhead lines installation	1		1
	They should training on how to work on height	1		1
		13		13
Refrigeration and Air conditioning	Anahitaji kusoma ICT	0	1	1
	Business management (Enterpreneurship skills)	1	0	1
	Enterpreneurship in advance	1	0	1
	Enterpreneurship skills	1	0	1
	Improve training facility	1	0	1
	Trained on how to install and repair of casset AC machines	1	0	1
		42	5	47
Electronics	Eletrical installation	2	0	2
	Improve training facility	1	0	1
	Introduction on new technology	1	0	1
	Marketing skills	1	0	1
	Masonry and bricklaying	1	0	1
	plumbing and pipe fitting	1	0	1
	To improve training facility	1	0	1
		23	3	26
Office Machine Mechanics		6	1	7
		6	1	7
Renewable energy installation		9		9
		9		9
Multmedia and Graphic design		1		1
	Namna ya kufanya spacing ya fiber	2		1
		3		3
Basic Computer Applications			3	3
			3	3
Information Technology		4	1	5
		4	1	5
Animal husbandry	Customers care skills	0	1	1

	House keeping skills	1	0	1
	Mafunzo kwa vitendo	0	1	1
	masonry and bricklaying skills	1	0	1
	Marketing skills (Enterprenuership skills)	0	1	1
	Office administration skills	0	1	1
	Plumbing and pipe fitting skills	0	2	2
	Secondary education	0	1	1
	Sekta ya kilimo - kozi inaangalia zaidi mifugo	0	1	1
	Ushindani wa kibiashara	1	0	1
		26	25	51
Meat Processing	Animal health	6	7	13
		1	7	8
Food processing	Motor vehicle mechanical technical teaching activities	1	0	1
Laboratory technology	Diploma	1	0	1
	Kutumia microbiology	0	1	1
	Mazoezi ya vitendo hayatiliwi mkazo	1	0	1
	Mazoezi yawe mengi	0	1	1
	Quality control ipewe kipaumbele katika mitaala ya Veta	0	1	1
	Sylabus ya laboratory wanafunzi wafundishwe Quality Control	1	0	1
		36	32	68
Fitter Mechanics	ADVANCE MAINTANANCE TECHINIQUES	1	0	1
	Automobile	1	0	1
	Cutting glass in different size thickness	1	0	1
	ELECTRICAL INTSALLATION	1	0	1
	Electronic	1	0	1
	Eletrical installation	2	0	2
	Energy skills	1	0	1
	Enterpreneurship skills	3	0	3
	How to operate production machine	1	0	1
	Machine operator	1	0	1
	Machine tool repair and maintanance	1	0	1
	Machine za kisasa	1	0	1
	Mafunzo yawe na ubunifu ili kupata uelewa zaidi	1	0	1
	Maintanance	1	0	1
	Maintenance skills of machines	3	0	3
	Marketing skills	1	0	1
	Motor vahicle driving	1	0	1
	Motor vahicle mechanics	1	0	1
	practical ziongezwe upande wa welding fabrication	0	1	1
	Setting machine	1	0	1
Uchongaji vyuma	1	0	1	
Ukosefu wa vifaa/ vitendea kazi	1	0	1	
		141	6	147
Machinery Fitting/Fitter Machinist	Improvement in technical drawing	7		7
Machine tool repair and maintenance	More skills on computelized machanics	13	1	14
Welding and Fabrication	Addition of fabrication skills	3	0	3
	Additional of fabrication skills	1	0	1
	Design and making furniture	1	0	1
	Electrical skills	1	0	1
	Eletrical installation skills	1	0	1
	Improve curriculum	1	0	1
	improving pipe works and installation	1	0	1
	In classes/ school more theory than practical	1	0	1
	lack of training tools and equipment	1	0	1
	Lack of training tools and equipment	1	0	1

	Mafunzo zaidi kwa vitendo	1	0	1
	Motor driving	1	0	1
	Paypipe works	1	0	1
	Skills in plate welding techniques	1	0	1
	Skills in Tig & MIG welding techniques	10	0	1
	Tunayofundishwa chuoni na tofauti na mitaani	1	0	1
	Uhaba wa vifaa vya kisasa	1	0	1
	Gas welding	2	0	1
	Work safety is less in working place	1	0	1
		166	11	177
Instrument Mechanics	P.L.C. operations	1		1
	Plc program	1		1
	PLC training should be obtained	1		1
	Troubleshooting of mechanical sensors	1		1
		5		5
Tool and Die making	Industrial electricity skills	6	1	7
		7	1	8
Pattern making and Foundry	Machine which are used are different from those used in training	1		1
		2		2
Agro mechanics	Administration skills	1	0	1
	business skills	1	0	1
	Business skills	1	0	1
	Business skills-Entrepreneurship	0	1	1
	If possible in Aeromechanics basic masonry skills should be provided in addition	1	0	1
	Practical skills should be increased in order to exceed confidence to the students	1	0	1
	Skills in animal husband	0	1	1
	Skills in Horticultural activities	1	0	1
	Skills in horticultural works	1	0	1
	SKILLS IN TIG AND MIG WELDING	1	0	1
		65	5	70
Motor vehicle Mechanics	Agriculture skills	1	0	1
	Diagnosis skill of vahicle	1	0	1
	Education (Teaching skills)	1	0	1
	Enterpreneurship skills	1	0	1
	Food production skills	0	1	1
	Improve hydraulic system training	3	0	3
	Improve training tools and equipment to match with current technology	1	0	1
	Kupata mafunzo zaidi juu ya kuendesha mashine ya zege	1	0	1
	lack of training tools and equipment	1	0	1
	Language skills e.g. English & French	1	0	1
	Mabadiliko ya tekinolojia	1	0	1
	Making suits, wedding dresses and designs	1	0	1
	Management of money	0	1	1
	masonry and bricklaying skills	1	0	1
	Namna ya kuweka tiles (ujenzi)	1	0	1
	Nursing skills	1	0	1
	Plant operating skills	1	0	1
	Practical hazitoshi ziongezwe muda zaidi	1	0	1
	provision of skills in eletronic wheel aligment (computerised in Veta Vtcs	1	0	1
	Secondary education	1	0	1
Skill in diesel engine injection system	1	0	1	
Skills in computerized wheel alignment system	1	0	1	
Skills in diesel injection systems	1	0	1	
Skills in modern eletronic diesel injection system	1	0	1	

	Skills in rural irrigation system	1	0	1
	To learn driving	1	0	1
		316	20	336
Auto-electrical	Auto eletrical and motor driving	1	0	1
	Comment technology and teach to student	1	0	1
	Computer skills	1	0	1
	Diagnosis machine jinsi ya kuzitumia	1	0	1
	Driving	1	0	1
	Eletrical installation skill	1	0	1
	Installation and servicing speed limit governery	1	0	1
	Installation and servicing speed limit governor	1	0	1
	Marketing skills	1	0	1
	Motor vehicle mechanics	1	0	1
	Tire service, pannel beating and spray paints	1	0	1
	Udereva wa wahitimu	1	0	1
	Unaohitajika sana ni diagonosisi	1	0	1
	Uzoefu wa kazi	1	0	1
		83	4	87
Panel beating/Auto body repair	Computer application	1	0	1
	In the area of work more practical than in classes	1	0	1
	Kujifunza zaidi kuweka na kukata tails	1	0	1
	Kunyosha bodi	1	0	1
	Kuripea bodi za magari	1	0	1
	motor vehicle mechanics skills	1	0	1
	passenger driving	1	0	1
	Vifaa vinavyotumika havina ubora	1	0	1
		34	4	38
Diesel Engine Mechanics	Enterpreneurship skills in advance level	2		2
Designing sewing and cloth technology	Kniting pullovers and embroidery	0	1	1
	Kujifunza mitindo	0	1	1
	Kukosa zana za kutendea kazi	1	0	1
	Kushona makoti	0	1	1
	Making suits and wedding dresses	0	1	1
	Making suits, wedding dresses and designs	0	7	7
	Skill in Batik making	0	1	1
	Skills in designing and making baticks	0	1	1
	Skills in designing and making of batiks	0	1	1
	Skills in dressing and making batik	0	1	1
	Skills in embroidery	0	1	1
	Skills in embroidery and batick making	0	1	1
	Skills in embroidery and batik designing and making	0	1	1
	Skills in embroidery designing	0	1	1
	Skills in embroidery technology	0	1	1
	Skills in making of batick	0	1	1
	Skills in presentive maintenance of modern sewing machines	0	1	1
	Specialized skills in fashion designs	0	1	1
	Veta ifundishe mishono ya kisasa zaidi	0	1	1
		8	143	151
Leather-goods making	Enterpreneurship skills	6	2	8
Lithography	FLEXOGRAPHIC	6	2	8
Book binding/Finishing	Plumbing and pipe fitting skills	3	13	16
Printing Press	Enterprenuership	2	1	3
		2	2	4
Screen Printing	Increase time for practical training	1		1
		1		1
Graphic reproduction	Teaching curriculum/ course/ module in the area of TV & Video course	5		5
		6		6

		13	32	45
Commercial Studies	Business innovation skills	1	0	1
	Skills in customer caring technics	0	1	1
	Skills in office machines maintanance (priventive maintanance skills)	0	1	1
	Teach on how to set files reference numbers	0	1	1
		14	35	49
Secretarial		5	70	75
	Internet course	0	1	1
	Beverage knowledge	0	1	1
	enterpreneurship	0	1	1
	Gharama za vifaa ni kubwa ndio maana nimeshindwa kujajiri	0	1	1
	Level one is not prepared in labour makert (inadequate skills)	0	1	1
		7	75	82
Computer and Secretarial	Competence inahitajika	1	0	1
	Design sewing	0	1	1
	Doing business	0	1	1
	Enterpreneurship skills	0	1	1
	Hati mkato	1	0	1
	Kiwango cha diploma	1	0	1
	Life skills	1	0	1
	Marketing skills	0	1	1
	Computer maintrenance	1	0	1
	Office attendant	0	1	1
	Skills in good customer caring	0	1	1
	To give loan to people and bank transaction	0	1	1
	Wahitimu wawezeshwe kujajiri	0	1	1
		20	107	127
House Keeping	English and communication skills and common foreigner language (eg. France)		1	1
	Skills in costomer caring skills		1	1
			3	3
Food Production	Baadhi ya mafunzo aliyofundishwa hajawahi kufanyia kazi	0	1	1
	Cookery	0	1	1
	Enterprenuership skill because i want to emply in future	1	0	1
	Marketing skills	0	1	1
	preparation and cooking of african traditional foods	1	0	1
	preparation of traditional foods	0	1	1
	Skills in african foods (traditional)	0	1	1
	Skills in cooking traditional foods	0	1	1
	Skills in customer caring techniques	1	0	1
	Skills in preparation of traditional (African) food stuffs	1	0	1
	Skills in preparation of traditional foods	1	0	1
	Skills in traditional food staffs	0	1	1
	Skills mismatch	0	1	1
		26	68	94
Front Office/Reception	Speaking and listening skills	1	11	12
Food and Beverage Services and sales	English language skills	1	0	1
	Food preservation skilla	0	1	1
	Food production skills	1	0	1
	FOOD SCIENCE AND NUTRITION	1	0	1
	Front office skills	0	1	1
	House keeping skills in advance	0	1	1
	Room attendant skills	0	1	1
	Rooms attendant skills	0	1	1

	Skills in customer caring techniques	0	1	1
	Skills in traditional food preparation	0	1	1
		26	33	59
Hotel Management	Occupation health and safety (OHS) skills	0	1	1
	Skills in preparation and making traditional foods	1	0	1
	Skills in proper customer care techniques	0	1	1
	Ufasaha wa lugha ya Kingereza na nyingine za kimataifa	0	1	1
		5	12	17
Cookery	Skills in traditional foods preparation	3	7	10
Cosmetology	Preparation of cakes		1	1
Tour guiding	Communication skill especially english	1	0	1
	Communication skills and foreign languages (France) skills	1	0	1
	Good speaking and writing skills	0	1	1
	Skills in cultural tourism	1	1	2
	Skills in modern cultural tourism	0	1	1
	Skills in risk aid services to visitors	0	1	1
	Speaking and writing skills	1	0	1
		12	14	26

Appendix 13: Comments from Graduates

Comments for improvement of VET provision	Frequency	Percent
Improve training tools and equipment to match with current technology	714	29%
Improve teachings and training including increasing time for practical training to be given priority.	626	25%
Review training curricula to make training be provided to meet the requirements of the labour market an address technological changes.	319	13%
Provide support to VET graduates on employment opportunities and start up capital, tools and equipment to solve the unemployment problem for youths	284	11%
Number of Vocational teachers should be increased and they should be improved match with current technology.	136	5%
VETA should ensure that certificates are issued on time (without delays) to avoid inconvenience to graduates	82	3%
Improve vocational training by introducing advanced vocational skills training including diploma course.	80	3%
The government should employ Vocational training graduates and consider the importance of vocational training.	31	1%
Reduce number of related subjects because they are too many and consumes a lot of training time	28	1%
Improve field attachment training including follow ups.	18	1%
Improve provision of VET to increase enrolments in Centres by applying other approaches such as distance learning, outreach programmes and evening studies.	14	1%
VETA should cooperate with stakeholders including Employers, NACTE and others so as to provide training as per demands of the labour market	14	1%
Career guidance and counselling should be provided to trainees	11	0%
Computer skills should be enhanced in Vocational Training Centres and should include more practical than theories	7	0%
Kiswahili should be used for teaching in Vocational training mostly than English under CBET approach since it is difficult to most trainees	7	0%
Text and reference books should be available in VET Centres	6	0%
Number of girls enrollment in VETA VTC should be increased to ensure equitable access to VET	4	0%
Provide training in meat inspection	3	0%
Vocational training should be accessible in rural areas by increasing number of dormitories to accommodates trainees from rural areas and provided free	8	0%
Before chnging the Curriculum they should consult the industries and organisation such as TANESCO for electrical courses	3	0%
Communication skills & english subjects should be reinforced to enable trainee master these subjects	2	0%
VETA should enhance vocational training to be more for self-employment creation	2	0%
Girls should be given priority in vocational training	1	0%

Good and effective communication skills are paramount for the future of VET graduates	1	0%
Improve training infrastructures in VTCs including workshops, laboratories, classrooms and students' accommodation facilities.	1	0%
Industries should be increased to enable VET trainees get placements	1	0%
Katika fani ya meat processing technology iongezwe meat inspection	1	0%
Kubla ya kudahili wanafunzi wa ufundi inapaswa kuangalia ufaulu wake wa kidato cha nne kwanza	1	0%
Kutokana na elimu ya sasa kuwa mfumo wa CBET wachukue wanafunzi wa kidato cha nne ili kuboresha mafunzo	1	0%
Kuwa na fani za utalii	1	0%
Kuwe na mahusiano mazuri kati ya walimu na fani	1	0%
Kwa upande wa fani ya ufundi stadi lifundishwe somo moja na afanye mihani mmoja wa Veta	1	0%
Kwa wanafunzi wenye uwezo mdogo ktk masomo ya related waruhusiwe kusoma somo la fani tu	1	0%
Kwenye fani ya food production warudishe somo la human nutrition	1	0%
Kwenye fani ya maabara chuo kifundishe upande mmoja si kuchanga Hospilini na Kiwandani	1	0%
Mafunzo viwandani wanafunzi waende workshop za mitaani kuliko kwenda viwandani	1	0%
Mafunzo ya hotel mngement yawawezeshe wahitimu kuweza kujitegemea	1	0%
Mafunzo ya udereva waongeze muda	1	0%
Mafunzo yaambatane na stadi za ubunifu	1	0%
Mafunzo yaongezwe zaidi kwa nadharia	1	0%
Mafunzo yasiegemea upande mmoja mfano: Animal husband iwe na mafunzo ya kilimo	1	0%
Masonry and Bricklaying training should include modules on "Inte-locking block making"	1	0%
Meet with current to the trainees in industriy technology	1	0%
Meeting with different people sharing ideas in more improvement of skills and bussiness	1	0%
Mitaala isiwe inabadilika mara kwa mara	1	0%
Mitaala iwe mafunzo ya kudesign sio kuchomelea tu	1	0%
Mitaala ya elimu iwekwe wazi vyuoni	1	0%
Mitaala ya Veta irekebishwe na mihani ya Grade test irudishwe mafunzo kwa vitendo yazingatiwe yawe ya miaka 4	1	0%
More practical in training session and improve training tools and equipment	1	0%
More time to be given for specialized subject	1	0%
Most of products/ servoces of Vet graduates lacks good finishing	1	0%
Most of VET graduates lacks sufficient knowledge and info about Tanzania. Civics subject shoud also be taught in VETA Vtcs	1	0%
Most of VETA owned VTC do not possess laboratories for engineering science subjects	1	0%
Most of VETS VTCs have shortage of boarding facility, hence VETA should have learn program of building domitories	1	0%
Most people are un-aware of business development service (BDS) . Its VETA is responsible to educate people on BDS privilledge and	1	0%
Number and quality of vocational techers should be improve	1	0%
Periods (Sessions) in English and communication skills for tour guide trainees should be increased to enhance their comm.skills	1	0%
Periods of English and communication skills to tour guide trainees be increased to improve their communication skills	1	0%
Periods of teaching EET subjects should be extended also other related subjects e.g. English to improve communication skills	1	0%
Preventive Maintenance and Occupational Health and Safety should be re-introduced and provided in Vocational Training Centres	1	0%
Priority to core course	1	0%
Promote courses so that many people get Vet education	1	0%
Promotion of business sector especially secretarial and computer in labour market as employers and reluctant to employ VET graduates in secretarial &o	1	0%
Prosper progression in civil draughting	1	0%
Provide this occupation in more VTC also VETA	1	0%
Provide training on how to service and maintain buildings lift system	1	0%
Provision of internet services in most of VETA Centres	1	0%
Publicise and educate society on nature of courses ofored by VET centres	1	0%
Qualified students must have form 4 certificate before joining	1	0%
Quality of training provided in Secretarial and Computer trade should be improved	1	0%
Quality of VET graduates should be improved to enable them to be able to perform different works/activities	1	0%

Recruiting competent instructor for the course	1	0%
Registration of students to a certain course should check on background of students like domestic electrical installation	1	0%
Remove conflict that exists between VETA and other bodies e.g. employment	1	0%
Roofing should be emphasized more in training	1	0%
Safety awareness attitudes should be enhanced to all VET trainees	1	0%
Salaries and wages provided in most industries is very low	1	0%
Secretarial and Computer curriculum should be the same between VETA Centres and Training Institutions under NACTE	1	0%
Sekta binafsi zinazotoa mafunzo ya ufundi ziwatafutie kazi wahitimu wanaomaliza kwenye vyuo hivyo	1	0%
Separation of student for those who have graduate in standard seven should not mixed with form four level's	1	0%
serikali ni kwamba vyuo vya ufundi ni mkombozi wa kuinua na kujenga taifa	1	0%
Short course should be prolonged (Instead of 1 yrs, should be 2 years)	1	0%
Shorthand and Hatimkato subjects should be taught as required to ensure quality of Secretarial graduates	1	0%
Should extend time frame for secretarial course	1	0%
Should introduce road construction as among trades in veta institutions	1	0%
Should register students who passed secondary education	1	0%
SHOULD SET A MONITORY SYSTEM OF THE FINAL/ENDING OF VET GRADUATES O GET FEEDBACK FOM HEM CONTINOUSLY FOR POVISION OF TECHNICAL CAEER ASSISTANCE	1	0%
Some subjects under CBA should be removed from the curricula if most trainees does not pass	1	0%
Somo la Technical drawing litolewe ktk fani ya print na offset	1	0%
Support should be provided to school leavers not received vocational training	1	0%
The Government should review provision of vocational training in VETA Centres	1	0%
The module on LV and HV transmission lines should be introduced in Elet level three curriculum (sylabus)	1	0%
There are so many subjects reduce number of subjects which are not directly needed in performing a work for lowel level graduates	1	0%
There should be uniform teaching system in vocational training centres	1	0%
To improve and establish incubation center for graduates	1	0%
To improve communication skills especially to use swahili language	1	0%
To increase mathematics module	1	0%
To increase much the support for the student of veta give he/ she the support and being creater in works	1	0%
To provide trainig materials for studies in practical sessions	1	0%
VET should provide a clear way for diploma level	1	0%
Vet should reduce some of related/ supporting subject and concentrate on core subjects	1	0%
VET should use swahili language in order to help those student who can not understand english	1	0%
VETA Centres not recognized by Technical Education and Training institutions with NACTE registration	1	0%
Veta could prolong/ exced hospitality and tourism to degree and masters	1	0%
VETA Dodoma should provide meat inspection course	1	0%
Veta ishirikiane na shirika la umeme Tanesco waona vitu ambao vipo huko na Veta wajaribu kuviingiza kwenye mtaala	1	0%
Veta reduces some courses out of professionalism e.g. maths. french language	1	0%
VETA should assist day trainees by construction more dormitories, especially for girls	1	0%
VETA should coordinate within employers so as to essue employment for their graduate	1	0%
Veta should enhance more equitable access to its programmes by increasing number of enrolment	1	0%
Veta should establish dispensary equiped with skilled nurses/ doctors in her VTCs	1	0%
VETA should increase enrollment of girls, in order to achieve equitable access to VET	1	0%
VETA should put more emphasis on her trainees in involvement in sports through then UMIVUSTA	1	0%
Veta wafuatilie fani zao naza utumishi magogoni, kwani wahitimu wa vetu kwenye ajira hatupewi kipaumbele	1	0%
Viongozi watoe sapoti viwandani ili watu waweze kujiendeleza (wadadhii)	1	0%
	2492	100%