

**ASSESSMENT OF PERFORMANCE OF VOCATIONAL TRAINING CENTRES
ON YOUTH UNEMPLOYMENT REDUCTION**

**A CASE OF MKOKOTONI VOCATIONAL TRAINING CENTRE IN NORTH A
DISTRICT, ZANZIBAR**

**By
Juma N. Juma**

**A Dissertation Submitted to the Institute of Development Studies in Partial
Fulfilment of the Requirements for the Degree of Master of Science in Development
Policy (MSc. DP) of Mzumbe University**

2013

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled; **“Assessment of Performance of Vocational Training Centres on Youth Unemployment Reduction, A case of Mkokotoni Vocational Training Centre in North A District Zanzibar”**, in partial fulfilment of the requirements for the degree of Master of Science in Development Policy of Mzumbe University.

.....

Major Supervisor

.....

Internal Examiner

Accepted for the Board of Institute of Development Studies

DIRECTOR, INSTITUTE OF DEVELOPMENT STUDIES

DECLARATION AND COPYRIGHT

I, Juma Nyasa Juma, declare that this dissertation is my own original work and that it has not been presented to any other university for a similar or any other degree award.

Signature _____

Date _____

©

This dissertation is a copyright material protected under the Berne Convention, the Copyright Act 1999 and other international and national enactments in that behalf, on intellectual property. It may not be reproduced by any means in full or in part, except for short extracts in fair dealings, for research or private study, critical scholarly review or discourse with an acknowledgment, without the written permission of Mzumbe University, on behalf of the author.

DEDICATION

I dedicate this research report to my late father Nyasa Juma Seif, my late mother Kaje Ussi Machano, my beloved wife Mtumwa C. Khamis. Also, I dedicate this work to my beloved children Maryam, Hadia and Abdulhamid and lastly to institutions responsible for Youth development and VTCs in Zanzibar.

ACKNOWLEDGEMENT

First and foremost, I would like to thank almighty God for his guidance. Also I wish to thank all people who have in one way or another helped me to accomplish this study.

I extend my heartfelt thanks to all students and staff members of the Institute of Development Studies especially Master of Science in Development Policy students for their cooperation and harmony shown while studying this course.

Special thanks should go to my supervisor, Ms Fatma Nyihirani of the Institute of Development Studies (IDS), Mzumbe University for her proficient guidance and open handed efforts toward the achievement of this study.

Thanks also to a number of Institutions including Vice President's Office, Vocational Training Authority (VTA), Ministry of Education and Vocational Training Zanzibar (MoEVT), Mkokotoni VTC, Ministry of Labour, Economic Empowerment and Cooperatives (MLEC) and Ministry of Social Welfare, Youth, Women and Children Development (MSWYCWD) for providing access to different shapes of files and information which helped in accomplishing this study report.

Last but not least, my thanks should go to my relatives and family particularly my wife Mtumwa Choum Khamis, my daughters Maryam and Hadia and my son Abdulhamid for their moral support and tolerance during my long absence from home to carry out this dissertation, may the Almighty God Bless you all.

LIST OF ABBREVIATIONS

AU	African Union
CEDEFOP	The European Centre for the Development of Vocational Training
DFID	Department for International Development
IDS	Institute of Development Studies
ILFS	Integrated Labour Force Survey
ILO	International Labour Organisation
IVETA	International Vocational Education and Training Association
LGAs	Local Government Authorities
MLEC	Ministry of Labour, Economic Empowerment and Cooperatives
MSWYCWD	Ministry of Social Welfare, Youth, Women and Children Development
MoEVT	Ministry of Education and Vocational Training
NACTE	National Accredited Council for Technical Education
OECD	Organisation for Economic Co-operation and Development
RGoZ	Revolutionary Government of Zanzibar
TVETDP	Technical and Vocational Education and Training Development Programme
UNESCO	United Nations Education, Science and Culture Organisation
URT	United Republic of Tanzania
USA	United States of America
VETA	Vocational Education and Training Authority
VTA	Vocational Training Authority
VTCs	Vocational Training Centres
WB	World Bank
ZIPA	Zanzibar Investment Promotion Authority
ZSGRP	Zanzibar Strategy for Growth and Reduction of Poverty

ABSTRACT

Youth unemployment is a serious problem facing developed and developing countries since the early 2000s, and it has huge impact in socio-economic context. It was therefore important to deploy initiatives in order to overcome or reduce the consequences of this problem. Vocational training was thought to be the best option to counteract the problem. This study assessed the performance of VTCs on youth unemployment reduction in Zanzibar where four main aspects involved which were: courses offered in VTCs, students' enrolment trend, extent to which VTCs reduced unemployment, and challenges which faced VTCs. The study used exploratory research design and involved 140 respondents to assess performance through administration of a questionnaire, interviews, focused group discussions, observation and documentary review.

The findings revealed that a total of eleven courses offered and the Majority of respondents joined in courses which depended on being employed or had low employment possibilities. Also, students' enrolment was still very low (below 1 percent). It was found that only 28 percent of trainees had employment while 72 percent had no employment, and the main employer was hotel industries which employed 55 percent of trainees while 45 percent were self- employed. In addition, there was inadequate training materials by 74 percent and shortage of materials and equipments for field and practical sessions by 55 percent. To a large extent, performance of VTCs was affected by different challenges such as lack of areas for field practices (27 percent), and poor coordination (14 percent) which limit performance of VTCs towards well qualified and competent trainees delivery.

It therefore concluded that VTCs' performance on youth unemployment reduction is still not satisfactory. The study therefore recommended measures to improve VTCs' performance in employment creation such as: the Government should collaborate with the private sector, ensure accessibility of VTCs in tourism areas and review of VTCs' curriculum to suit with the current situation of labour market.

TABLE OF CONTENTS

CERTIFICATION	i
DECLARATION AND COPYRIGHT.....	ii
ACKNOWLEDGEMENT	iv
LIST OF ABBREVIATIONS	v
TABLE OF CONTENTS.....	vii
LIST OF FIGURES	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1. Overview of the Chapter	1
1.2. Background Information	1
1.3. Statement of the Problem	4
1.4 Objectives of the Study	5
1.4.1 General Objective	5
1.4.2 Specific Objectives.....	5
1.5 Research Questions	5
1.6 Significance of the Study	6
1.7 Limitations of the Study	6
1.8 Organisation of the Study.....	7
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Definition of Key Terminologies.....	8
2.2.1 Vocational Education and Training	8

2.2.2 Technical and Vocational Education and Training (TVET)	8
2.2.3 Youth.....	9
2.2.4 Unemployment.....	9
2.2.5 Labour Force.....	9
2.4.2 Causes of Unemployment.....	11
2.4.3 Consequences of Youth Unemployment	13
2.5 Theory related to Vocational Training	14
2.6 Theories of Unemployment	15
2.6.1 Unemployment in the Classical Economic Theory.....	15
2.6.2 Imperfect Labour Markets	16
2.6.3 Market Structure and Unemployment	16
2.7 Empirical Studies	17
2.8 Conceptual Framework	20
CHAPTER THREE	22
RESEARCH METHODOLOGY	22
3.1 Overview	22
3.2 Research Design.....	22
3.3 Study Area	23
3.4 Sampling Procedures and Sample Size	25
3.4.1 Sampling Procedures and Techniques.....	25
3.4.2 Sample Size	25
3.5 Data Collection	25
3.5.1 Interview	26
3.5.2 Observation.....	26
3.5.3 Focused Group Discussion	26
3.5.4 Documentary Review	27

3.6 Data Processing, Analysis and Presentation.....	27
CHAPTER FOUR.....	28
PRESENTATION AND DISCUSSION OF THE STUDY FINDINGS	28
4.1 Introduction	28
4.2 Social Characteristics of Respondents	28
4.2.1 Sex of Respondents	29
4.2.2 Age of Respondents	30
4.2.3 Educational Level	31
4.2.4. Marital Status	32
4.2.5 Residence of Respondents	33
4.3 Relevance of Courses on Youth Employment.....	34
4.3.1 Types of Courses offered in VTCs	34
4.3.2 Training Materials and Facilities	37
4.3.3 Qualification of Instructors.....	40
4.4 Students’ Enrolment.....	42
4.4.1 Reasons for Students to join in VTCs	45
4.5 VTC Performance on Employment Situation.....	45
4.5.2 The Role of NGOs in Youth Unemployment Reduction	51
4.6 Challenges affecting Performance of VTCs	52
4.6.1 Challenges facing Students of VTCs	52
4.6.2 Challenges facing Instructors of VTCs	53
4.6.3 Challenges facing Implementers of Youth related Programmes and Projects	55
CHAPTER FIVE	58
CONCLUSION AND POLICY IMPLICATIONS	58
5.1 Conclusion.....	58
5.2 Policy Implications.....	58

REFERENCES 61
APPENDICES 66

LIST OF TABLES

Table.3.1 Number of approved projects from 2008 to 2012 by district.	24
Table 4.1(a): Age of Students.....	30
Table 4.1(b): Age of Officials	31
Table 4.2(a): Educational levels of students	31
Table 4.2(b): Education levels of officials	32
Table 4.3 Residence of respondents	34
Table 4.4: Practical and field session.....	39
Table 4.5 Types of courses offered at Mkokotoni VTC	35
Table 4.5b: Number of respondents in various courses at Mkokotoni VTC	35
Table 4.6: Number of graduates' respondents in various courses in 2011 and 2012	36
Table 4.7 Availability of training materials and facilities.....	37
Table 4.8: Qualification of instructors in VTCs	41
Table 4.9 Enrolment trend in VTCs in Zanzibar	42
Table 4.10 Reasons for respondents to join VTCs	45
Table 4.11: Results of youth unemployment situation	48
Table.4.12 Number of approved projects t from 2008 to 2012 by categories.....	48
Table 4.13: Reasons of establishing NGOs.....	51
Table 4.14: Activities implemented by Government and NGOs	50
Table 4.15 Challenges facing students of VTCs	52
Table 4.16: Suggestion from students' respondents	53
Table.4.17: Suggestions on improvement of VTC performance.....	57

LIST OF FIGURES

Figure 2.1: Conceptual Framework	21
Figure 3.1 Map of Unguja Island in Exhibition of the districts and study area	23
Figure 3.2: A View of Mkokotoni VTC	24
Figure 3.3: Respondents in focused group discussion	27
Figure 4.1: Distribution of Respondents as Per Categories	28
Figure 4.2 : Sexes of respondents	29
Figure 4.3: Students' marital status	33
Figure 4.4 Students at practical session	39
Figure 4.5 VTC students at practical session	37
Figure 4.6 a: Students' enrolment trends	43
Figure 4.6 (b): Proportion of students enrolled in VTCs	43
Figure 4.7: Employment situation in VTCs	46
Figure 4.8 Categories of employment for youth graduates of VTCs	47
Figure 4.9 Programmes implementation in Government Departments	49
Figure 4.10: Services provided by youth related Government departments	50
Figure 4.11(a): Challenges facing instructors in Class Session	53
Figure 4.11 (b): Challenges facing instructors in practical session	54
Figure 4.12: Challenges facing implementers of youth related programmes	56

CHAPTER ONE

INTRODUCTION

1.1. Overview of the Chapter

This study aimed at assessing the performance of VTCs on youth unemployment reduction in Zanzibar. The study was prompted by reports that some VTCs were operating in the study area while less was known on their performance (Bhola, 2000; Jyrki, Ijas, and Larry, 2005). In this regard, an assessment of the performance of VTCs on youth and unemployment reduction was studied. This chapter provides the historical background of the problem, the statement of the problem, research questions, research objectives, significance of the study, the limitations to the study, and the organisation of the study.

1.2. Background Information

Technical and Vocational Education and Training (TVET) is regarded as a valid identification to a well-paid job or self-employment or higher education and not as an alternative educational prospect fit only for early school leavers, the less academically endowed or the poor (Bhola, 2000); Chonjo (1994). Christensen (2002) recommended that TVET system should be competency-based and employment led, with proficiency testing as proof of competence so as to achieve the objectives and goals of establishing VTCs and reducing youth unemployment for the betterment of community and national at large.

A number of vocational education and training centres have been established in different countries in Europe in the early 20th century (Chonjo, 1994). For instance, Germany dual educational system, French and Australia are good example in vocational education and training (Axmann, 2004). In the 21st Century, the United Nations Education, Science and Culture Organisation (UNESCO) and the International Labour Organisation (ILO) had formulated special recommendations on TVET which recognised TVET as a comprehensive expression referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related

sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Chonjo (1994); (Christensen (2002) and Fafunwa (2002)).

Many institutions have been engaged in vocational training so as to ensure that the goals and objectives are met. These include UNESCO, IVETA, ILO, WB to mention just a few. In Africa, The WB has been at the forefront of efforts to reform VET provision in Sub Saharan Africa more specifically, advocated the adoption of a package of market-driven VET reforms (Bennell et al., 1999). On the other side, African Union (AU) set aside a strategy to emphasise the need for the technical and Vocational education and training system to be labour-market relevant, equitable, efficient, and of high quality, and provides the framework for the design and implementation of such national TVET systems (Fafunwa (2002) and Axmann (2004)).

In Tanzania, vocational training started long time ago but special efforts and measures were undertaken in 1980s through economic reforms propagated by World Bank (WB) which encourage private sector to play major roles in economic development and government remaining as regulator. Since the late 1980s, there were clear indications that the impetus for reform of Vocational Education and Training (VET) provision has increased apparently or obviously in Africa Fafunwa (2002), in particular with the advent of comprehensive structural adjustment programmes Bennell et al., 1999). In Zanzibar, vocational training gained momentum in 2000s following an enactment of Vocational Education Policy and Act and establishment of Vocational Training Authority (VTA) in 2009 (URT, 2001).

The establishment of vocational training through technical colleges and formal apprenticeship training was undertaken in response to the rapidly-growing needs of developed and developing countries in both private and public sectors (URT 2000). The main focus of vocational training was on artisan training, but these opportunities were largely reserved for few selected students. For example, in Zanzibar there were two technical schools, that are Mikunguni and Karume technical schools based on carpentry

and engineering respectively (URT, 2001). In fact, VET is a crucial element as it can link young people's competences with employers' needs. Bringing vocational training closer to the needs of dynamically changing and evolving labour markets and economies can help young people move into more productive and sustainable jobs (Biavaschi et al., 2013).

In Zanzibar and Tanzania as a whole, vocational training has played an important role in reducing youth unemployment and creating employment opportunities for general public (URT 2001). Small traders and food vendors have been engaged in business around VTCs and graduates of VTCs in different fields are intended to have self employment or to be employed. These efforts have been undertaken since most of youth are lacking attainment of vocational skills. This is so because the educational system operated at post-independence placed emphasis on academic excellence rather than acquisition of vocational skills which prepare the individual for a more useful and fulfilling life within the society (Biavaschi et al., 2013; URT, (2001). In other words, the system focused on and emphasised subjects in the humanities or arts at the expense of vocational education which can facilitate practical skills acquirement that is generally believed to be more relevant to creation of employment and the development of the nation.

Youth unemployment rates have been increased in about 80 percent of the developed countries and third world countries in recent years following economic crisis and inflation (ILO, 2012). In addition, half of the advanced economies youth unemployment is higher than 15 percent.

The promotion of vocational training and employment creation have been undertaken to address unemployment and poverty among youth. This effort firmly placed within national as well as global commitment towards youth unemployment reduction (URT 2001; ILO 2012; Szentpeteri, Gabor, Varga, Marton, 2010). In the last decade, Zanzibar has undertaken a series of economic policy reform which contributed to significant improvement in micro economic performance, social services delivery and infrastructure development (RGoZ, 2010). The government of Zanzibar has been taking

several measures and actions through formulation of policies, strategies and plans to address the challenge of youth unemployment.

Given the above, history, facts have indicated that the history of vocational educational worldwide were different in many aspects including strategies to manage them and model used in provision of training and other services. However, in Tanzania, efforts have been made to impart skills among youth through establishments of vocational education. Given the existence of vocational education in the country, this study intended to examine how the performance of VTCs has managed to reduce unemployment among youth in Zanzibar.

1.2 Statement of the Problem

Youth unemployment and shortage of skilled labour at all levels is one of the most serious constraints which lead to low labour productivity in the Tanzanian manufacturing as well as productive sector (Angel and Carol 2012). The Zanzibar labour force has been growing speedily over the years outstripping the created employment opportunity (RGoZ, 2008). The situation regarding unemployment is more critical among youth, with the rate estimated at 17 percent (RGoZ 2011). It was also reported that 91 percent; that is 22,010 out of 24,014 of unemployed labour force are youth aged between 16 to 34 years (RGoZ, 2009).

The development of higher learning institutions in Tanzania; that is Universities, Colleges and Institutions has caused huge increasing number of graduates and secondary school leavers which does not match with the employment capacity of both the government and private sectors (Bhola, 2000; Jyrki, Ijas, and Larry, 2005). As a result youth unemployment has been increasing rapidly since students are graduating every year but employment opportunities do not increase. For instance, in 2011 a total of 39,210 secondary school students completed their secondary education RGoZ (2012); yet , the employed ones did not reach even a quarter (Kelly, 2006). This denotes that there is an increasing rate of unemployment among school leavers in the country.

Since literatures revealed that there is lower employment rate among school leavers and graduates from universities and vocational training centres, this study was conducted to assess the performance of vocational training centres in reducing unemployment among youth in Zanzibar.

1.4 Objectives of the Study

1.4.1 General Objective

This study aimed at assessing the performance of VTCs on youth unemployment reduction in Zanzibar.

1.4.2 Specific Objectives

In order to accomplish the above general objective, the study focused on the following specific objectives:

- i. To identify the courses offered in VTCs
- ii. To assess the enrolment trend of students in VTCs for the past 3 years
(i.e from 2010- 2012)
- iii. To examine the extent to which VTCs reduce youth unemployment
- iv. To find out the challenges facing VTCs in reducing youth unemployment

1.5 Research Questions

In order to get the answer for the main research question, the specific research questions of this study were as follows:

- i. Which courses are offered in VTCs in Zanzibar?
- ii. How many students have been enrolled for the last three years?
- iii. To what extent VTCs are reducing youth unemployment?
- iv. What are the challenges facing VTCs in reducing youth unemployment?

1.6 Significance of the Study

The study was very significant to vocational training authority and district councils since the findings gave them an opportunity to understand and then modify the courses as well as joining procedures. Also it is the starting point for other academicians and researchers who will need to extract literature from it with a view to write about this subject or related subjects.

Since the study showed the challenges facing students and VTCs, this is one step for solving and improving the situation in various VTCs. The study also is expected to bring new information which might be of interest to various parties such as higher learning institutions, social researchers and the society as a whole.

The findings of this study are helpful to VTA since they provide relevant information concerning the types of courses offered and their relevance to this locality. This is resourceful to the Authority and VTCs to make an evaluation and then if necessary to review the curriculum of the VTCs. This study is very significant to the vocational training authority and district councils since the findings reveal the real situation hence give them an opportunity to understand the situation and improve through modifying the courses or review the curriculum of the VTCs.

The findings of this study are further helpful to the government of Zanzibar by providing relevant information on the role of vocational training to unemployment reduction, and hence to improve their performance and even increase the number of VTCs as well as students in those centres.

1.7 Limitations of the Study

The first limitation was lack of willingness or readiness of some respondents to answer questions from the questionnaires or hesitation to be interviewed. The researcher had to pre-inform them on the importance of their participation in this study and their information would be treated confidentially and used for academic purposes. Another limitation was the delay of questionnaires in terms of filling in and returning them to researcher. The researcher made frequent follow ups and sometimes used cellular phone to remind them.

Data availability, time limit and in adequate financial resources were other constraints faced by researcher. However, these limitations did not affect the viability of study itself.

1.8 Organisation of the Study

This study is organized into five chapters. Chapter one provides a setting of the problem that was investigated. It presents different sections which are: background information to the problem, statement of the problem, objectives, research questions, significance of the study, limitations and Organisation of the study.

Chapter two deals with literature review which develops further understanding of the technical and vocational education and training as well as youth unemployment, a brief description of experience from other countries related to vocational training and youth unemployment. The chapter describes the model and theories in relation to unemployment.

Chapter three presents the methodology, describing different methods and techniques which were used to carry out this study. A justification for each method and technique is presented and specific research methods employed are briefly discussed. Chapter four presents the study findings and their discussion on performance of VTCs and youth unemployment reduction. The findings are presented in narrative form, tables, pie charts as well as histograms. Meanwhile this discusses the results obtained from the study. Lastly, chapter five concludes on the study findings and lists down areas of recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this part, different works done by scholars were reviewed so as to have a wide scope of knowledge on both the problem with its magnitude developed and the variables involved. Literature review is intended to show what was previously written on the subject and its relevance to the study, what was done elsewhere and also what remains to be done. Thus, various authors discussing the VTCs, youth unemployment, and the impact of youth unemployment were reviewed.

2.2 Definition of Key Terminologies

2.2.1 Vocational Education and Training

Vocational training, also known as Vocational Education and Training (VET) is an education that prepares people of specific trades, crafts and careers to various levels from a trade, a craft, technician, or professional position in engineering, accountancy, nursing, medicine, and other healing arts, architecture, pharmacy, law etc (Cedefop, 2011). It is sometimes referred to as technical education as the trainee directly develops expertise in a particular group of techniques. Vocational education can be at secondary, post secondary level, further education level and can interact with the apprenticeship system. Vocational training prepares learners for jobs that are based on manual or practical activities, traditionally non academic and related to a specific trade, occupation or vocation.

2.2.2 Technical and Vocational Education and Training (TVET)

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

2.2.3 Youth

The definition of the youth varies considerably according to national condition and definitions. While the usual international definition refers to a person aged between 15 and 24 years, in Tanzania, the youth refers to a person aged between 15 and 35 years (URT, 2008). In Zanzibar, the youth refers to either male or female aged between 15 and 35 years of age (RGoZ, 2005).

2.2.4 Unemployment

Unemployment as defined by the ILO (2012) occurs when people are without jobs and they have actively looked for work within the past four weeks. The ILO (2012) defines unemployed youth as the proportion of the youth labour force that is unemployed. The unemployed comprise all persons above a person specified age who, during the reference point, were: without work, currently available for work and actively seeking work.

2.2.5 Labour Force

The labour force is the sum of the number of persons employed and the number of persons unemployed (RGoZ, 2008). Unemployed persons are those who did not have a job during the survey week, were available for and actively seeking work, or waiting to be called back to a job from which they were laid off.

2.3 Concept of Vocational Training

2.3.1 Importance of VTCs

VTCs are important in various forms and their importance arises at different points in time. During the course VTCs equipped youth and other person with knowledge and skills which are demanded and help in improving future employment prospects. They transmit skills and experience through practical and field work as well as apprenticeship training programs. The skills transmitted through such programs prepare young people for gainful employment. Meanwhile, VTCs enhance skills and knowledge of youth as a result increasing their chance of employability in public, private as well as self employment hence improving their social and economical status in the community. After the course or training graduates enjoy benefits from improved earnings,

employment chances, mobility, capacity for lifelong learning (Hoeckel, 2008). Employers' benefits also arise mainly from increased work productivity and efficiency since employees are becoming knowledgeable and capable of carrying their duties effectively.

The Government yields net benefits both in terms of social rents and in fiscal terms education expenses versus increase in tax income from higher earnings from better educated individuals, Wolter and Weber, cited in (Hoeckel, 2008). Studies conducted on vocation education and training reveal that VTCs have positive effect in almost all performance indicators quality, innovation, employment growth, profitability and firms' costs effectiveness (Cedefop, 2011).

According to recommendations of UNESCO (2012) and ILO (2012) cited in URT (2012), National vocational training systems develop the knowledge and skills that help the labour force to become more flexible and responsive to the needs of local labour markets as well as competing in the global economy. VET is open and gives opportunity to people who have not been able to benefit from formal education and training to acquire new skills and knowledge that will give them a chance to access employment opportunities.

2.4 The Concept of Unemployment

2.4.1 Types of Unemployment

According to Moore (1983) unemployment can be classified into four major types namely: cyclical, seasonal, frictional and structural.

i. Cyclical Unemployment

Cyclical unemployment occurs when there is not enough demand to employ all those who want to work. It is known as cyclical unemployment because it will vary with the trade cycle. When the economy is flourishing, there will be lots of demand and so firms will be employing large numbers of workers.

If the economy slows down, then demand will begin to fall. When this happens firms will begin to lay workers off as they do not need to produce so much.

ii. Seasonal Unemployment

Seasonal unemployment is fairly self explanatory. It is a situation in which an individual labour force becomes unemployed for a short period of the year or in a specific time. Seasonal unemployment is less severe than other form of unemployment and it tends to occur in certain industries such as hotel and catering, tourism and fruit picking. This type of unemployment exists in many areas including Zanzibar since the Zanzibar economy depend largely on hotel industries and tourism as a whole. Therefore during low season of tourism there is high unemployment rate.

iii. Frictional

This type of unemployment occurs when somebody loses their job or chooses to leave it and they look for another job. It will take everybody a reasonable period of time as they search for the right job. This creates unemployment while they are looking for another satisfactory job. The more efficiently the job market is matching people to jobs, the lower this form of unemployment will be.

The better the economy is doing, the lower this type of unemployment is likely to be. This is because people will usually be able to find jobs that suit them more quickly when the economy is doing well.

iv. Structural Unemployment

Structural unemployment occurs when the structure of industry changes. As an economy develops over time the type of industries may change as well. This may be because people's tastes have changed or it may be because technology has moved on and the product or service is no longer in demand.

2.4.2 Causes of Unemployment

Unemployment may arise from a supply of labour in excess of demand or the physical inability or unwillingness of a worker to accept work when offered by employers due to various reasons and perception of labour suppliers. Different authors' analysed causes

of Unemployment differently depending on their perception, context and time in which the analyses were made.

i. Economic Inflation

According to Goodwin et al. (2006) Economic Inflation is the oldest cause of unemployment. A states' economy faces a steep rise in prices as compared to other economies of the world. This leads to failure in exports as companies are not able to compete with others due to rise in price. Incomes suffer, people's savings fall and gradually companies start firing people, being unable to pay them on due time.

ii. Welfare Payments

ILO (2012) argued that, although welfare payments are security measures for people, they cause unemployment to some extent. The aid given by governments to the unemployed people (for example in many countries in Europe and Libya) actually reduce their willingness to work. This is an indirect negative impact of extended unemployment benefits because people become more dependent on the grants they receive. They register for government grants even if they are not looking for jobs, and the incentives they get are enough to fulfil their daily requirements. In this way people remain deliberately unemployed.

iii. Changing Technology

Since technology keeps advancing with passing days, most companies look for change in work force. Although they do not fire people randomly but they hire people having specialisation in the advanced techniques (Cedefop, 2011). This gives rise to frustration in work and many tend to resign. Thus old employees get substituted by the new and the former remains unemployed either temporary or permanently. In short we can say that, job cuts due to changing technology elevate rates of seasonal unemployment.

2.4.3 Consequences of Youth Unemployment

Youth unemployment has direct costs in much the same way all unemployment does. Youth unemployment has become a potential source of social, economic and political instability in different nations worldwide. Today's young people face a real and increasing difficulty in finding decent work. Unemployed youth are much more likely to engage in risky behaviour which could increase their vulnerability to HIV and AIDS. Jobless youth are often marginalized and excluded from the larger society. The social exclusion can lead to alienation from the society and democratic political processes, and subscription to radical and even terrorist ideologies (Jacob, 2011)

One very visible consequence of youth unemployment in Africa is the rising rate of crime. Urban youth unemployment is further exacerbated by rural – urban migration. Rural migrants believe that more jobs and social opportunities are available in urban areas, but once in the cities they find themselves without jobs and with limited social networks. Balunzi (2001) argues that youth who fail to get jobs end up in urban slums and streets and engage in unproductive activities like prostitution, theft, drugs and substance abuse. Many young people experience serious difficulties during this transition period. Owen (2009) similarly argued that the implication of unemployment for young people may include poverty, migration to urban areas, homelessness and housing challenges, rising crime rates in some areas, lack of youth participation in society and low morale among young people. Implications that have impact on young women are adolescent prostitution and higher rates of teenage pregnancies. Young women may find their life changes particularly limited.

Another consequence of youth unemployment is crime. Young men are already more likely to break the law than most; having more free time, more motive and less to lose hardly discouraging them. Some researchers have identified a causal link between increased youth unemployment and increases in crime, specifically property crime (robbery, burglary, car theft and damage) and drug offences.

Young people are hit particularly hard by the economic and emotional effects of unemployment, says Jonathan Wadsworth, a labour economist. Unemployment of all

sorts is linked with a level of unhappiness that cannot simply be explained by low income. It is also linked to lower life expectancy, higher chances of a heart attack in later life, and suicide (DFID, 2007)

2.5 Theory related to Vocational Training

Theory is defined as an account of particular phenomena in terms of a set of underlying constructs and a set of principles that relate to the constructs to each other (Gray, 1998). This study was guided by four theoretical frameworks, Human Capital Theory, Classical Economic Theory, Imperfect Labour Market and Market Structure

2.5.1 Human Capital Theory

According to Mincer and Becker, cited in Cedefop (2011) in the human capital theory, education and training bring benefits in higher productivity and higher wages. The theory predicts that workers bear the costs of 'general' education and training and that the benefits completely accrue to them. Within this context 'general' means that the skills and competences acquired in education and training can be used in several firms and perhaps even several sectors. Specific training provides competence which enable young person to be employed or to have self employment.

The human capital theory has been used in different areas of the research to explain about the role of vocational training in reducing unemployment in the societies. However through human capital theory unemployment was reduced through by providing potentials skills to youth so as to be self employed (Cedefop, 2011). Mincer (2011) applied this theory on the role of vocational training in increasing employment opportunities in Western Austria.

A study conducted by DFID (2007) on the role of Vocational Training in reducing poverty recommended that youth should be given proper knowledge and skills which will enable them to be self employed.

In this study Human Capital Theory helped to understand that the benefits will only partly accrue to workers and that education and training, and particularly VET, may also, bring positive returns to companies. Therefore, VET will not only have an impact on productivity, but also on profitability for both firms and workers or students. New knowledge and competences embodied in higher educated workers are often transferred to other workers and they can use it to produce new products or improve their working performance since a higher share of workers with a VET background may be favourable for innovation and knowledge transfer. Some forms of VET, particularly apprenticeship and continuous training help to avoid a mismatch or reduce existing mismatch between educational system and labour related market demand because the vocational training courses are directly related to labour market demand and its needs.

2.6 Theories of Unemployment

2.6.1 Unemployment in the Classical Economic Theory

In classical economic theory, unemployment is seen as a sign that labour market functioning is being hindered in some way and did not operate in a smooth condition (Romer, 2001). The classical approach assumes that markets behave as described by the idealised supply and demand model; the labour market is seen as a single, static market, characterized by perfect competition, spot transactions, and institutions for double auction bidding. Workers supply labour, while employers demand it. We assume that every unit of labour services is the same, and every worker in this market will get exactly the same wage. Within the classical model, the only way true, involuntary unemployment can exist if something gets in the way of market forces.

The Classical Economic Theory has been used in different areas of the research to describe about the nature and consequences of unemployment and how it could be reduced in the societies. However through classical economic theory unemployment was reduced through by providing potentials education and awareness to policy makers so as to regulate the situation and improve the employment trends in a particular country (Kynes, 1936). Mincer (2011) applied this theory on the role of vocational training in increasing employment opportunities in Western Austria

2.6.2 Imperfect Labour Markets

Imperfect Labour Market is a situation where by information is not quickly disclosed to all participants in it and where the matching of buyers and sellers is not immediate (Chatterjee, cited in Mouhammed, 2005). Generally speaking, it is any market that does not remain rigidly to perfect information flow and provide instantly available buyers and sellers.

In this study Imperfect Labour Market Theory was discussed to help to understand how VTA and other actors in employment use this theory to enable learners in VTCs to have appropriate information and familiarise with the available resources, consider how feedback will be delivered to students, contact with resources and technical staff. Moreover, there is rapid growing use of email exchanges, social networks and employment related text-based which enable the student to seek employment opportunities.

2.6.3 Market Structure and Unemployment

Microeconomic theory contends that market structure does affect the level of unemployment. Under the perfect competitive market the demand for labour and the supply of labour intersects to determine the wage rate and employment (Mouhammed, 2005). It follows that an economy dominated by large corporations will generate lower level of employment and a higher rate of unemployment.

In this study and using Zanzibar context, the researcher was guided by the theory of Neo- Classical unemployment theory because structural unemployment is conceived as a product of institutional set up of the economy, including policies, laws, regulations, private and government Organisations, types of market arrangements, attitude and mind set and demography. Thus youth unemployment require the government efforts to impose appropriate policies, good partnership with private sector and availability of job opportunities and enabling environment for self employment.

2.7 Empirical Studies

Several studies (Jacob, 2011; Stiftung, 2010; Mmari, 1999; Mackay, Maguire, 2000; Kapfunde, 2002; Msaraka, 2011; ATE, 2011) have been undertaken on the subject world wide as well as in African countries associated with vocational training and youth unemployment aimed at increasing our understanding in this area of study.

OECD (2008) has conducted study in developed countries on VET which identified different costs and benefits involved in the provision of initial VET and the difficulties involved in assessing them from a comparative point of view. Furthermore the study sets out the different types of benefits and their determinants and sheds light on the evidence regarding both the employer and individual returns to VET. The benefits of individuals include employment chances, earning levels increased, work satisfaction, flexibility, mobility as well as to be in a good position to receive training and upgrade skills later in life. The company can benefit through higher productivity from well trained workforce and supply benefits which will result in the improvement of image the company.

Also Biavaschi et al. (2013) conducted the study on Youth Unemployment and Vocational Training which discussed main factors influencing youth unemployment and the transition into employment bringing together evidence on demographic issues, economic growth and their interaction with institutions especially general education and vocational training, labour market policies as well as the regulations of labour markets. Stressing the difference between general education and vocational education and training, we differentiate between four types of education and outline differences in the skills they convey, their places of learning and their transferability across occupations and firms. This study provided an overview of the situation of young people in major world regions with a particular emphasis on the role of training systems and complementary active labour market policies. It also adopts a broad understanding of regional clusters reflecting similar challenges with respect to youth unemployment on the one hand and institutional factors influencing the situation of young people on the other. Finally the study discussed the most pressing policy challenges in different

world regions and gives some recommendations in particular with respect to improving vocational training.

In Africa different academician and institution have been conducting studies concerning VET and Unemployment problem. They includes ILO, WB, AU, Jaco, Kapfunde and Stiftung. According to ILO (2000), employment problem in the Sub Saharan regions was structural in nature and tended to be motivated by lower growth of the economy. The majority of the population (80 per cent or more) was engaged in low productivity economic activities in subsistence agriculture and the urban and rural informal sectors, or in open unemployment particularly in urban areas. In rural areas and in the urban informal sectors, under-employment rather than open unemployment was usually the major problem. There was considerable cross country variability in open urban unemployment rates, with some countries in the sub regions reporting rates that averaged 15-25 percent or more (ILO, 2000).

Meanwhile, Jacob (2011) has conducted a study on causes of unemployment among the youth in Uganda. The study provides a review on youth unemployment position and challenges in Uganda and East Africa in general. Furthermore, the study noted that youth unemployment challenges are common and continue to spread through the East African countries, with unreasonably large number of young women and men exposed to long-term unemployment or short-term work in informal sectors. All East African countries may need to promote integrated economy and employment growth in order to reduce youth unemployment and under-employment in the rural as well as in urban areas to ultimately eradicate poverty. Furthermore, the findings noted that there is lack of an enabling environment for paid employment creation in the formal private sectors. Employability in the formal private sectors require not just appropriate skills and training, but also public policies which lead to new employment opportunities where these skills can be used (Kapfunde, 2002; Stiftung, 2010).

Apart from those studies conducted in different areas around the world, In Tanzania ATE (2011) carried out a study on National skills development assessment to highlight the overall skills gaps within Tanzania and provide recommendations for improvement

to the existing skills provision system. The findings of the study indicated that there is no perceived educational progression between vocational education and continuing education, thus limiting the job possibilities of graduates in VTCs. Also it was evidenced that there was little linkage between VTCs, technical training schools, and universities. This perpetuates the perception that vocational education is a dead-end track and does not motivate students to shine in their studies with the hopes of future educational advancement beyond Level 3 and the skills delivery system is poor in terms of quality and its infrastructures, thus, students hesitate to joining in VTCs.

Also URT (2012) conducted situational analysis on Technical and Vocational Education and Training Development Programme (TVETDP) which aimed at assessing and proposing ways to improve provision of quality Technical and Vocational Education and Training at all levels to meet needs of the labour market as well as suggesting strategies for promoting effective quality assurance and quality control. The study also identified the existing gaps in skills that will require upgrading over the short, medium and long term programme. The results of the study revealed that quality assurance structures for TVET are well established at the level of regulatory agencies, namely VETA and NACTE but they are not well linked for assuring effective oversight and quality assurance as a sub sector. Technical and Vocational Education and Training in Tanzania is either not contributing, or marginally playing its expected role towards the socio-economic development of the country.

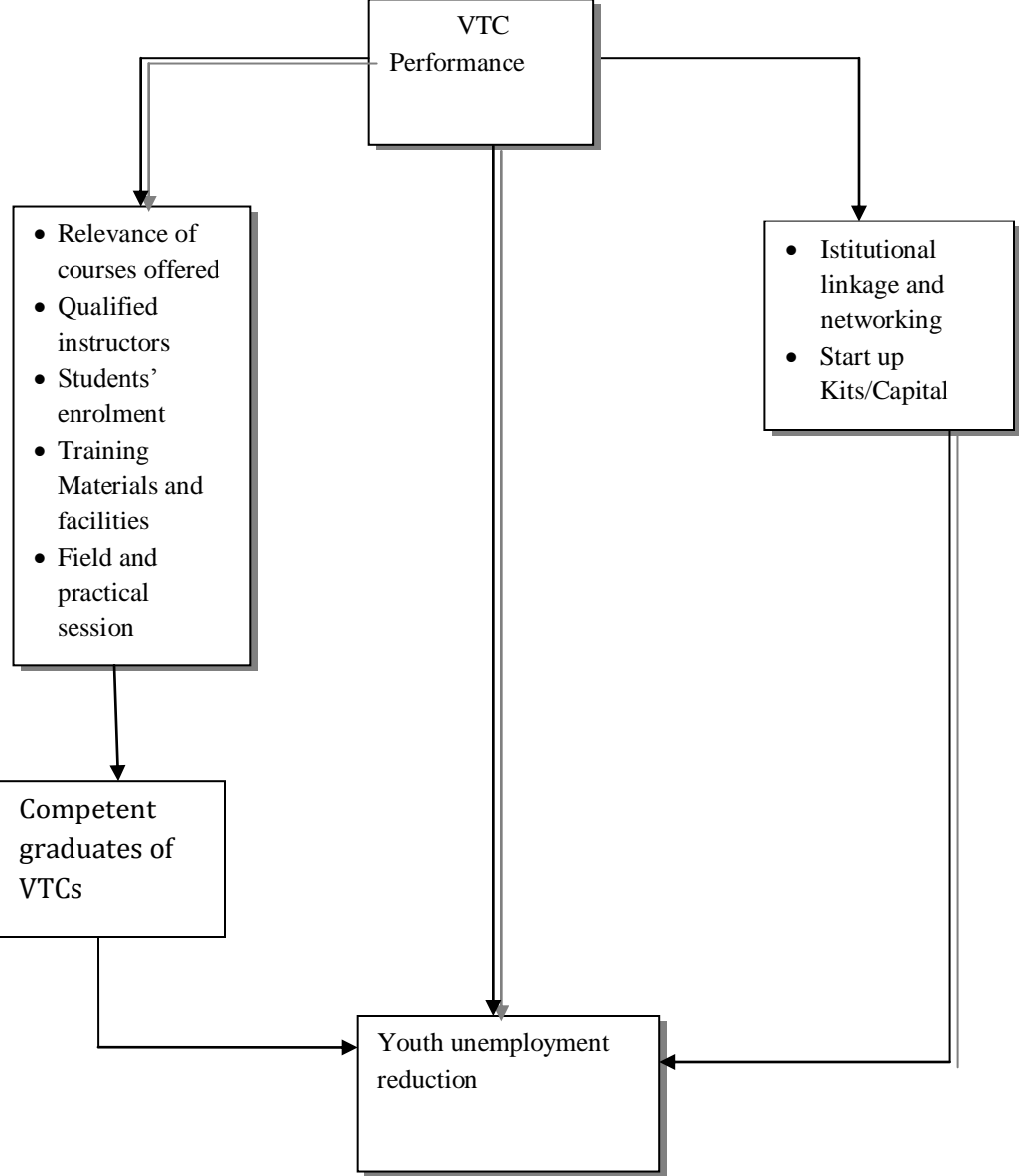
Lastly Msaraka (2011) has explained the contribution of tourism on youth employment in Zanzibar. Also the study revealed tourism is important to youth as it creates employment, income earnings for basic requirements, assets owned and youth investments. While credit, soft loans, education and skills are supporting factors and low education level, lack of entrepreneur skills and unreliable market for their business and products are bottlenecks.

2.8 Conceptual Framework

The VTCs constitute crucial feature for reducing youth unemployment and employment creation as a whole as well as income generation for youth and community at large.

The achievement of VTC depends on multi-sectoral commitment that is government, private sectors, parents and instructors. Government is intended to support VTCs by creating conducive working environment, providing tools and equipment and enhancing supportive legal and regulatory framework for investment so that more employment are created. This includes enhancing the availability of qualified vocational training instructors, material for practical session, incentives for students to join the VTCs and start up kits or capital to graduates of VTCs and institutional linkages and networking so as to enable them to have self employment. VTCs, also depend on types and relevance of the courses offered. The conceptual framework provides a structure for analysis of performance of VTCs in reducing unemployment among youth.

Figure 2.1: Conceptual Framework



Source: Researcher's construct (2013)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

The research methodology of the study is arranged in a variety of steps that the study employed in researching the phenomenon of information management in the public sector with the logic behind them. In essence, the chapter discusses the research design, study area, population of study, sampling frame, sample size, sampling techniques, types and sources of data, data collection methods, data presentation and analysis methods.

3.2 Research Design

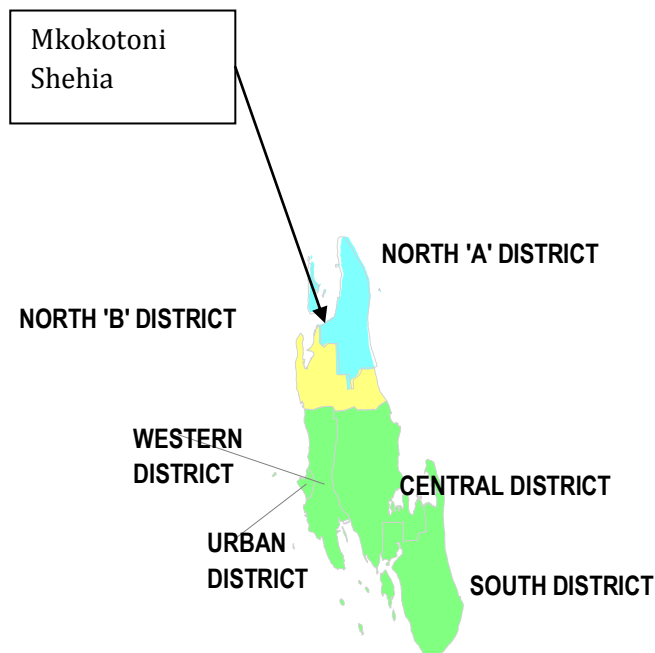
According to Yin (1984:12), research design is the logic that links the data to be collected and the conclusion to be made to the initial question of the study. The study adopted a case study strategy in its investigation. According to Kombo and Tromp (2006), a distinguishing character of a case study is that it attempts to examine contemporary phenomena in their real life contexts. The authors further argue that case study becomes particularly useful when one seeks to understand some particular problems or situations in great depth and where one can identify cases rich in information. Yin (1984) shows that components of case study questions are what, when, where and how? Thus, the whole design of this study indicated what the study was about, when it was conducted, where and how.

In essence, this study used exploratory research design. The rationale for adopting this type of design stemmed from the ground that the study intended to delineate the situation or performance of vocational education in relation to the alarming phenomenon of unemployment among youth in the study area.

3.3 Study Area

Basically the study was conducted in North region particularly in North “A” District which is situated northeast of Unguja Island. Specifically the study was conducted at Mkokotoni Shehia (Figure 3.1 and 3.2) in which VTC is located. The North A district is surrounded by the Indian Ocean in the East, North and West and bounded by North B district in South. The district has 36 Shehias, 8 and 5 constituencies. North A district has a total of 105,780 people among whom 51,566 are males and 54,214 are females (URT, 2013). The main economic activities in this district are fishery, agriculture, handcraft, small scale industries, business and tourism. Social services are satisfactorily available excluding water which is hardly found almost in many areas due to the nature of the district. The district is covered by coral rag soil which affects the availability of water and smooth farming practices

Figure 3.1 Map of Unguja Island in Exhibition of the districts and study area



Source: Department of Land Registration and Urban Planning (2013)

Figure 3.2: A View of Mkokotoni VTC



Source: Field data (2013)

The rationale for selecting North A District stems from the ground that the area has large number of investment and economic activities compared to Chake Chake district where Vitongoji VTC is located. Table 3.1 below give a clear picture on investment trend in different districts in Zanzibar.

Table.3.1 Number of approved projects from 2008 to 2012 by district.

		Number of registered projects.					
S/N	District	2008	2009	2010	2011	2012	Total
1	Central	9	4	4	2	3	22
2	Chake Chake	3	2	1	4	1	11
3	Micheweni	2	0	0	4	1	7
4	Mkoani	6	1	0	0	0	7
5	North A	14	1	6	4	3	28
6	North B	3	2	2	1	0	8
7	South	9	7	12	7	5	40
8	Urban	12	7	8	15	13	55
9	West	11	13	5	14	2	45
10	Wete	0	0	0	1	0	1
Total		69	37	38	52	28	224

Source: ZIPA, 2013

3.4 Sampling Procedures and Sample Size

3.4.1 Sampling Procedures and Techniques

In this study, individual persons constituted a sampling unit where there was possibility of selecting unemployed youth, ministerial official and non-government staff. In selecting the items for the sample the researcher applied both non probability sampling (i.e. purposive or judgmental) and probability sampling (i.e. simple random sampling). Purposive sampling was used to collect data from heads of departments and directors of government departments, and head of faculty/department at Mkokotoni VTC. This was done for the purpose of obtaining relevant and specific information concerning vocational training and youth development especially youth employment and empowerment aspects. On the other hand, simple random sampling carried out to collect data from students of Mkokotoni VTC and government officers in various departments. This was done so as to have good representation as well as avoiding biasness in selection and thus ensuring availability of real information on actual situation among students.

3.4.2 Sample Size

The study involved a total of 140 respondents who included individuals in different categories concerned with vocational training in one way or another. These categories included students of Mkokotoni VTC (including graduates of Mkokotoni VTC), and officials (instructors of VTC, Heads of Department, Directors, ministerial and local government staffs responsible for vocational training and youth development in Zanzibar, and NGOs' members).

3.5 Data Collection

This study employed five types of data collection techniques which were: interview, focused group discussion, documentary review, questionnaire and observation. Both primary and secondary data were collected; primary data collection involved interview, questionnaire, observation and focus group discussion while documentary review was used to collect secondary data. These methods were used separately according to the convenience of the respondents.

3.5.1 Interview

The interview was undertaken to Directors of government of Zanzibar and Heads of departments or faculties of Mkokotoni VTC because most of them had insufficient time to fill in questionnaires or to be available for focus group discussion. Therefore it was easy for them to have interview while carrying out their duties. Questionnaires were employed to few students, junior government officers, workers and leaders of NGOs, and instructors of Mkokotoni VTC. This is due to the fact that they had enough time to go through those questionnaires, they can express their view freely and it reduces cost.

3.5.2 Observation

Observation was another method or tool used to collect data in the field concerning availability of training materials and facilities as well as learning environment at Mkokotoni VTC.

3.5.3 Focused Group Discussion

Focused group discussion was conducted to students and instructors of Mkokotoni VTC in order to know the level of their understanding and awareness as well as sharing experience amongst them on vocational training issues which were of importance to VTCs such as relevance of courses, availability of instructors, employability of graduates, residence of students and instructors.

Figure 3.3: Respondents in focused group discussion



Source: Field data, 2013

3.5.4 Documentary Review

Documentary review was conducted in libraries and some offices in Zanzibar and Dar es Salaam such as ILO Office in Dar es Salaam, The Mwalimu Nyerere Memorial Academy, MoEVT, VTA and President's Office, Finance, Economic and Developmental Planning (POFEDP) Zanzibar. The review was carried out so as to have a comprehensive understanding about vocational training, youth and unemployment.

3.6 Data Processing, Analysis and Presentation

Data processing was done by editing, entering, coding, classification and summarizing the collected data for further analysis. Based on the research objectives, qualitative data were collected and analysed manually. The Microsoft Excel software programme was used for quantitative data. Data were presented by using tables, figures, and pie charts.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE STUDY FINDINGS

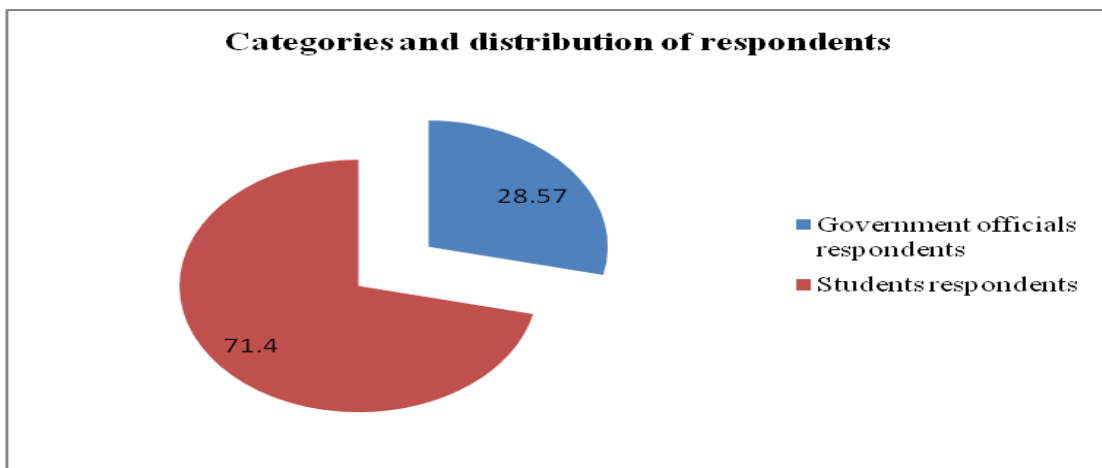
4.1 Introduction

This chapter presents the research findings and its discussion on performance of VTCs in reducing youth unemployment. It mainly highlighted the social characteristic of the respondents, Students' enrolment in VTCs, the challenges on performance of VTC and strategies which can be used to improve the performance of VTCs in reducing unemployment among youth and general community as a whole.

4.2 Social Characteristics of Respondents

This section describes the social characteristics of the respondents. The main Social characteristics of the respondents addressed in this section include: sex, age, education levels of respondents and residence. The study targeted a total of 140 respondents while the actual number of respondents who returned questionnaire sheets was 133 subdivided into two main categories. As far as the subdivision of their categories is concerned, Figure 4.1 shows that 28.57 percent of respondents were government officials in youth related department and 71.43 percent of respondents were students (including graduates) of VTC.

Figure 4.1: Distribution of Respondents by Categories

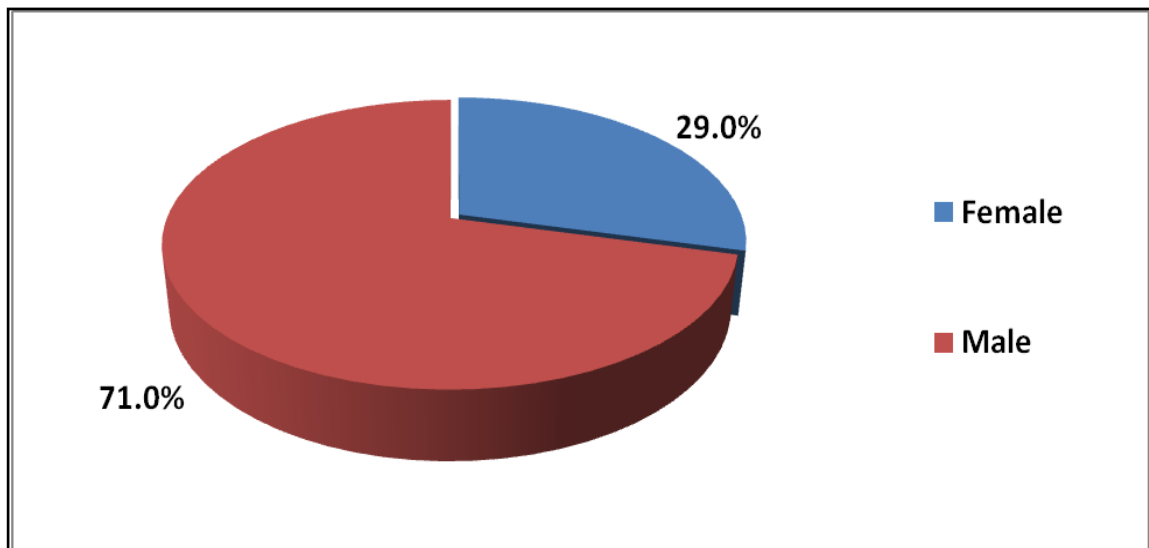


Source: Field data (2013)

4.2.1 Sex of Respondents

The study was interested in identifying the sex of respondents with a view to determine the participation of both sex and analyse gender issues with respect to vocational training and employment in general. This study showed (71.0 percent) of respondents were males while (29.0 percent) were females. These findings are illustrated by figure 4.2 below.

Figure 4.2: Sexes of respondents



Source: Field data (2013)

Gender inequalities persist in VTCs and other institutions including Government institutions, NGOs and Local Government Authorities which results to less income being earned by females and higher levels of poverty among themselves. The findings showed that main activities performed by males, large number of employees are males and most courses have large number of males students enrolled compared to females.

This might be due to low awareness or fear among females and less qualifications attained by females. Also it can be caused by gender based violence practiced in workplaces and learning institutions by some male, which creates feeling and behaviour among males and females community members that VTCs best suit male students.

Also females may thought there are tough activities and responsibilities in working areas and subjects taught in those centres. Proper and effective sensitisation campaigns are needed to improve the situation and livelihood of females and community at large.

Promoting gender equality should be an overarching priority for the government in order to reverse discriminatory practices and promote gender equality and education and training as a basic human right. Juma, F. M (2012) on his study concluded that this is the result of social cultural belief where majority of families educate boys than girls. Such situation hampers socio-economic development, since gender equality and equity play a vital role on higher productivity and development.

4.2.2 Age of Respondents

The study examined the age of respondents in which categorised into two categories, the first category was students of VTC (including graduates) and the second one was officials (government staffs, instructors and NGOs workers). Findings showed that majority (59 percent) of students were within the age range between 21 – 25 years and few students (14 percent) were in the age ranging from 15 – 20 years. A synopsis of these findings is presented in Table 4.1(a).

Table 4.1(a): Age of Students Respondents

Age	Frequency	Percentage
15-20	13	14
21-25	57	59
26-30	25	27
31-35	0	0
Total	95	100

Source: Field data (2013)

On the other hand, majority of officials (47 percent) were of the age range from 36 – 45 years while only 3 percent had 56 years Table presents detailed results.

Table 4.1(b): Age of Officials

Age	Frequency	Percentage
26-35	8	20
36-45	18	47
46-55	11	30
56	1	3
Total	38	100

Source: Field data (2013)

As presented in Table 4.1(a) and 4.1(b), the findings imply that people especially those who were above the youth age who were out of the educational system for long time did not join VTCs. This was due to lack of awareness on the importance of vocational training. Moreover, it was revealed that there was lower involvement of such group in vocational training systems and employment creation programmes.

4.2.3 Educational Level

The same as ages of respondents, the level of education was also examined to students and officials. This study showed, majority (87.37 percent) of students were form IV leavers and there was no college and university graduates joined in VTCs.

On the side of officials, findings revealed that majority (47.37 percent) were certificates holders and only 5 percent of respondents had Masters' Degree level. More findings are presented in Table 4.2a and b below.

Table 4.2(a): Educational Levels of Students Repondents

Level of education	Frequency	Percentage
Primary	0	0
Form II	8	8.42
Form IV	83	87.37
Form VI	4	4.21
College or University	0	0
Total	95	100

Source: Field data (2013)

Table 4.2(b): Education levels of Officials

Level of education	Frequency	Percentage
Certificate	18	47.37
Diploma	8	21.05
Bachelor's degree	10	26.32
Master's degree	2	5.26
PhD	0	0.0
Total	38	100

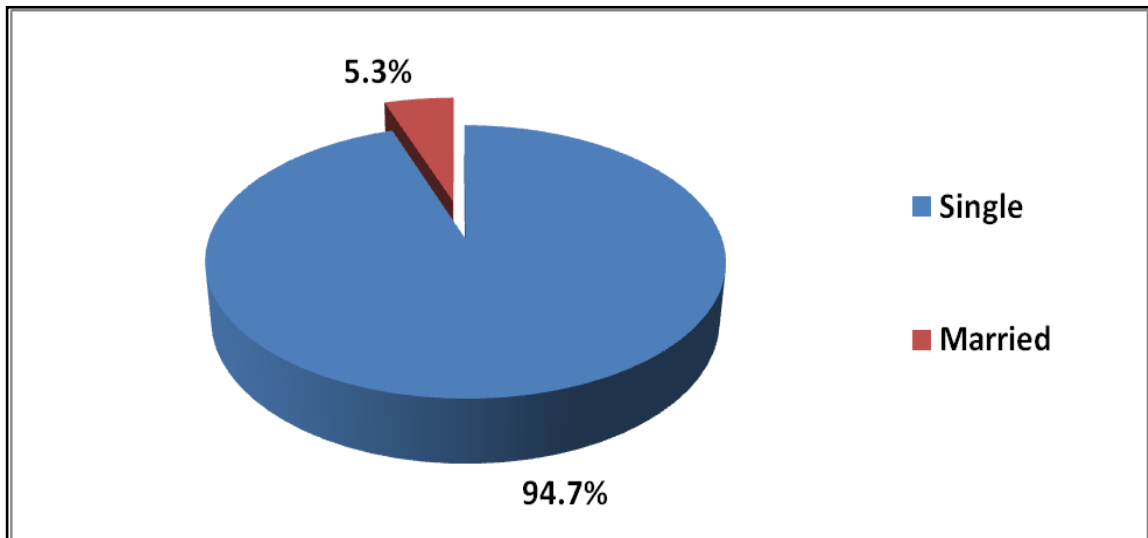
Source: field data (2013).

These results revealed that college and university graduates did not join VTCs, the reason behind this situation could be the long duration of courses, that is three years. Students at this level thought it was worth to join higher learning institutions to pursue higher degree or diploma courses instead of joining in vocational training courses for three years to have certificate or diploma awards. This also can be caused by low awareness among college and university graduates regarding VTCs in general. The researcher hopeful these graduates can joined in VTCs if they are informed and sensitised to do so by responsible institutions in VTCs development.

4.2.4. Marital Status

The study also classified students' marital information with a view to understand whether youth were joining vocational training regardless of their marital status. Findings revealed that 94.7 percent of respondents were single and 5.3 percent of were married (Figure 4.3).

Figure 4.3: Students' marital status



Source: Field data (2013)

This implied that nearly all courses were studied by majority of unmarried students being males and females. The results indicated that there might be gender patriarchy in most family since there were many youths who finished form two or form four and got married between the age of 20 and 30 but did not join VTCs. Also it could be due to multiple roles played by family members or level of poverty and low awareness among men and women, as a result they had no time to attend classes. In stead they spend most of their time to struggle for economic activities to meet their daily basic needs. Also it can be caused by low awareness among spouses and community members on the right, obligations and possibilities of continuing with their studies including VET.

4.2.5 Residence of Respondents

This study examined the aspect of residence of students and instructors of Mkokotoni VTC. The aim was to determine whether youth in the neighbouring village and district were using the opportunity effectively or not.

The results revealed that 37 percent respondents were living in North A district while 1 percent only coming from Central district. These results are presented in Table 4.3 below.

Table 4.3 Residence of respondents

District Name	Frequency	Percentage
North A	49	37
North B	35	26
Urban	23	17
West	21	16
South	4	3
Central	1	1
Total	133	100

Source: Field data (2013)

These results revealed that, the opportunity of studying in VTC is effectively used by youth in nearby community. Unlikely, there were few students from far districts (Central and South) due to distance or cost of living since most of students are day students and they did not have relatives who live in nearby areas. More substantial effort is required to improve access to VTCs learning not only in traditional areas but also to new and jobs-oriented areas including Tunguu, Bwejuu, Nungwi, Matemwe and Mkoani. This is supported by the study conducted by UNESCO, (2012) which suggested that VTCs must be available, accessible, acceptable, and adaptable to the needs of all learners, especially girls.

4.3 Relevance of Courses on Youth Employment

Under this aspect, the study assessed several elements to reveal whether the courses offered to students in VTCs were relevant or not with respect to unemployment reduction. The irrelevance of courses offered to large extent contributes to non realisation of the intended goals and objectives of VTCs in Zanzibar. Among the issues assessed here were: types of courses offered, availability of training materials and facilities, instructor's qualification.

4.3.1 Types of Courses offered in VTCs

The study intended to identify the courses offered in VTCs and its relationship with social economic context of the study area and Zanzibar as a whole. Table 4.4(a) and 4.4(b) illustrates courses offered and the number of respondents per course at Mkokotoni VTC.

Table 4.4 : Courses offered at Mkokotoni VTC

Electronics
Information and Communication Technology
Domestic Electric Installation
Automotive
Refrigeration and Air Condition
Tailoring
Painting and Decoration
Welding
Carpentry and wood carving
Food Production
Food and Beverage Services
Masonry
Plumbing

Source, Field Data 2013

Table 4.4b: Number of Respondents in various Courses at Mkokotoni VTC

Type of course	Frequency	Percentage
Food Preparation	3	2
Food and Beverage Services	2	1
Information and Communication Technology	12	9
Plumbing and Masonry	25	19
Carpentry and Wood Carving	10	8
Painting and Sign Writing	9	7
Domestic Electric Installation	0	0
Welding and Metal Fabrication	7	5
Automotive Mechanics	20	15
Electronics	15	11
Air Conditioning and Refrigeration	30	23
Total	133	100

Source: Field data (2013)

The findings indicated that a total of ten courses were offered at Mkokotoni VTC, six courses offered at Vitongoji VTC and lastly Mwanakwerekwe VTC was offering four courses. The number of courses quite minimal thus limits the youth to select the same courses as a result in a few years having large number of graduates in similar field or area. Types of courses offered can reduce youth unemployment but availability of working tools and facilities is an important aspect.

The study findings revealed that there were many courses offered which aimed at preparing the youth for self employment for example Electronics, Automotive, welding, painting and decoration, carpentry and wood carving. Most of courses will require graduates to establish workshop so as to have employment unless otherwise they

employed in established workshop, do they have enough capital to do so if tuition fees were challenge to them, there is enough workshop to employ graduating youth in every year. Gender aspect affected the courses which were offered and availability of start up capital or kits. Some courses such as plumbing, automotive, masonry, carpentry and welding were studied by male students only and courses like tailoring was preferred by female students only. This can have negative impact to youth unemployment reduction efforts, for example tailoring may be marketable but young males do not take this field as a result they remain unemployed.

This implies that the pure vocational training courses were more chosen by males than females. However this was thought to be caused by gender role and stereotype or low awareness on gender aspects and roles to the community. UNESCO (2012) concluded that the number of girls enrolled in VTCs programmes is low compared to boys. Furthermore, girls are mainly enrolled in traditional trades such as tailoring and food processing. Also the study conducted by Biasvaschi et al. (2013) showed that vocational training is able to establish an early link with employers, acquire skills relevant in the labour market and to move to skilled permanent positions later on.

Table 4.5: Number of Graduates’ Respondents in various Courses in 2011 and 2012

Type of course	Frequency	Percentage
Food Preparation	8	6.0
Food and Beverage Services	5	3.8
Information and Communication Technology	7	5.3
Plumbing and Masonry	25	18.8
Carpentry and Wood Carving	18	13.5
Painting and Sign Writing	7	5.3
Domestic Electric Installation	6	4.5
Welding and Metal Fabrication	15	11.3
Automotive Mechanics	9	6.8
Electronics	13	9.8
Air Conditioning and Refrigeration	20	15.0
Total	133	100.0

Source: Field data (2013)

4.3.2 Training Materials and Facilities

The study also interested to examine availability of training materials and facilities and performance of field and practical session as well as their effect on attainment of the VTCs goals and objectives in skills acquisition and employment creation among graduates of the VTCs.

4.3.2.1 Training Facilities

The findings revealed that to a large extent (74 percent) training materials and facilities were available but inadequate to many courses except tailoring which has enough machines as shown in Figure 4.4 below. These results are illustrated by Table 4.6 here under.

Figure 4.4 VTC Training facilities used by VTC students



Source: Field Data (2013)

Table 4.6 Availability of training materials and facilities

Accessibility	Frequency	Percentage
Available and enough	0	0
Available and adequate to some extent	34	26
Available but not adequate	99	74
Not available	0	0
Total	133	100

Source: Field data (2013)

Shortage of training materials and facilities reduce optimal delivery of VET and lead to poor understanding of their studies and become less competent which result to failure in interview or in the establishment and supervisory of their projects. Vocational training system lacks internal and external efficiency because of shortage of training materials and equipments and low employment rates and earning levels of graduates (ATE, 2011). ILO (2009) concurred that the courses and standards offered in the TVET are considered to be insufficient, lacking quality learning materials and tools.

On the other side, availability of training materials and equipments enhance well delivery of practical session thus enabled students to have comprehensive understanding on the courses and subjects they are taught. When training materials and tools are adequate and students make use of them, they will attain optimum level of understanding, become more competent and confident thus increasing their chance of employment. Also it will be easier for them to have self employment. Makombe et al (2010), in their study argued that: with better equipment and learning materials, we could enable the students to do better in their learning.

4.3.2.2 Practical and Field Session

Practical and field session were another issues examined by this study where by the intention was to see whether the practical session and vacancies for field were available and enough.

The study findings revealed that some respondents (27 percent) had no areas for field session and majority (55 percent) had inadequate materials and equipments for practical session. Table 4.7 showed detailed findings.

Table 4.7: Practical and field session

Types of challenge faced	Frequency	Percentage
Inadequate materials and equipments	73	55
In adequate machine	5	4
Poor coordination and arrangement with stakeholders	19	14
Lack of areas or places for field practices	36	27
Total	133	100

Along with the above findings, the researcher through observation managed to find out vocational training activities as presented in Figures 4.5.

Figure 4.5 Students in practical session



Source: Fiefl Data (2013)

Practical and field session is an important aspect in VET and TVET programmes and employment creation strategies and programmes. So far VTCs have minimal number of students. These aspects are not yet practiced effectively, VTA has funds and materials particularly buildings to facilitate implementation and execution of training programmes

and schedules. The number of students enrolled is not a problem, but shortage of human and materials resources. That is competent personnel, training equipments and facilities are the major constraints towards practical and field session in VTCs. Few and incompetent personnel in the field of VET and TVET, leads to huge work load to instructors, poor coordination with other actors and stakeholders of VTCs as a result students are lacking areas for field training. It is difficult for VTCs to manage training through practical and field session with available resources particularly materials and human resources. This implies that the responsible institutions for supervision and regulatory authority did not set up appropriate framework for smooth implementation of VET and TVET programmes.

Based on the study conducted by URT (2012), it is recommended that TVET institutions should enhance practical training to promote the practical skills and wider attributes of students and increase the level of understanding and competence, increasing flexibility of the training programmes in order to accommodate candidates who are already employed (in-service students). Competent graduates perform well when given internship or field session or they become innovative and entrepreneurs. In this junction, they will be employed or having self employment. UNESCO (2012) and World Bank (2012a), argue that there is a need to enhance collaboration with industry in the provision of in-house training at work places with a view to upgrading the skills of graduates and other employees in line with technological advancements as well as the new ways of conducting business. This may however require VTCs instructors to possess adequate skills and the expert knowledge on what is to be covered, and the inclusion of such training in the qualification framework, for recognition and hence promotion of the intervention.

4.3.3 Qualification of Instructors

The availability of qualified instructors in VTCs was a crucial factor in enhancing availability of competent graduates of VTCs in various courses. The findings showed that 72 percent had certificate and 27 percent had Diploma level.

Table 4.8: Qualification of instructors in VTCs

Qualification level	Frequency	Percentage
Certificate	96	72
Diploma	37	28
Bachelor Degree	0	0
Master Degree	0	0
PHD	0	0
Total	133	100

Source: Field data (2013)

The study findings revealed that majority of instructors had lower academic qualifications which hamper VTCs performance in attaining their goals and objectives of producing well qualified and competent graduates who can suit and compete in labour market. This could be due to lack of opportunities to upgrade their qualifications or they were not ready and unable to join higher learning institutions. Also it might be instructors could not be informed of any higher learning institutions which provide further knowledge in this field.

Well qualified and competent instructors will perform measurable performance and maintaining quality instruction and output hence producing competent trainees who will have access to world-class training that is responsive to local, regional and sectoral standards and needs and increasing their opportunities for job creation and formal employment. Failure to do so, It has led to a prevalence of foreign skilled workers especially in hotel industries in which there are a lot of foreign workers working in many hotels at different levels of responsibilities from lower class position to managerial ones and left many Zanzibaris youth unemployed since they are unqualified and some times incompetent compared to foreign workers. This is supported by labour force survey report RGoZ (2008), the majority (about 90 percent) of participants in the labour force have an education level of basic education or lower. Most females in the labour force have no education, while most males have primary education. Only about 10 percent of the labour force has an education level above basic education.

4.4 Students' Enrolment

Students enrolment was another factor analysed in the study. The study revealed that; there was an increasing trend of number of students enrolled in VTCs. At Mkokotoni VTC, students' enrolment was increased by 43.14 percent and 65.85 percent in 2011 and 2012 respectively. Similarly, in all three government VTCs, the number of students enrolled in the year 2010, 2011 and 2012 was 161, 224 and 307 respectively. The research findings revealed that the enrolment trend was very low. In 2010 a total of 90 students were enrolled in Mkokotoni VTC while in 2011, 104 students were enrolled and in 2012, 131 students were enrolled. The enrolment trends were very small as 90 students can be an intake one school. Table illustrate more details.

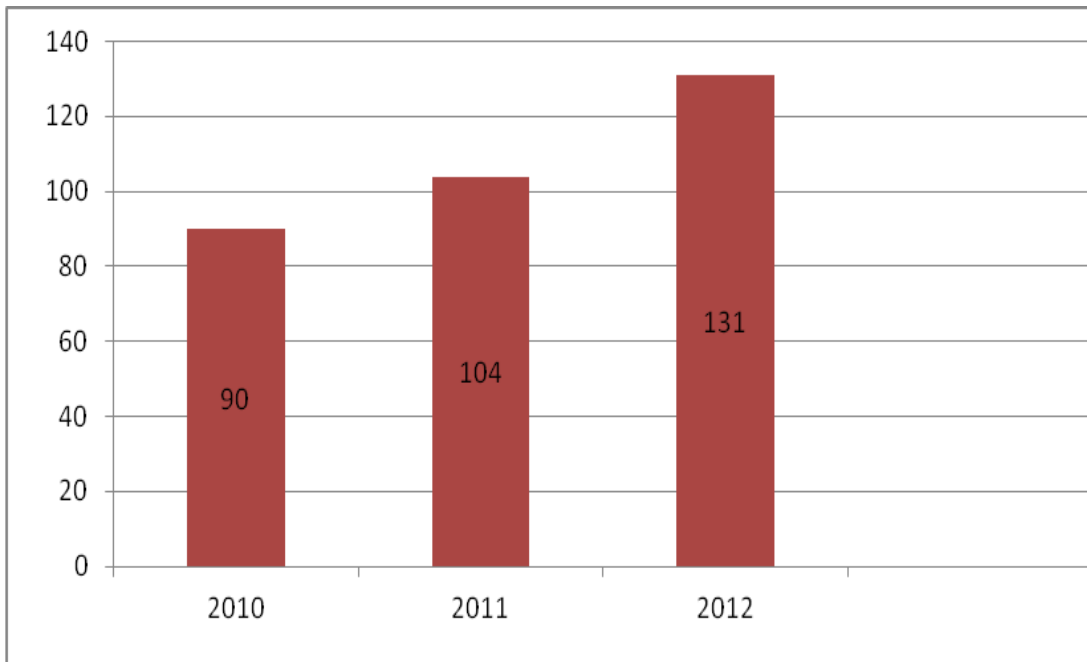
Table 4.9 Enrolment trend in VTCs in Zanzibar

Type of Course	2010			2011			2012			TOT
	M	F	Total	M	F	Total	M	F	Total	
Electronics	9	3	12	12	8	20	8	5	13	45
Automotive	19	-	19	22	-	22	15	-	15	56
Refrigeration/AC	8	2	10	16	1	17	16	1	17	44
Tailoring	-	12	12	-	21	21	-	18	18	51
Painting and Decoration	1	11	12	1	3	4	3	5	8	24
Welding	10	-	10	1	-	1	7	-	7	18
Carpentry	5	-	5	9	-	9	6	-	6	20
Food Production	-	-	-	-	-	-	12	8	20	20
Food and Beverage Services	-	-	-	-	-	-	5	5	10	10
Masonry	4	-	4	1	1	2	5	-	5	11
Plumbing	8	-	8	8	-	8	10	-	10	26
TOTAL	62	28	90	70	34	104	89	42	131	325

Source: VTA (2013)

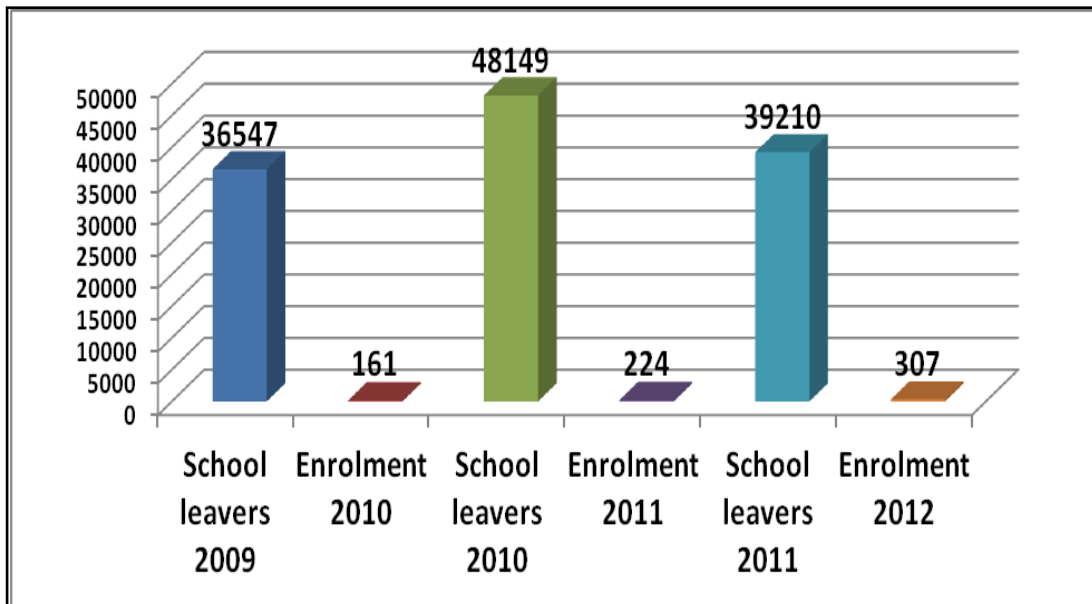
Findings also revealed that, the enrolment was below 1percent when compared to the number of students who completed secondary school. This has been found in VTCs where the proportional enrolment of students with respect to secondary school leavers was 0.44 percent, 0.47 percent, and 0.78 percent in the year 2010, 2011 and 2012 respectively.

Figure 4.6 a: Students' enrolment trends



Source: Field data (2013)

Figure 4.6 (b): Proportion of students enrolled in VTCs



Source: Field data, 2013

This situation showed that VTCs were not accepted by population residing in the study area and its surrounding. Evidential facts from interviews stated that the community was not aware and unable to send their youths in VTCs due to the fact that they were in shortage of financial means whereby they could not afford aspects such as tuition fees, accommodation and meals. Besides, the lower enrolment trend implied that the publicity and awareness campaign were minimal and supporting services were poor.

The other reason behind that was the shortage of VTCs in residence area particularly coastal areas where urbanisation process increased time after time. Findings indicated that there were only three VTCs, two located in Unguja and one centre situated in Pemba Island. It is sometime difficult for students from the Southern and Central districts to join VTCs in Unguja Island unless they afford accommodation services which also were determined by the financial status of a particular family. This situation was also result of many challenges which were facing VTCs hence discouraging youth to join in these VTCs.

VTCs expected to create employment through two major means, the first one by enabling VTCs graduates to be employed by an organisation and the second one through self employment. In both means, knowledge and skills are required to enable the graduates to fulfil the labour market demands. When large numbers of students in VTCs are enrolled and graduating in every year with different skills which are market driven, they will be in a good position for employment or self employment. For example, the graduate who has knowledge and skills as well as working machine and materials, he or she could employ himself or herself.

Low number of students enrolled and graduating in VTCs who finish their courses will perpetuate the unemployment problems among youth and community at large since the youth will be in narrow position for self employment as well as to be employed. This supported by study conducted by ATE, (2011) which assessed TVET programmes and revealed that the number of courses was relatively small, with far fewer people enrolled than on non-formal programmes.

4.4.1 Reasons for Students to join in VTCs

The study was interested in understanding the reasons held by students for joining VTCs in Zanzibar. The results showed that majority of students (55 percent) were joining in the centres for increasing skills and knowledge for employment and minority (13 percent) were joined in VTCs because they were advised to do so by their parents. Table 4.10 illustrated more.

Table 4.10 Reasons for respondents to join VTCs

Reason	Frequency	Percentage
I have nothing to do	0	0
To increase skills and knowledge for self employment	43	32
To increase skills and knowledge for employment	73	55
I have been asked by my parents	17	13
Total	133	100

Source: Field data (2013).

The findings implied that students were conversant with VTCs and how important it is that is why they joined the centres for employment. Also this was affirmed in focussed group discussions in which students answered very well all aspects included in Focussed group guideline such as meaning and importance of VTC. This is because they saw many young graduates in various fields of professionals who suffered for a long period seeking employment without success.

On the other side, findings revealed that they were few parents who convinced their children and send them to VTCs in Zanzibar. This might be a result of low awareness on importance of VTCs in employment creation as well as upgrading their academic qualification since graduates of VTCs can join other learning institutions to continue with their studies in diploma or undergraduate level.

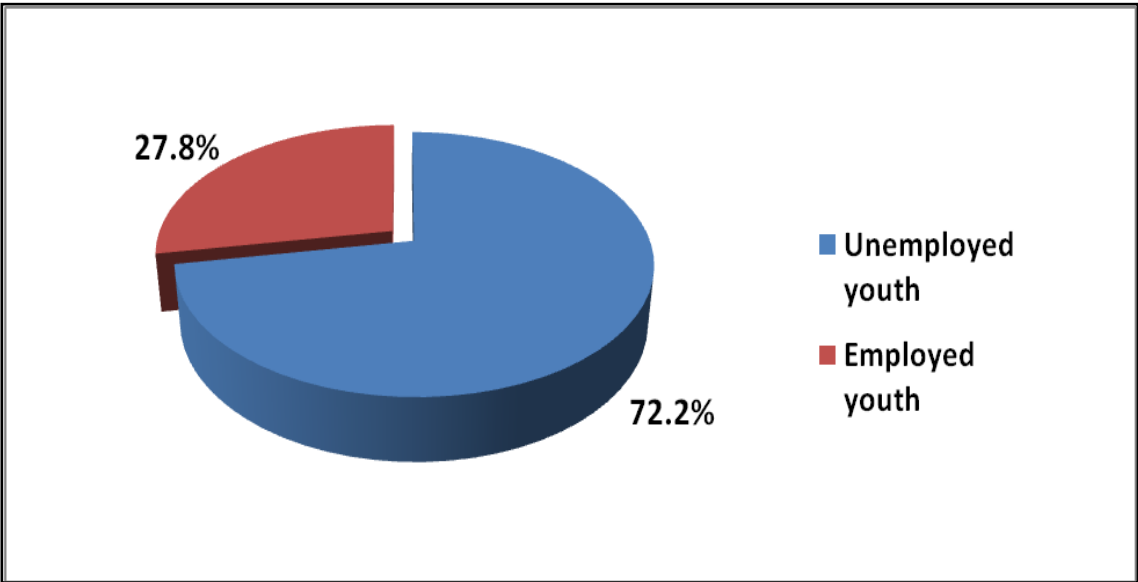
4.5 VTC Performance on Employment Situation

Youth unemployment is the one among major problems facing developing countries including Zanzibar. Youth unemployment in Zanzibar is both a rural and urban phenomenon, widespread across the whole country affecting both skilled and unskilled youth. Lack of access to key resources such as land, capital and human skills has impaired the growth of high productivity self-employment (RGoZ, 2009).

Employment opportunities and situation varies between one place and another, one sector and the other as well as one professions and another. For example urban unemployment is relatively high compare to rural and employment opportunities are available more in private sector than public one.

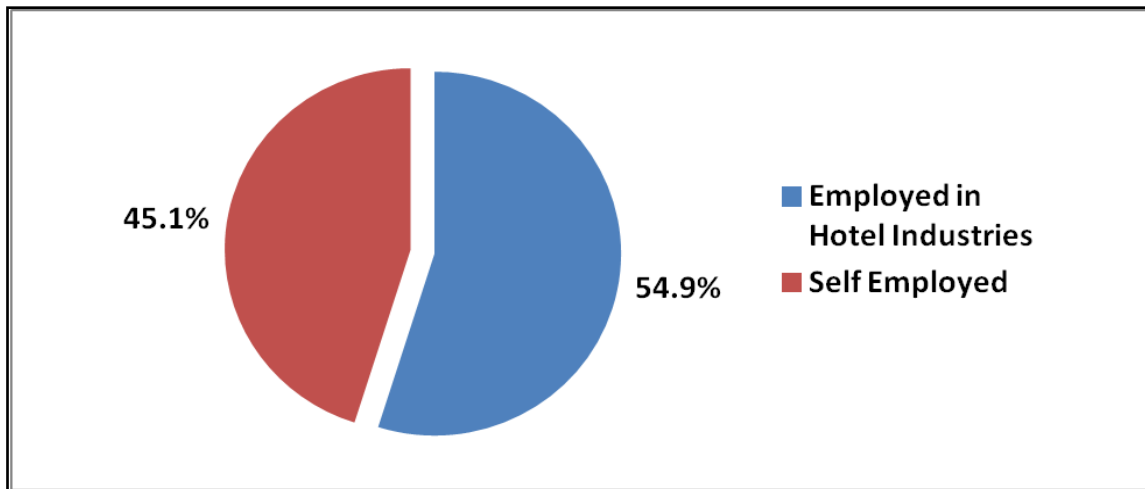
The study findings disclosed that the majority (72.2 percent) of youths graduating in VTCs were unemployed and 27.8 percent of respondents were employed as illustrated in Figure 4.7. The findings also showed that 54.9 percent of respondents were employed in hotel industries and 45.1 percent respondents were self employed (Figure 4.8 and Table 4.11). These findings indicated that most of graduates were graduating in fields which had no potential in labour market or they had no capital or working kits for self employment. Also, there were problems of poor linkage between government authorities and private sector as well as employers. Furthermore, findings showed that most courses were offered with less consideration on labour market demands and context of local areas where the centre located.

Figure 4.7: Employment situation in VTCs



Source: Field data (2013)

Figure 4.8 Categories of employment for youth graduates of VTCs



Source: Field data (2013).

Table.4.11 Number of approved Projects from 2008 to 2012 by categories

		Number of registered projects per year.					
S/N	Project category	2008	2009	2010	2011	2012	Total
	Agriculture hunting and forestry	2	1	1	5	2	11
	Fishing	0	0	0	0	0	0
	Manufacturing	2	3	0	9	3	17
	Construction	0	0	1	0	0	1
	Wholesale and retail trade	5	8	1	4	1	19
	Hotels and Restaurants	47	15	28	21	15	126
	Transport storage and communications	3	2	0	3	1	9
	Financial Intermediation	2	1	0	0	0	3
	Real Estate Renting and Business Activities	0	5	1	3	3	12
	Education	1	0	1	1	1	4
	Health and Social work	1	0	0	0	0	1
	Tour Operation, Diving and game fishing	3	0	4	2	1	10
Total		66	35	37	48	27	213

Source: ZIPA, 2013

The study was also interested to examine VTCs' performance on employment situation to Government institutions in Zanzibar. The findings revealed that the majority of respondents (60.2 percent) respondents did not know the real situation and only (6.8 percent) of respondents said that it is about 17 percent of youth unemployment. These findings were illustrated in Table 4.12.

Table 4.12: Results of youth unemployment situation

Categories of youth unemployment	Frequency	Percentage
relative high youth unemployment,	44	33.1
did not know the real situation	80	60.2
It is 17 percent of youth unemployment	9	6.8
Total	133	100

Source: Field data (2013)

These findings indicate that most government department and institutions did not conduct survey or study in relation to their roles and responsibilities as a result they did not know the extent and actual magnitude of the problem. This can be due to shortage of resources both financial and human (technical know how) to undertake the assignment or lack of priority on research aspects.

4.5.1 The Role of Government in Unemployment Reduction

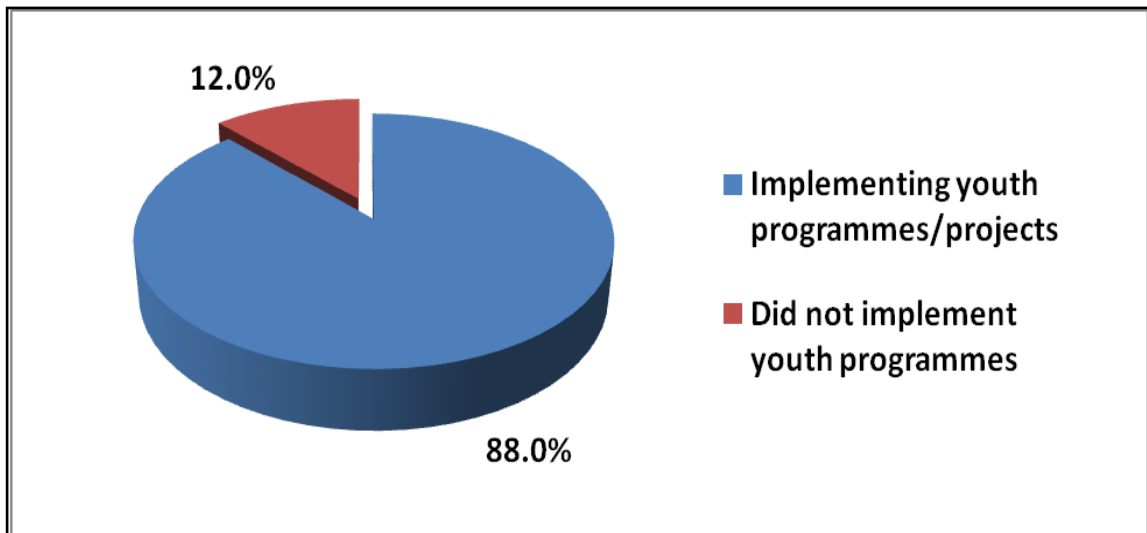
The study examined the roles of Government in relation to youth unemployment reduction so as to understand different roles played by these organisations and how far they are related and relevant in creating employment opportunities. The findings showed that government institutions which deal with youth development were mainly responsible for:

- i) Planning, co-ordination and monitoring and evaluation;
- ii) Facilitating and promoting youth education and training to youth;
- iii) Promotion and facilitation of youth employment programmes;
- iv) Undertaking general managerial and administrative functions and;
- v) Establishing and promoting vocational training.

4.5.1.1 Implementation of Youth related Programmes and Projects

The study further examined the implementation of programmes which facilitated youth development and created conducive environment for employment creation to youth. The results showed that most of government institutions (88 percent) of respondents were implementing programmes and projects/ related to youth development and employment while 12 percent of respondents did not implement any project. The results were portrayed in figure 4.9.

Figure 4.9 Programmes implementation in Government Departments



Source: Field data (2013)

The findings imply many programmes and projects to large extent did not yield expected results to the community as a result youth unemployment has been enlarge rapidly. This might be due to poor planning and low participation of youth in employment creation programmes and projects. Also the study concentrated on activities carried out by government which targeting youth in different areas and context. The results showed that majority (59 percent) respondents were conducting training to youth concerning business and entrepreneurship skills and (4 percent) respondents said the organisations were doing nothing related to youth development. Table 4.13 exhibited the results.

Table 4.13: Activities implemented by Government

Type of activities	Frequency	Percentage
To conduct training to youth on business and entrepreneurship	78	59
To provide loans and financial services	15	11
To create awareness and mobilizing youth to form cooperative and economic groups,	23	17
To mobilize youth to plant trees	12	9.0
Conducting nothing related to youth development.	5	4
Total	133	100

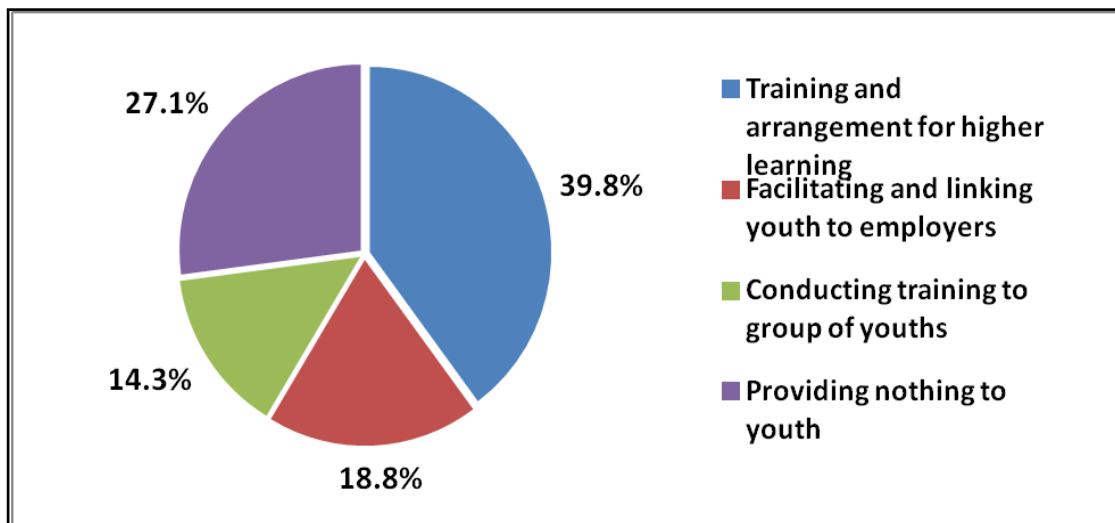
Source: Field data (2013)

4.5.1.2 Types of Supporting Services provided to Youth by Government

Departments

Different Organisations and institutions provided services to youth with a view to create conducive environment for self employment or capacity building and confidence for employment. The study examined the types of support services offered by the government departments to youth in different areas. The study findings indicated that 39.8 percent of respondents asserted that the organisations were providing training and arrangement for higher learning and 14.3 percent of respondents were conducting training to groups of youth. The results were presented in Figure 4.10.

Figure 4.10: Services provided by Youth related Government Departments



Source: Field data (2013)

This implies that most of intervention undertaken based on training and capacity building to youth in different areas such as entrepreneurship, tour guide and business management. The effectiveness of this approach is very limited since training has been provided by many actors while unemployment rate among youth is increasing. It is better for implementers of youth related programmes to shift from training to equipments and capital enhancing so as to tackle this problem.

4.5.2 The Role of NGOs in Youth Unemployment Reduction

The study examined the roles and responsibilities of some NGOs in Zanzibar towards youth unemployment reduction and how far youth unemployment was in there plans and strategies. The findings revealed that majority of NGOs (57 percent) were responsible for environmental conservation and only (17 percent) of respondents were responsible in poverty reduction and employment creation to the community. This result is illustrated in Table 4.14.

Table 4.14: Roles of NGOs

Roles of NGOs	Frequency	Percentage
Environmental conservation	76	57
To increase awareness on democracy and development issues	35	26
To reduce poverty and employment creation	22	17
Total	133	100

Source: Field data (2013)

According to these findings, it was revealed that there are twenty two NGOs (17 percent) which deal with employment creation and poverty reduction in North A and Zanzibar at large. They provide entrepreneurship training, business management, leadership and financial services particularly small loans to youth entrepreneurial groups, cooperative societies and individuals. Even though loans are provided, many youth are reluctant to request loans and starting their own business or entrepreneurship activities. They prefer formal employment in the office at public institutions and some times even in private company.

4.6 Challenges affecting Performance of VTCs

The study glanced to the challenges associated with performance of VTCs in day to day functioning of the centres. These challenges were assessed to students, instructors and implementers of youth development programmes as described in the following subsections.

4.6.1 Challenges facing Students of VTCs

This study examined the challenges facing students that affect skills acquisition process in VTCs during their studies. The findings indicated that the major challenge faced the students were associated with learning materials and equipments (59 percent). Table 4.15 indicates detailed results

Table 4.15 Challenges facing students VTCs

Types of challenges	Frequency	Percentage
Inadequate tuition fees	11	8
Inadequate learning materials and equipments for practical	78	59
Insufficient instructors	25	19
Inadequate meals and accommodation services	19	14
Other	0	0
Total	133	100

Source: Field data (2013)

Inadequate learning materials and equipments affect learning process in VTCs and reduce the performance of instructors as well as students. In response to the above mentioned challenges, further assessment has been done to improvement measures for the VTCs to deliver its intended goals and objectives of reducing youth unemployment. Findings showed that provision of adequate learning materials and tools (62 percent) is the best measure in improving performance of VTCs, followed by increase in number of well qualified instructors (27 percent), and improvement of meals and accommodation service (11 percent).

With regard to the challenges identified above, the study also sought for suggestions from students on how to improve and accomplish VTCs' goals and objectives. The findings revealed that majority (62 percent) respondents said that VTC can reduce youth unemployment if it is equipped with adequate learning materials and tools. Table 4.16 indicates detailed results

Table 4.16: Suggestion from Students

Type of suggestion	Frequency	Percentage
Equip VTC with adequate learning materials and tools	82	62
Increasing well qualified instructors in VTCs	36	27
Improving meals and accommodation service	15	11
Total	133	100.0

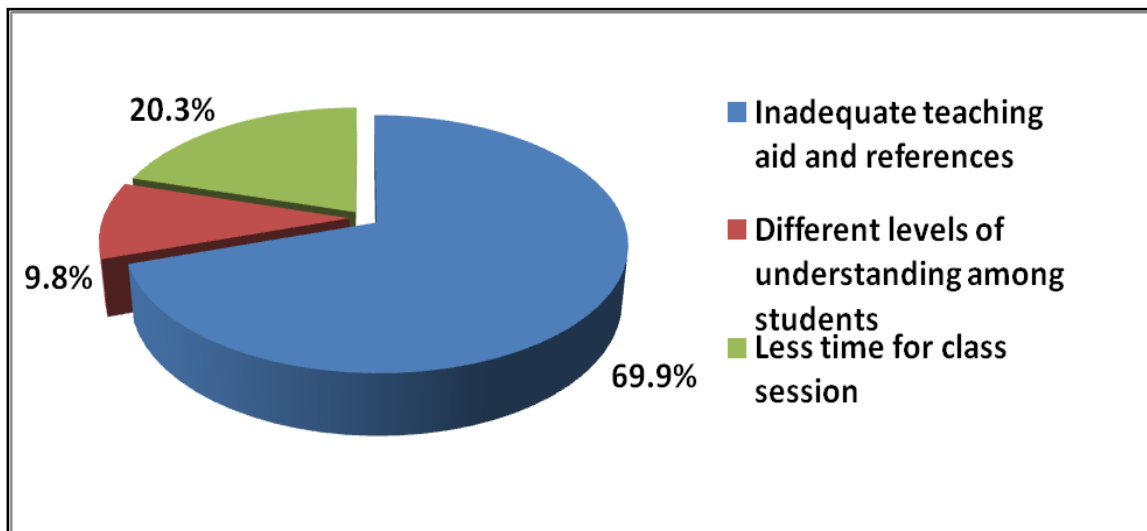
Source: Field data (2013)

4.6.2 Challenges facing Instructors of VTCs

This study also identified the challenges faced by instructors of VTCs while carrying out their duties and responsibilities and how they affect their performance. The study revealed that instructors faced challenges in both class and practical sessions.

In class session, the major challenge identified was inadequacy of teaching aid and reference (69.9 percent). The results are presented in Figure 4.11(a) below.

Figure 4.11(a): Challenges facing Instructors in Class Session



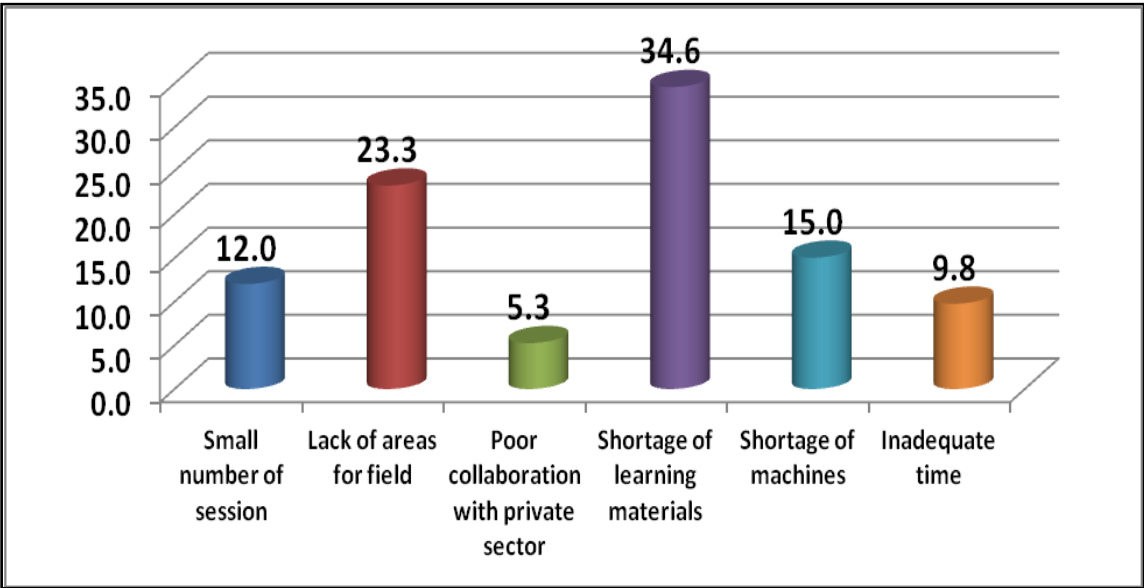
Source: Field data (2013)

The findings indicated that there were low publications and books available in library or even in bookshop due to few authors and scholars who worked in this area. There was an impressive work done on building concerning vocational training but more effort was still needed on the part of teaching aid and reference so as to build confidence and competence of instructors and realise the expected results and impacts to students, community and the nation at large. The different levels of understanding among students showed that there were no proper arrangements and standards established concerning the enrolment and provision of the courses. It is therefore difficult for students with different educational levels and background to sit together in classes. It was obviously revealed that many students joined in these centres as their last option and they had nothing to do in educational system because they tried to reseat for form four examinations twice or thrice.

The less class sessions available in some courses were results of general time table and programmes which did not consider variation of demands and nature of courses.

On the other hand, instructors were facing challenges concerning practical session, the major one was (34.6 percent) shortage of learning materials Figure 4.11(b) presented practical session related challenges

Figure 4.11 (b): Challenges facing Instructors in practical session



Source: Field data (2013)

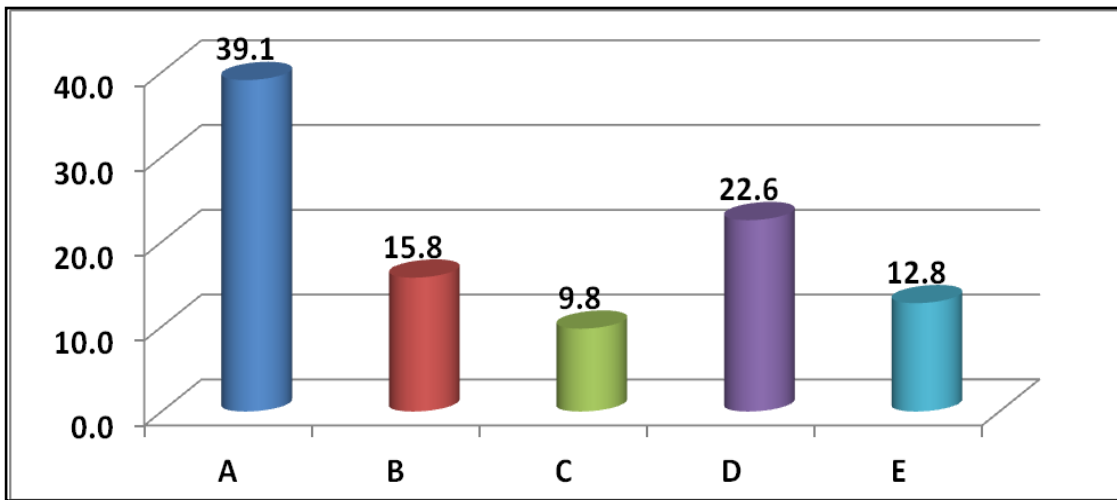
This implies that courses were differed in terms of requirements and facilities, some courses were practical in nature and other combined theory and practical. It seems that there were standard practical session for all courses thus why some courses experiencing inadequate practical session. VTA and Ministry responsible for vocational training developments should consider nature of courses and practical demands while preparing or reviewing VTCs programmes and timetables.

As revealed from interviews, lack of areas for field exercises resulted from poor communication and poor collaboration between VTCs management and employers or association of the employers. This had a large impact on the development of VTCs and students at large. The linkage was missed and as results graduates were lacking employment opportunities since they failed to get exposure, experience and networking. These institutional and organisational constraints which faced instructors had implications on effective teaching-learning processes and for putting the learner at the centre of the learning process and development.

4.6.3 Challenges facing Implementers of Youth related Programmes and Projects

The study was also interested in examining the challenges facing implementers of youth development programmes. Findings showed that different challenges were facing implementers while the major challenge (39.1 percent) was inadequate human and financial resources. Figure 4.12 exhibits the challenges.

Figure 4.12: Challenges facing Implementers of Youth related Programmes and Projects



Source: Field data, 2013

Key

A: Inadequate human and financial resources

B: Poor cooperation among implementers

C: Attitude and mindset of youth towards self-employment

D: Low capacity in planning and implementation as well as monitoring and evaluation of programmes and projects

E: Poor knowledge in planning on youth related programmes and projects

Implementers of youth related programmes and projects on their side encountered challenges quite different from those facing students and instructors of VTCs in Zanzibar. The study disclosed that majority of respondents 39.1 percent said that they had inadequate financial and human resources. This implied that there were a few resources available or improper allocation of the resources in youth related development programmes or projects implemented in Zanzibar. Interviews also revealed that most of projects or programmes established without feasibility study as a result it lead to poor planning.

4.7 Suggestion on Increment of Youth Employment through VTCs

The study further found out suggestions that different stakeholders in VTCs had so as to understand their views and opinions in the area for the purpose of improving VTCs and enhancing the performance of these centres in reducing youth unemployment and boosting economic growth. Respondents suggested some measures which should be taken into account to improve the performance of VTCs in reducing youth unemployment. The results indicated that most of respondents knew the importance of VTCs in job creation but they were disappointed by the situation existing in these centres especially on human resources and materials for practical. About one third of respondents (32.3 percent) asked the government and other stakeholders including NGOs to provide start up capital or kits to graduates so as to create conducive environment for self employment, while other respondents advised the government to recruit adequate and competent instructors of VTCs so as to flourish the performance of VTCs.

Table.4.17: Suggestions on improvement of VTC Performance

Types of suggestion	Frequency	Percentage
Providing start up capital or kits to graduates	43	32.3
Encouraging graduates of VTCs to formulate groups or cooperatives and provide loans	28	21.1
To increase learning materials and equipments	21	15.8
To increase access of VTCs to different areas and districts	13	9.8
Recruit adequate and competent instructors in VTCs	19	14.3
Enhancing good co-ordination and collaboration with public and private sectors	9	6.8
Total	133	100.0

Source: Filed data (2013)

CHAPTER FIVE

CONCLUSION AND POLICY IMPLICATIONS

5.1 Conclusion

The study assessed the performance of VTCs on youth unemployment reduction. In general the findings of the study revealed that VTCs had lower performance on reduction of youth unemployment since the enrolment trend was found to be very low and most graduates of VTCs (72.18 percent) were unemployed. In addition, the Centres encountered a number of challenges including shortage of qualified instructors and inadequate learning materials and equipments. Other challenges were low collaboration with private sector, LGAs and NGOs. The low performance of VTCs on youth unemployment reduction caused by dominance of general education system, some school based vocational training, weak economic growth, dominant informal sector and high dependence on formal educational system. Based on the challenges and numerous problems revealed by the study in VTCs, a number of recommendations were provided subsequently as measures to improve the performance of VTCs in reducing youth unemployment in North A district, Zanzibar and Tanzania in general.

5.2 Policy Implications

In order for the VTCs to reduce youth unemployment effectively, the following are policy issues that need to be addressed by different actors and institutions. Government institutions should increase their collaboration and co-ordination with private sectors and among themselves especially Zanzibar Employer Association, VTA, Employment Department and LGAs so as to improve employment problems among graduates of VTCs.

- The government should also review vocational training curriculum so as to suit with the current situation and demands of labour market concerning youth and skills development to enable youth to be employed or to have self employment after completion of their studies. Also TVET should be more flexible, demand-driven, and

shaped to address their economic conditions, taking into account and strictly monitoring the demand for skilled labour in their respective areas.

- There is also a need for MoEVT, in collaboration with Ministry of Labour, Economic Empowerment and Cooperatives Ministry of Social Welfare Youth, Women and Children Development and LGAs in Zanzibar; to increase and ensure accessibility of VTCs especially in tourism areas such as Nungwi, Jambiani and Matemwe.
- The government should implement youth's action plan strategies in order to facilitate local community to improve production of goods demanded in tourism sector, in terms of quality, quantity and time factor.
- NGOs in North A and Zanzibar at large in collaboration with the government institutions should increase support to youth by providing training and increase awareness on unemployment problems and employment issues to parents, LGAs administrators and youth.
- Government owned skills acquisition centres should be well equipped and staffed with competent instructors who are properly oriented and involved in vocational related skills endeavour so that they could form part of the model for the students to imitate.
- The Government should improve learning environments and conditions in VTCs in terms of materials, financial and human resources to ensure effective attainment of the set objectives and goals.
- Efforts should be made to establish associations or other groups of trainees, including post graduation, with links to relevant trade union, professional or social economic Organisations such as cooperative societies and small and medium enterprises.

- Close collaboration should be established with relevant central and local authorities, particularly those concerned with education, labour, employment, and social services, to obtain formal accreditation of the training programs so that trainees obtain nationally recognized skills certificates. Similarly, these authorities should be approached to provide long-term support to training programs. Support could include capacity-building of trainers and links to formal vocational education institutions.
- Effective networking should be established with micro finance and credit institutions to facilitate support for trainees interested in self-employment options following graduation.

Areas for further research

This study was based on VTCs and youth unemployment in Zanzibar, particularly in North A District. As a case study, the results obtained cannot be generalized to other areas such as rural areas. Therefore, there is a need for other researchers to conduct researches on formal educational system, Impact of culture, values and norms in tourism development and employment, Government - employer relationship, low enrolment in VTCs. Other researchers may also look at gender issues in courses offered by VTCs.

REFERENCES

- Angel, R. and Carol, H. (2012) Vocational education and adult learning, retrieved March 29, 2013 from the World Wide Web:<http://www.scandinavianseminar.org/?id>
- ATE, (2011) Skills development assessment, Dar es Salaam Tanzania
- Axmann, M. (2004) Facilitating Labour Market Entry for youth through Enterprise Based schemes in Vocational Education and Training and Skills development, International Labour office Geneva.
- Balunzi, J.M. (2001) *Vision for youth in the 21st century a history of gender labour and social development*. Kampala: Uganda
- Bennell P et al. (1999) *Vocational Education and Training in Tanzania and Zimbabwe in the Context of Economic Reform*, Dar Es Salaam Tanzania
- Bhola, H.S. (2000). *Inventing a Future for Adult Education in Africa*, South Africa
- Biavaschi, C et al (2013) Youth Unemployment and Vocational Training background paper for the world development report 2013, Washington D.C: U.S.A
- Bill L. et al. (2012), *How to teach Vocational Educational, A Theory of Vocational pedagogy*, Centre for Skills Development University of Winchester
- Boeri, T and Ours, J. V (2009), *The Economics of Imperfect Labor Markets*, Princeton University Press: Princeton
- Cedefop, (2011) *The Impact of vocational education and training on company performance*, Luxembourg, Publications office of the European Union
- Cedefop, (2011) *The Employment-related mobility and migration and vocational Education and training*, Luxembourg, Publications office of the European Union

- Chonjo, P. N. (1994) the quality of education in Tanzanian primary schools: an assessment of physical facilities and teaching learning materials.
- Christensen, J. E. (2002) Occupational Education in Botswana. Obstacles to the Development of Technical and Vocational Education Programmes in Botswana California U.S.A
- Chana et al. (2010) Linking Vocational Training with the Enterprises -Asian Perspectives Germany
- DFID, (2007) Technical and vocational skills development, London U.K
- Fafunwa, A. B. (2002), African Education in Perspective, London.
- Gray, A. and Buchanan, P. (1998). Connecting Teachers to the Future: Proceedings of the 1998 INET Conference. Retrieved (October, 2000) from World Wide Webb:<http://www.pcnews.at/d/pdf/n700034.pdf>
- Herbert, B et al (2012), Migration and Imperfect Labor Markets: Theory and Cross-country Evidence from Denmark, Germany and the UK
- Higgins, N. o (1997) The challenge of youth unemployment employment and training
- Hoeckel K. (2008), Costs and Benefits in Vocational Education and Training Switzerland
- Hoeckel K et al. (2009). *Reviews of Vocational Education and Training*, Switzerland
- <http://archive.lib.msu.edu/DMC/Africanjournals/pdfs>
- http://www.unesco.org/national_reports/Africa.pdf
- Makombe, I.A.M et al (2010) Improving successful completion and progression from secondary education into further study and working life
- ILO, (2000) *Employment Creation in Eastern and Southern African Sub regions* Nairobi, Kenya
- ILO, (2012) Global Employment Trends for Youth 2012, Geneva Switzerland

- ILO, (2009) Understanding informal apprenticeship Findings from empirical research in Tanzania Employment Working Paper No. 32 Geneva Switzerland
- Jacob, O. (2011), “Causes of Unemployment among the Youth” Kampala Uganda.
- Juma, F. M, (2011) “The Role of Women Smallholder Farmers in Agricultural Activities and Barrier Hinder the Optimum Benefit North “A” District Zanzibar”, Zanzibar Tanzania.
- Jyrki, S., Ijas, F., and Larry, O. L. (2005) The Right to Knowledge and Development Liberal Education in a Global Context, Moshi Tanzania.
- Kapfunde, L. (2002) Research Paper on Adult Literacy, Basic and Continuing Education in Zimbabwe, Harare Zimbabwe.
- Kelly, M. J. (2006) Education in a Declining Economy: The Case of Tanzania and Zambia Washington D.C: U.S.A
- Keynes, J. (1936) *The General Theory of Employment, Interest and Money*, London:
- Kombo, K. D. and Tromp A. L. D. (2006), Proposal and thesis writing: An introduction, Paulines Publications Africa, Nairobi Kenya.
- Mackay, D. A. and Maguire, T. O. (2000) Evaluation of Instructional Programmes, Planning Mission, Alberta Human Resources Research Council.
- Mmari, G. (1999) Evaluation of Educational Effectiveness and Efficiency in Community. Mosha Tanzania.
- Moore, E.(1983) Labour and Economy: An Introduction to Analysis, Issue and Institution South-West Publisher Co. Ohio USA.
- Mouhammed, A.H (2005) Important Theories of Unemployment and Public Policies University of Illinois U.S.A.
- Mroz, T. A and Savage, T. H (2003). *The long-term effects of youth Unemployment*, North Carolina, USA

- Msaraka, A. S (2011), 'Tourism and Employment in Zanzibar: Experience of Stone Town Handicraft Industrial Area in Urban District, Zanzibar Tanzania.
- OECD, (2008), The causes and consequences of unemployment compensation
- Owen. A. (2009) "*Gender and Development: The Commonwealth Secretariat* London.
- RGoZ (2010) *Zanzibar Strategy for Growth and Reduction of Poverty II*, Zanzibar: Government Press
- RGoZ, (2005) *Zanzibar Youth Development Policy. Ministry of Youths, Labour, Women and Children Development*. Zanzibar: Government Press
- RGoZ, (2008) *Integrated Labour Force Survey*, Zanzibar: Government Press.
- RGoZ, (2009) *Zanzibar Economic Bulletin Vol.2 October*, Ministry of Finance and Economic Affairs, Zanzibar: Government Press
- RGoZ, (2009), *Zanzibar Employment Policy, Ministry of Youths, Labour, Women and Children Development*. Zanzibar: Government Press
- RGoZ, (2011) *Household Budget Survey, Zanzibar*: Government Press.
- RGoZ, (2012), Ministry of Education and Vocational Training, Zanzibar: Government Press.
- Romer, D (2001) *Advanced Macroeconomics*, 2nd ed New York: MC Graw Hill
- Stiftung, K. A. (2010) *Maendeleo dialogue: 48 years of our fight against poverty, ignorance and diseases: have we attained our goal?*
- Strasbourg,(2012)*Vocational education and training for better skills, growth and jobs*
- Szentpeteri, M., Gabor, K., Varga, B., Marton, Z. (2010), *cultures of knowledge: An Intellectual Geography of the Seventeenth-Century*.
- UNESCO, (2012) *Technical and Vocational Education and Training*, Dar es Salaam Tanzania

- URT, (2001) Basic education master plan (BEMP), Medium term strategic and programme framework, Dar es Salaam Tanzania
- URT (2008) *National Employment Policy, Ministry of Labour, Employment and Youth Development*, Dar es Salaam Tanzania
- URT, (2012) technical and vocational education and training development programme (TVETDP) situational analysis report. Dar es Salaam Tanzania
- URT, (2000) Poverty reduction strategy paper, , Dar es Salaam Tanzania
- URT, (2013) Population and Housing census Report, Dar es Salaam Tanzania
- World Bank. (2012a). World Development Report: Jobs. Washington, D.C.U.S.A
- World Bank. (2012b). Improving Skills Development in the Informal Sector: Strategies for Sub-Saharan Africa. Washington, D.C. U.S.A
- Yin, R.K. (1984) Case study: Research design and methods applied social sciences Research methods series, Volume 5 Sage Publications. California: USA

APPENDICES

APPENDIX I

**INTERVIEW GUIDE FOR DIRECTORS OF GOVERNMENT
DEPARTMENTS, NORTH A DISTRICTS ADMINISTRATIVE OFFICER AND
NORTH A DISTRICT COUNCIL GENERAL SECRETARY**

Mzumbe University

Institute of Development Studies

Department of Development Policy

PERFORMANCE OF VTCs IN REDUCING YOUTH UNEMPLOYMENT A CASE
OF MKOKOTONI VTC IN NORTH A DISTRICT ZANZIBAR

Dear respondent,

This interview guide is designed to collect information on the performance of Vocational Training Centres in reducing youth unemployment, Mkokotoni VTC in north A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information to be collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Department name.....
2. Sex (a) Male () (b) Female ()
3. What are your major roles and responsibilities related to youth development?
4. Which strategies or plans does your department implement in order to improve the livelihood of youth?
5. Which services does your department provide to youth?.....
6. Which group(s) of youth does your department target for?
7. What is the current situation of youth employment in this area.....?
8. What is the current situation of youth unemployment in this area.....?
9. What challenges are you facing in implementing youth related interventions/programmes?.....
.....
.....
.....

APPENDIX II
QUESTIONNAIRE FOR GOVERNMENT OFFICERS IN YOUTH RELATED
DEPARTMENTS OF ZANZIBAR GOVERNMENT

Mzumbe University
Institute of Development Studies
Department of Development Policy

Dear respondent,

This questionnaire guide is designed to collect information on the performance of Vocational Training Centres in reducing youth unemployment, Mkokotoni VTC in north A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information to be collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Sex (a) Female [] (b) Male []
2. Age (a) 26 – 35 [] (b) 36-45 []
(c) 46-55[] (d) 56-65 []
3. Your educational level
(a) Certificate [] (b) Diploma []
(c) Bachelor Degree [] (d) Master Degree []
(e) PhD []
4. Field of specialization
5. The department implementing any programmes or projects concerning youth development and employment?
(a) Yes [] (b) No []
6. If yes what activities are you implementing?
(a)
(b)
(c)

7. Which groups of youth are you targeted on/in?
- (a)
- (b)
- (c)
8. Which efforts does the Government of Zanzibar make to improve the skills and knowledge of staff in this department?
- (a) Offering long courses in related field []
- (b) Providing short courses []
- (c) Conducting crash programme []
- (d) Conducting study visits []
9. What challenges are you facing in your work?
- (a)
- (b)
- (c)
- (d)
9. In which way do you think VTCs will reduce youth unemployment?
- (a)
- (b)

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX III
QUESTIONNAIRE FOR YOUTH RELATED NGO

Mzumbe University
Institute of Development Studies
Department of Development Policy

Dear respondent,

This questionnaire guide is designed to collect information on the performance of Vocational Training Centres in reducing youth unemployment, Mkokotoni VTC in north A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information to be collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Name of NGO.....
2. Location (a) Shehia..... (b) District.....
3. Year of establishment

Reason/aim for establishment

- a)
- b)
- c)

4. Number of member(s) of the Organisation..... (a) Female (b) Male

5. What are the sources of funds to finance implementation of your activities?

- (a) (b) (c)

6. Which activities/projects does your Organisation implement to support youth employment/self employment

7. What factors contribute to success to your Organisation in implementing those activities/projects?

8. What factors contribute to failure to your Organisation in implementing those activities/projects?

9. Which factors hinder youth employment creation programmes/projects?
.....

10. What is your suggestion in reducing the problem of youth unemployment?
.....

11. What is the current situation of youth employment in this area?
.....

12. What is the current situation of youth unemployment in this area?
.....

13. Do the VTCs play significant role in reducing youth unemployment? If **yes** how? and if **no** why?
.....

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX IV
QUESTIONNAIRE FOR STUDENTS OF MKOKOTONI VOCATIONAL
TRAINING CENTRE

Mzumbe University
Institute of Development Studies
Department of Development Policy

Dear respondent,

This questionnaire guide is designed to collect information on the performance of Vocational Training Centres in reducing youth unemployment, Mkokotoni VTC in north A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information to be collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Sex

a) Female [] Male []

1. Age

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

2. Marital status

a) Single [] b) Married []
c) Widowed [] d) Divorced []

4. Your District of residence/living (Tick appropriate)

(a) North A [] (b) North B []
(c) Urban District [] (d) Western District []
(e) South District [] (f) Central District []

5. Your educational level

- (a) Primary [] (b) Form II []
(c) Form IV [] (d) Form VI []
(e) College/University []

6. Why have you joined in VTC?

- (a) I have nothing to do []
(b) To increase my skills and knowledge for self employment []
(c) To increase skills and knowledge for employment []
(d) I have been asked by my parents []

7. Field of Study (Tick where \surd appropriate)

- (a) Trade and Service Industry []
(b) Construction Industry []
(c) Repair and Service Industry []
(d) Other [], specify

8. Course of study Tick \surd where appropriate

- (a) Food Preparation [] (b) Food and Beverage Services []
(c) Information and Communication Technology []
(d) Plumbing and Masonry [] (e) Carpentry and Wood Carving []
(f) Painting and Sign Writing [] (g) Domestic Electric Installation []
(h) Welding and Metal Fabrication [] (i) Automotive Mechanics []
(j) Electronics [] (k) Air Conditioning and Refrigeration []

9. Why did you choose this course?

- (a) There are employment opportunities []
(b) I can have self employment []
(c) It can be understood easily []
(d) Many youth are taking this course []
(e) Other [], specify

APPENDIX V
QUESTIONNAIRE FOR GRADUATES OF MKOKOTONI VOCATIONAL
TRAINING CENTRE

Mzumbe University
Institute of Development Studies
Department of Development Policy

Dear respondent,

This questionnaire guide is designed to collect information on the performance of VTCs in reducing youth unemployment, Mkokotoni VTC in North A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information to be collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Sex

(a) Female [] (b) Male []

2. Age

(a) 15-20 [] (b) 21-25 []

(c) 26-30 [] (d) 31-35 []

3. Marital status

a) Single [] b) Married []

b) Widowed [] d) Divorced []

4. Your District of residence/living. Tick \surd where appropriate

a) North A [] b) North B []

c) Urban District [] d) Western District []

e) South District [] f) Central District []

10. What are the major challenges you were facing in your study?
- a) Inadequate tuition fees []
 - b) Inadequate learning materials and equipments for practical []
 - c) Insufficient instructors/teachers []
 - d) Insufficient meals and accommodation services[]
 - e) Other [], specify
11. Are you employed?
- a. Yes [] b. No []
12. If yes, mention your employer or Organisation and the type of job
- a) Employer or Organisation
 - b) Type of job you have
13. If no how long have you been waiting or seeking for a job?
14. Are the knowledge and skills you have got from vocational training applicable to your job position? a) Yes [] b) No []
15. If yes to what extent are they applicable?
16. What should be done to improve overall performance of VTCs?

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX VI:
**QUESTIONNAIRE FOR INSTRUCTORS OF MKOKOTONI VOCATIONAL
TRAINING CENTRE**

Mzumbe University
Institute of Development Studies
Department of Development Policy

Dear respondent,

This questionnaire guide is designed to collect information on the performance of VTCs in reducing youth unemployment, Mkokotoni VTC in North A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information being collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Sex

(a) Female [] (b) Male []

2. Age

(a) 26 - 35 [] (b) 36-45 []
(c) 46-55 [] (d) 56-65 []

3. In which District you are living

(a) North A [] (b) North B []
(c) Urban District [] (d) Western District []
(e) South District [] (f) Central District []

4. Your educational level

(a) Certificate [] (b) Diploma []
(c) Bachelor Degree [] (d) Master Degree []
(e) PhD []

5. Field of specialization
6. In which field are you teaching? (a) Trade and Service Industry []
 (b) Construction Industry [] (c) Repair and Service Industry []
7. Which Courses are you teaching/training ?
- (a) Food Preparation []
 (b) Food and Beverage Services []
 (c) Information and Communication Technology []
 (d) Plumbing and Masonry []
 (e) Carpentry and Wood Carving []
 (f) Painting and Sign Writing []
 (g) Domestic Electric Installation []
 (h) Welding and Metal Fabrication []
 (i) Automotive Mechanics []
 (j) Electronics []
 (k) Air Conditioning and Refrigeration []
8. What is the standard class size/required number of students per class?.....
9. Is the class size big, standard or small?
10. Are there any challenges concerning the class size?.....
- (a)
 (b)
 (c)
11. how long have you been in this vocational training?
12. Which efforts does the Vocational Training Authority make to improve the skills and knowledge of instructors?
- a) Offering long courses in related field []
 b) Providing short courses []
 c) Conducting crash programme []
 d) Conducting study visits []

13. What challenges are you facing in your work?

Class sessions

- (a)
- (b)
- (c)

Field/practical sessions

- (a)
- (b)
- (c)
- (d) Other(s)

14. In which way do you think Mkokotoni VTC will reduce youth unemployment in North A District?

- (a).....
- (b).....

THANK YOU FOR YOUR COOPERATION

APPENDIX VII:
INTERVIEW GUIDE FOR HEADS OF FACULTY/DEPARTMENT OF
MKOKOTONI VOCATIONAL TRAINING CENTRE

Mzumbe University
Institute of Development Studies
Department of Development Policy

Dear respondent,

This interview guide is designed to collect information on the performance of Vocational Training Centres in reducing youth unemployment, Mkokotoni VTC in North A district of Zanzibar being the study area. I am therefore requesting for your good cooperation in this assignment. The information being collected will be used for academic purpose and will be treated confidentially. The researcher will not disclose the identified information of the respondent under any circumstances.

1. Has the student enrolment been increasing or decreasing in the last three years?
2. What is the standard class size/required number of students per class?
3. Is the class size big, standard or small?
4. Are there any challenges concerning the class size?
 - (a).....
 - (b).....
 - (c)
5. how long have you been in Vocational training?
6. Do you think the number of instructors/teachers is satisfactory in your faculty/department?
7. Do you think the instructors/teachers have the right skills and qualification for Vocational Training in your faculty/department?

8. What challenges are you facing in your work?

Class sessions

(a)

(b)

Field/practical sessions

(a)

(b)

Other(s)

9. In which way do you think Mkokotoni VTC will reduce youth unemployment in North A District?

(a).....

(b).....

(c)

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX VIII:
FOCUS GROUP DISCUSSION GUIDE FOR STUDENTS AND INSTRUCTORS
OF MKOKOTONI VOCATIONAL TRAINING CENTRE

Mzumbe University

Institute of Development Studies

Department of Development Policy

1. Concept of Vocational Training Centre
 - a) What do you understand on VTC?
 - b) What is the importance of VTC?
2. Relevance of Courses offered:
 - a) Are courses offered relevant for youth employment?
 - b) Can The graduates be employed in North A District?
3. Which areas/districts are the students coming from?
4. Why do you think they are coming from those areas?
5. Is teaching methodology relevant and understandable?
 - (a) Yes
 - (b) No Why/How
6. Are the teachers enough? (a) Yes (b) No
7. If no what are the reasons behind?
 - (a) What do you suggest?

THANK YOU VERY MUCH FOR YOUR COOPERATION