



UNITED REPUBLIC OF TANZANIA
TANZANIA EDUCATION AUTHORITY

SKILL DEVELOPMENT FUND - SDF

TRACER STUDY ON SKILLS DEVELOPMENT FUND (SDF)
BENEFICIARIES GRADUATED IN FINANCIAL
YEARS 2019/2020 – 2021/2022



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Executive Summary

In the Financial Year 2017/2018, the Ministry of Education, Science and Technology (MoEST) tasked Tanzania Education Authority (TEA) to manage the Skills Development Fund (SDF) under the Education and Skills for Productive Jobs (ESPJ), which implements the National Skills Development Strategy (NSDS). The Government of the United Republic of Tanzania and the World Bank jointly finance the ESPJ. The SDF is a financing instrument to promote the expansion and quality of labour market driven skills development opportunities in the core and enabling economic sectors of Agribusiness and Agriculture, Tourism and Hospitality; Construction; Transport and Logistics; Energy and ICT. The overarching objective of the SDF is to reduce skills shortages by rapidly increasing the supply of graduates with marketable abilities.

Since Financial Year 2018/2019 up to 2021/2022, TEA has financed skills development training of 36,414 Tanzanians who have attended and successfully completed SDF trainings in the six priority sectors highlighted before. To establish the employability of these graduates, the TEA carried out a Tracer Study in 2022. The tracer study has allowed the ESPJ to fulfil one of its reporting requirements on Project Development Objective Indicators i.e. Percentage of trainees who did an internship, apprenticeship or entrepreneurship training employed or self-employed one year after training completion. The tracer study sampled graduates from the three training cohorts of FY 2019/2020, FY 2020/2021 and FY 2021/2022. The tracer study selected 4,050 graduates (414, 1,708 and 1,923 from 2019/2020, FY 2020/2021 and FY 2021/2022 cohorts respectively), out of which 3,871 were reached through a mobile phone survey, translating to a 96 percent response rate.

The tracer study revealed that about 80 percent of the graduates were employed within one year of completing their studies in the six priority sectors (64% self-employed and 16% employed). There is no significant difference in the employment rates across the three cohorts and about 7 in 10 graduates work in the fields of their training. Moreover, 9 in 10 graduates found the training programs, both findings underscoring the relevance of the training programs towards development of the six priority sectors. The study also revealed that among the employed, only 24 percent had permanent contracts, which is only a small fraction of the complement of graduates who benefitted from the training programs.

Most graduates who received skills development trainings have become innovative and successful entrepreneurs. Although majority of the graduates were employed within a short period following completion of their studies, the graduates reported labour-based challenges in transition to work, mainly related to financial constraints such as startup capital and loans. In addition to engaging of various stakeholders to facilitate graduates to access start-up capitals such as soft loans, farming machinery, and markets for their products, the graduates, recommended that the Government sustain the skills training programs beyond the ESPJ project.

Acknowledgement



Bahati I. Geuzye
Director General
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(TEA)

First and foremost, TEA extends its appreciation to Permanent Secretary (MoEST) for providing oversight support in ensuring we manage the Skills Development Fund (SDF) efficiently and effectively. Specifically, we extend our appreciation to MoEST/ESPJ Team for their continued close technical support throughout implementation of the SDF. The Team includes Dr. Kenneth Hosea, Director of Higher Education and previous ESPJ Coordinator, Dr. Noel Mbonde, Director of Technical and Vocational Education and Training (TVET) and current ESPJ Coordinator, Ms. Margareth Musai, Assistant Director of TVET and Mr. Oswald Rukonge, Assistant ESPJ Coordinator.

Additionally, TEA extends appreciation to the World Bank Team, in particular Ms. Xiaoyan Liang, Head of World Bank's Tanzania Education Mission, and Ms. Innocent Mulindwa, the Senior Education Specialist, and Mr. Nkahiga Mathus Kaboko, the Education/ Project Management Specialist, who provided technical oversight throughout implementation of the SDF projects. We also thank the World Bank Environment and

Safeguard Issues Team (Dr. Alexander Elias Songoro, Dr. Deusdedit Samwel Kibasha, and Ms. Roselyn Wilbard Kaihula) for their thoughtful assistance in ensuring environmental and safety concerns are taken into account when SDF operations are implemented. Finally, yet equally important, TEA appreciates Mr. Polycarp Otieno (World Bank Consultant), Mr. Msherwa John and Dr. Obed Mahenya from NACTVET for their technical advisory during the entire Tracer Study exercise. TEA would like to acknowledge Heads of all Training Institutions and SDF graduates for their assistance and participation in data collection that made this study successful.

We acknowledge the support from TEA Management Team and SDF Technical Team for their contributions in ensuring the completion of this Tracer Study report.

Bahati I. Geuzye

DIRECTOR GENERAL

Acronyms and Abbreviations

ATE	Association of Tanzania Employers
COET	College of Engineering and Technology
DFID	Department For International Development
ESPJ	Education and Skills for Productive Jobs
FDC	Folk Development College
FY	Financial Year
ICT	Information Communication Technology
ILO	International Labour Organisation
MoEST	Ministry of Education, Science and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NSDS	National Skill Development Strategy
PAD	Project Appraisal Document
SDF	Skill Development Fund
SIDO	Small Industrial Development Organization
TDP	Tanzania Development Plan
TEA	Tanzania Education Authority
TVET	Technical and Vocational Education and Training
VETA	Vocational Education and Training Authority

CHAPTER ONE

1 BACKGROUND

1.1 Introduction

Tanzania Education Authority (TEA) was established under section 5(1) of the Education Fund Act No.8 of 2001 with the overall objective of managing the Education Fund (TEA, 2022). The Education Fund explores sustainable sources of revenue for improvement of access, equity and quality of education in the country. TEA receives funds from Government allocations, voluntary contributions, grants, or loans and from other sources. In the Financial Year 2017/2018, the Government of United Republic of Tanzania through the Ministry of Education, Science and Technology (MoEST) mandated TEA to manage Skills Development Fund (SDF).

The SDF focuses more on improving the quality and relevance of informal and TVET, skills upgrading of the existing workforce and innovative training concepts. SDF has facilitated programs of reducing skills gaps under six competitive and enabling sectors including agriculture, agribusiness, tourism, construction, energy, transportation and logistics and information, communication, and technology.

Skills development is a key component of Tanzania's current and future economic development. The rationale of skills development is recognized in the key national policy documents, including the 2016 – 2027 National Skills Development Strategy (NSDS); 2015/16 – 2020/21 Tanzania Development Plan (TDP); and the 2020/21 – 2025/26 Development Plan. These are all important enablers for achieving the semi-industrialized middle-income economy as stipulated by the Tanzania Development Vision (2025). NSDS aims at increasing proportion of both the high skilled and medium skilled workers to sustain both the current growth and the projected future increased economic growth.

In 2020, the total population of the Tanzanian mainland was estimated to be 59 million and 1.3 million in Zanzibar, the total population growing at an annual rate of 3.1 percent. Out of the total population, 25.7 million were estimated to be in the working age population (15 – 64 years), and only 2.6 million of this were employed in the formal sector. The Global Competitiveness Report of 2019 ranked Tanzania as the 120th out of 140 countries in the World in terms of skills development, implying that Tanzania is only ahead of 20 countries out of the 140 countries involved in the ranking.

Meanwhile according to analysis conducted by Association of Tanzania Employers (ATE) in 2021, the labour costs in Tanzania comprise 35-45 percent of total business operation costs of most employers. In some cases, labor costs amounts to 50 percent of total operational costs. Skills availability challenges, skills mismatches and gaps and the limited investment on skills development by employers are some of the factors attributed to the high cost of labor in the country.

1.2 Accredited skills training

It is against this background that the SDF financed provision of accredited skills training opportunities to Tanzanians through the competent training providers in the country. Between Financial Years 2018/2019 and 2021/2022, SDF supported training of 36,414 Tanzanians who attended and completed trainings at various training providers in the country. Following this training, and the expected transition onto the labour market, it became necessary to track beneficiaries of the training programs and find out the extent to which the acquired skills had assisted them in gaining employment (employed or self-employed).

A tracer study was undertaken targeting the three cohorts of SDF graduates, (first cohort from 2019/20, second cohort from 2020/21 and third cohort from 2021/22). The cohorts in this study were from the four SDF windows,

including higher education, Technical Education, Vocational Training as well as the informal windows where the graduate were trained in the different six priority sectors of agriculture and agri-business, tourism and hospitality, construction, energy and Information Communication Technology (ICT). The tracer study was also carried out to fulfil the reporting expectation in the ESPJ project i.e. Percentage of trainees who did an internship, apprenticeship or entrepreneurship training employed or self-employed one year after training completion. This report presents the methodology of the tracer study, the results and the recommendations of the graduates for the future of skills development in the country.

1.3 Objective of the tracer study

The overall objective of the tracer study was to establish whether SDF graduates were employed as well as to assess impact of training delivery on performance of skill education and training graduates in the labour market. It also aimed at establishing the status of youths who had benefited from the training opportunities. The study had an extended scope of evaluation of relevance, efficiency of training programs and employability of graduates. This study specifically intended to:

- i) examine the impact of skills training on self or direct employment of graduates after the graduation;
- ii) determine the relevance of the training program supported by SDF;
- iii) seek opinions of the SDF graduate on the importance of the training skills they graduated with; and
- iv) seek recommendations of the SDF graduates on the improvements to the SDF supported training programs for optimum impact to employability

1.4 Study timeframe

TEA conducted a comprehensive tracer study between May and September 2022, on the employment status of the youth who benefitted from the SDF training programs. In addition, the tracer study tracked the employment for those who are employed, the quality of engagement for those who are employed and the skills match between the training program and the jobs the youth undertake as required by various guidelines between United Republic of Tanzania and the World Bank (DFID, 2016; NSDS, 2016; Education, Science and Technology, 2018). The results of the study provide critical feedback to the Government, recipients, and development partners on the contribution of ESPJ towards improving future National development plans.

2 METHODOLOGY

The chapter presents the theoretical framework and the process employed in conducting the tracer study, including the institutional arrangements and timelines.

1.5 Theoretical framework for tracer study

The ILO Thesaurus (2005) defines a tracer study as an impact assessment tool where the “impact on target groups is traced back to specific elements of a project or programme so that effective and ineffective project components may be identified.” In educational research a tracer study is sometimes referred to as a graduate or alumni survey since its target group is former students (Panitchpakdi, 2009; Gines, 2014; Schomburg, 2016; Zamrodah, 2016). According to Schomburg, graduate surveys are popular for “analysis of the relationship between education and work”.

Tracer studies involve biographical data on “Where are our graduates now?” information on income, job title, and nature of employment. Tracer studies provide information to such general questions of graduate profiles. The studies provide information “about the kind of work, the relationship between study and work, and professional values and job satisfaction.” What are the retrospective views of graduates on education based on their skills and job experiences, relevance, challenges of the training program? Specifically, this tracer study sought to establish:

- i) How much do graduates consider their education and training as an opportunity?
- ii) To what extent is knowledge and skills is promoted to individuals in comparison to occupational tasks or major occupations.
- iii) How are the outcomes of curricula aiming to create new types of learning and qualifications to prepare for newly emerging types of occupation and work?

The study applied the Schomburg &Teichler simplified tracer study framework (refer to **Figure 1**) to collect data, analyze and establish results. The framework is described according to the input-output-outcome parameters. According to the framework, Input 1 refers to Number of skills training programmes sponsored by SDF; Input 2 to number of beneficiaries registered to attend SDF programmes; whereas process refers to training of beneficiaries; capacity building of trainers of trainers; Infrastructure improvement and curriculum review. Output on other hand, stands for number of beneficiaries graduated, number of NACTVET certified programs and graduate certification, while Outcome refers to knowledge acquired and a number of graduates employed one year after graduation depending on the absorption in the labour market.

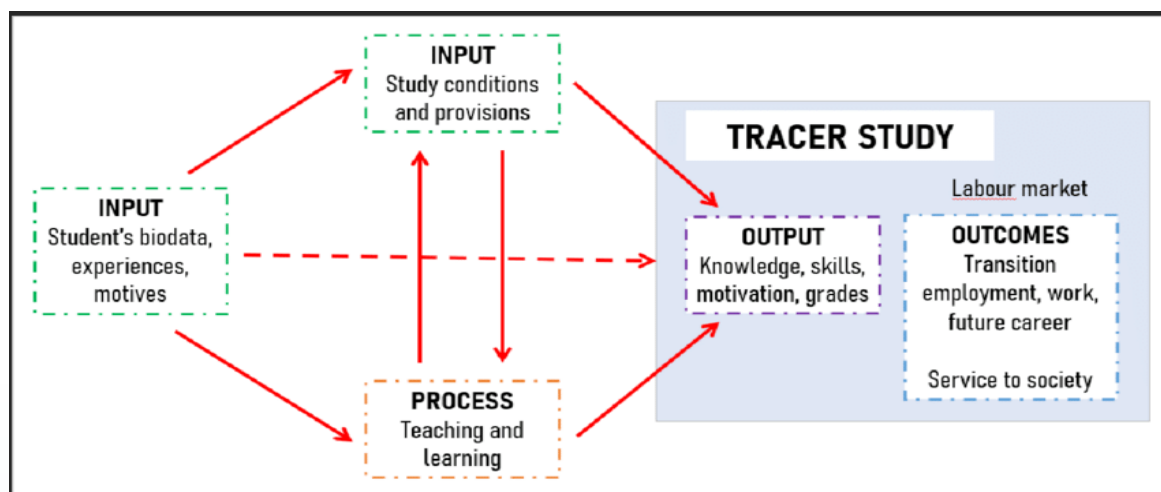


Figure 1: Simplified framework of graduate tracer study (Modified framework from Schomburg & Teichler, 2016)

1.6 Institutional arrangements

TEA designed and conducted the Tracer Study through SDF Technical Team with technical support from National Council for Technical and Vocational Education and Training (NACTVET) and the World Bank. The Tracer Study focused on the collection of information of SDF graduates about the status of employability i.e., if the graduates were employed or self-employed.

1.7 Sampling

The tracer study was designed to track beneficiaries to establish the extent to which graduates benefited from skills education training under SDF project and establish employability status. Beneficiaries within the scope for this survey were those who graduated between 2019 and 2022. A dataset of 36,414 graduates was extracted from SDF SMIS database, which comprises SDF beneficiaries. The study selected a sample of 4,045 from the 36,414 graduates who completed studies in 2019/20, 2020/21 and 2021/22 respectively. The study treated the three cohorts independently and randomly sampled following (Boyd and Stach, 1988) that between 5-15 percent of a population is adequate for a social survey, and therefore this study adopted 11% for the sample size (refer to **Table 1**).

Table 1: Sampled graduates by cohort

Cohorts	Population	Sampled
2019/2020	3,726	414
2020/2021	15,373	1,708
2021/2022	17,315	1,923
TOTAL	36,414	4,045

Source: Computations based on technical analysis

1.8 Data Collection

This study collected data from primary and secondary and sources as described in subsequent sub sections.

1.8.1 Primary data

Primary data was collected through phone interviews using a structured questionnaire. Information solicited included opinions and recommendations on improving the future skill training and employability of graduates.; kind of employment, be it casual work, temporary, permanent employment or any other, If the graduates were working in their original field of training, type of employment, and if graduates are self-employed or

employed by others. The study also sought information on place or location of employment, recommendations on relevance of the program as well as improvement of future programmes. Moreover, information on choice of skill training, skills and knowledge acquired /learnt during the training, graduate expectations of the training course attended and graduate expectations were sought.

Prior to the final administering of the questionnaire to the targeted graduates, questionnaires were pre-tested in one of the training providers' institutions. The institution provided skills for all trainees, including trainees with special needs. This was helpful in ensuring that the questionnaire was inclusive. After pre-testing, questionnaires were revised and modified according to the gaps observed.

1.8.2 Secondary Data

The secondary data was obtained from Skills Management Information System (SDF-SMIS). Information sought included names, addresses, training program, name of the training provider, and contact numbers of the graduates from 2019-2022. Priority sector under which graduate were trained; Skills area under which graduate were trained; and year of graduation of the beneficiaries.

1.9 Data Analysis

The collected data was classified, designed, coded entered, and tabulated in Ms Excel. The analysis involved comparisons and matching various described variables. This matching enabled cross-referencing of various variables/data to support an accurate interpretation of the findings. The study mostly employed descriptive analysis to establish and present the profile of respondents as well as the computation of employment status of respondents, relevance of the training and opinions of graduates on the training program.

In computing the Percentage of trainees who did an internship, apprenticeship or entrepreneurship training employed or self-employed one year after training completion, the following formula was applied to the three cohorts independently.

$$PE_{Cn} = \frac{T_{Emp_cn} + T_{S_Emp_cn}}{T_{Tot_cn}} \times 100\%$$

Where:

PE_{cn} is the percentage of trainees who did an internship, apprenticeship or entrepreneurship training employed or self-employed one year after training completion for the n^{th} cohort ($n= 1, 2, 3$)

T_{Emp_cn} is the total trainees who did an internship, apprenticeship or entrepreneurship training employed one year after training completion for the n^{th} cohort ($n= 1, 2, 3$)

$T_{S_Emp_cn}$ is the total trainees who did an internship, apprenticeship or entrepreneurship training self-employed one year after training completion for the n^{th} cohort ($n= 1, 2, 3$)

T_{Tot_cn} is the total trainees who did an internship, apprenticeship or entrepreneurship training in the n^{th} cohort ($n= 1, 2, 3$)

CHAPTER THREE

2 RESULTS AND DISCUSSION

The study aimed at examining the outcome and relevance of the skills training under SDF on employability of beneficiaries after the graduation; determining relevance of the training programs; seeking opinions of graduates on the importance of the skills acquired; and seeking recommendations on how to improve training programmes. This chapter present the results and discussion of the tracer study.

2.1 Distribution of the graduates surveyed by sex

Out of the 3,871 graduates traced in the study, just more than half were female, although each of the six sectors shows varying composition (which is in line with the overall enrolment in the providers' institutions. The sample had nearly 60 percent female trainees in the agriculture and agribusiness, 15 percent in construction, 31 percent in energy, 36 percent in ICT, 77 percent in tourism and hospitality, and 11 percent in transport and logistics (refer to **Table 2**).

Table 2: Distribution of graduates by gender

	Female	Male	Total
Cohort			
2019/2020	539	521	1,060
2020/2021	1,352	1,265	2,617
2021/2022	84	110	194
Sector			
Agriculture and agribusiness	1,250	951	2,201
Construction	22	127	149
Energy	75	168	243
ICT	109	193	302
Tourism and hospitality	482	146	628
Transport and logistics	37	311	348
Grand Total	1,975	1,896	3,871

Source: Computations based on tracer survey data

2.2 Employability of graduates

Table 3 presents a summary of graduates' employment status. The study established that 81 percent of graduates were employed (64 percent self-employed and 16 percent employed by organizations or individuals) while 13 percent were unemployed and 7 percent were continuing with studies. One of the factors attributed to the high employment rate of the graduates was the hands on training received, which enabled them to fit into organizations or start up their own ventures. Generally, self-employed means also getting to set own goals which can be motivating. The study sought employment status by gender and year of graduation. As stipulated in the ESPJ Project Appraisal Document's (PAD) Result Framework, percentages of trainees who undertook training employed or self-employed after training completion to be 30 percent in the first year, 40 percent in the second year and 45 percent in year three. Study results showed that 82 percent of graduates in the first year (cohort 1), 81 percent in the second year, and 78 percent in the final year were employed, surpassing the targets agreed for the respective years. The study showed that there were no gender differentials in employment as seen in Table 3.

Table 3: Employment status year of graduation and gender

Gender and employment status	2019/2020	2020/2021	2021/2022	Total
Female				
Continuing with studies	22	60	8	90
Employed	97	187	13	297
Self employed	334	896	56	1,286
Unemployed	86	209	7	302
Sub Total	539	1,352	84	1,975
% Employed + self employed	80.0%	80.1%	82.1%	80.2%
Male				
Continuing with studies	20	91	17	128
Employed	104	214	9	327
Self employed	333	815	74	1,222
Unemployed	64	145	10	219
Sub Total	521	1,265	110	1,896
% Employed + self employed	83.9%	81.3%	75.5%	81.7%
Grand Total	1,060	2,617	194	3,871
Continuing with studies	42	151	25	218
Employed	201	401	22	624
Self employed	667	1,711	130	2,508
Unemployed	150	354	17	521
Grand Total	1,060	2,617	194	3,871
% Employed + self employed	81.9%	80.7%	78.4%	80.9%

Source: Computations based on tracer survey data

Only few of the graduates (7 percent) interviewed went for further studies. This means that graduates after attaining SDF training were motivated to continue with the long courses on their self-sponsorship. Therefore, SDF training opened more opportunities for graduates to further their education.

2.2.1 Graduates employment within sector

The study established that employment rate was highest in the energy sector, where 9 in 10 graduates were employed at the time of the study. This is in stark contrasts with 6 in 10 graduates employed in ICT and related sector (refer to Table 4). Moreover, based on anecdotes, most entrepreneurship activities originated from the original programs trained. This indicates that the SDF graduates are flexible and able to enter labour market using the soft skills acquired during the entrepreneurship activities in SDF program, underscoring the success and impact that the SDF program has had in the country.

Table 4: Employment status by economic sectors

Sector	Continuing with studies	Employed	Self employed	Unemployed	Total	% Employed + self employed
Agriculture and Agribusiness	92	317	1,567	225	2,201	86%
Construction	5	10	119	15	149	87%
Energy	13	68	155	7	243	92%
ICT	71	49	134	48	302	61%
Tourism and hospitality	13	116	327	172	628	71%
Transport and logistics	24	64	206	54	348	78%
Grand Total	218	624	2,508	521	3,871	81

Source: Computations based on tracer survey data

2.2.2 Occupation profiles of employed graduates

The study analyzed occupational profiles of the employed graduates in terms of the nature of contracts they hold, whether their employment is related to the training they received, and whether they had to move away from their home towns to find work, this being a measure of availability of work opportunities. Details of the findings are presented hereunder.

2.2.2.1 Terms of employment of graduates

Most of the employed respondents (directly employed by companies/organizations or individuals) indicated that they held temporary contracts, with only 24 percent saying they held permanent contracts (refer to **Figure 2**). This implies that for the 16 percent whom companies like water companies employ only a handful can claim to have stable work opportunities – proxy for quality jobs in the labour market. According to labour force survey and associated literature, temporary contract work does not have benefits that cushion workers from work-related eventualities. Often times, these contracts do not have insurance covers or even providence in the case of separation from work.

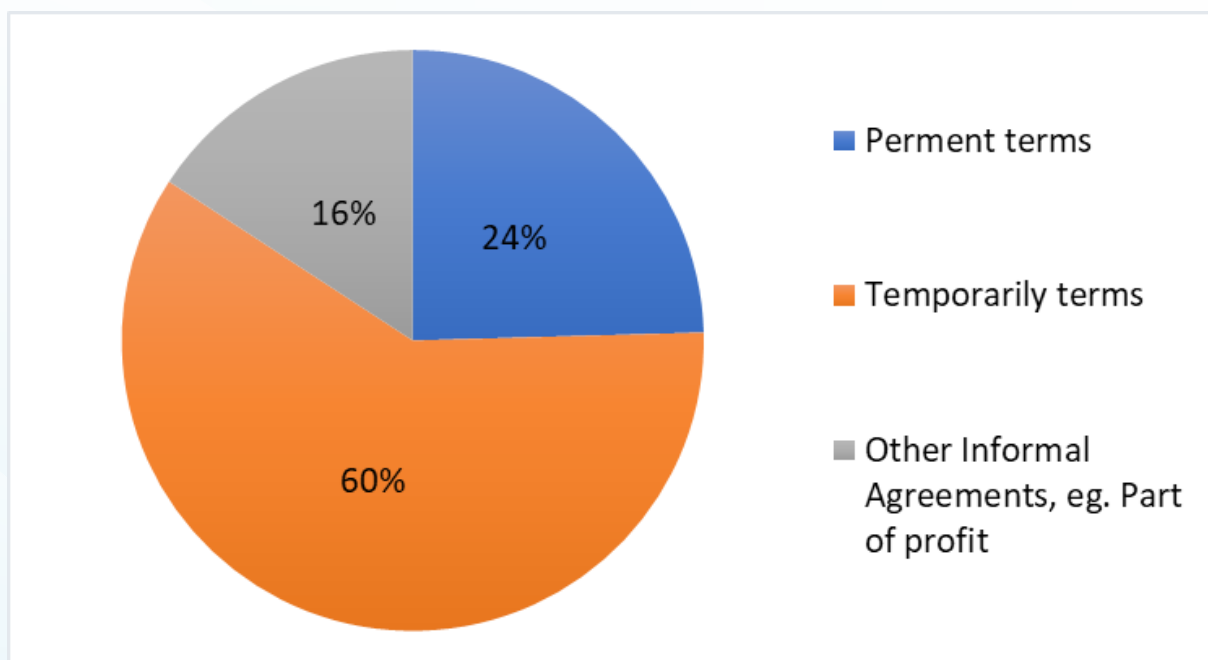


Figure 2: Terms of contracts for directly employed graduates

2.2.2.2 Working in the original field of training

The study sought to know whether SDF Graduates were working on the original field of their training and established that most of the graduates were employed in the areas of their training. Overall 4 in 5 graduates were established to be working in the areas of their training. Among graduates employed in firms (individual or corporate) 2 in 3 graduates were employed to do work related to their training. For the self-employed, about 9 in 10 graduates were found to be doing something related to their training (refer to Figure 3). The difference between employed and the self-employed can be due to limited choice in firms such that graduates fit within the openings that are created by firms. Among the self-employed, the high share of the graduates practicing what they trained on is a huge feedback to the training providers and the SDF program at large, and shows the relevance of the training programs, and the impact the SDF program is having on the labour market.

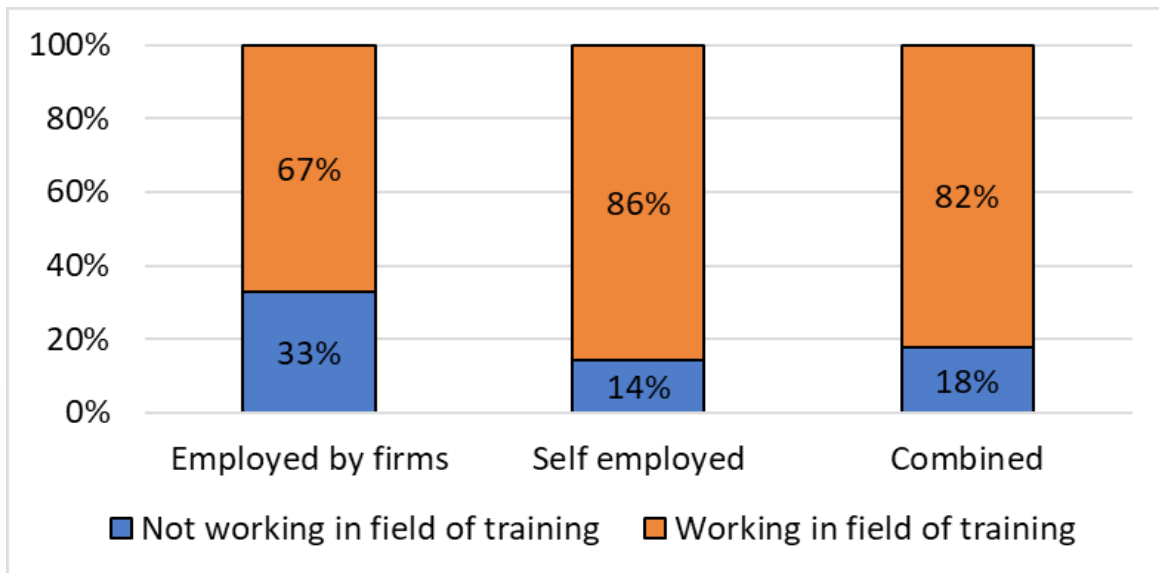


Figure 3: Status of employment and field of training

2.2.2.3 Work location of graduates

Most of SDF graduates (92 percent) indicated that they work within their hometowns, while (8 percent) work outside their home district (refer to Figure 4.). There is only a marginal difference between graduates employed in firms and the self-employed. These results show that the training programs were relevant to the geographical contexts that the beneficiaries were found, given that less than 10 percent had to move for work in other locations.

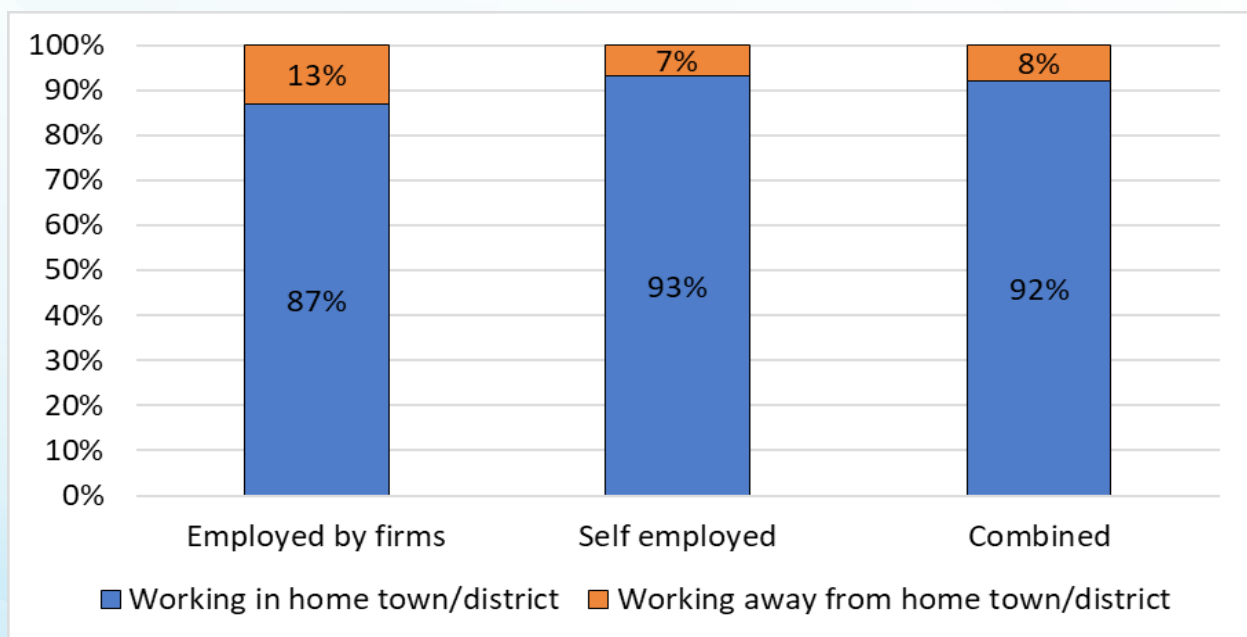


Figure 4: Graduates on the Place of the Work

2.2.3 SDF Graduate activities/jobs by sector

The study sought SDF Graduate type of the activities or job or business they have been doing after graduation to know the extent of the impact of the SDF programme on the employability based on the six priority sectors which are agriculture and agribusiness, Tourism and Hospitality; Transport and Logistics, Construction, Energy and ICT.

2.2.3.1 SDF graduate activities in agriculture and agribusiness

The study established that 14 percent of female graduates were engaged in breeding of the chicken as compared to 4% of the male agriculture. This means that women are more engaged in selling of the chicken and eggs, which are sources of the income. Male are more engaged in general agriculture by 44% as compared to women 39%. This reflected that all both men and women are engaged in agriculture after they have been trained in SDF. Therefore, the SDF has enabled to provide education and skills that has empowered women and men to have jobs for productive and able to raise the livelihood of their lives at household level and contribute to the country growth economy (refer to **Figure 5**). In total, the 47.30% female respondents are engaged in different activities of the agriculture as compared to the 52.70% of male respondents engaged in different agricultural activities as indicated in **Appendix 3**.

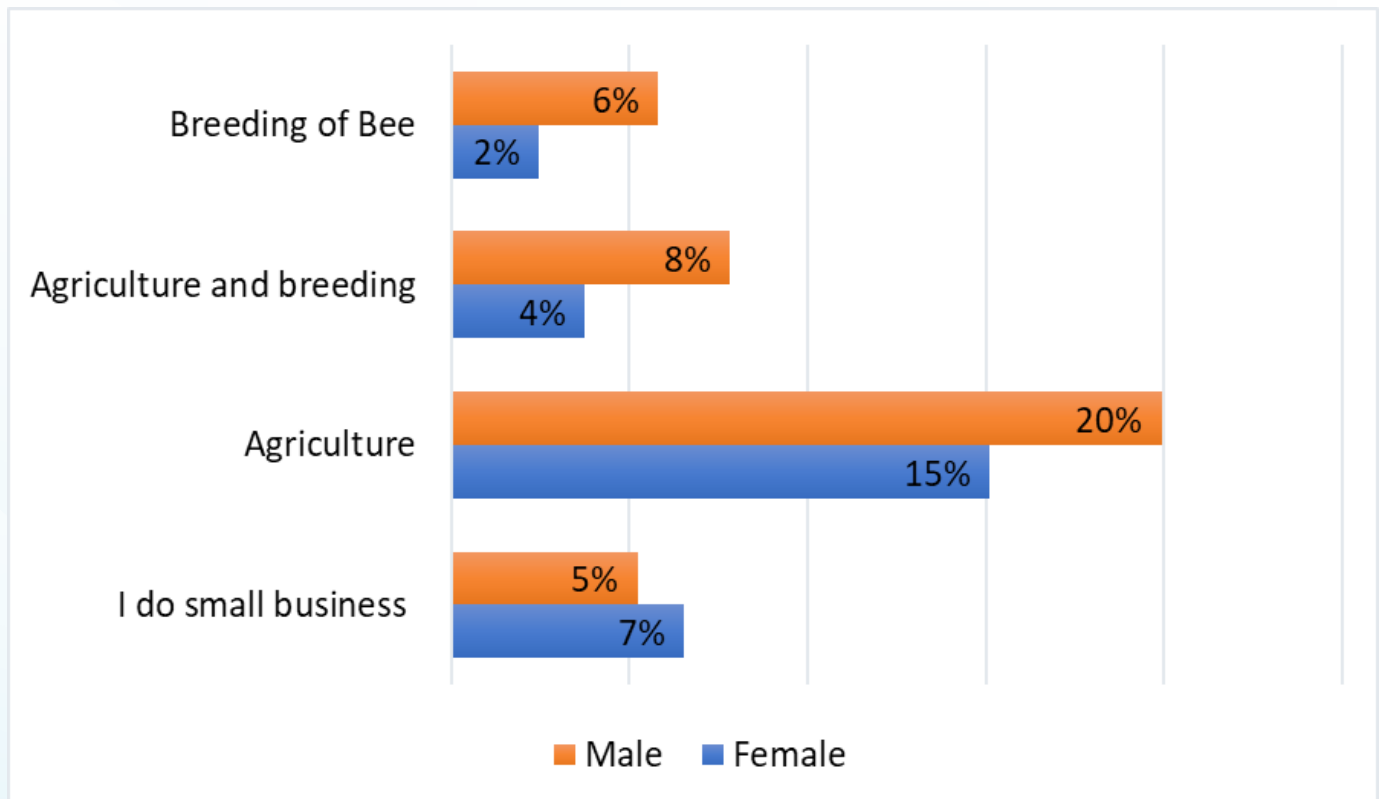
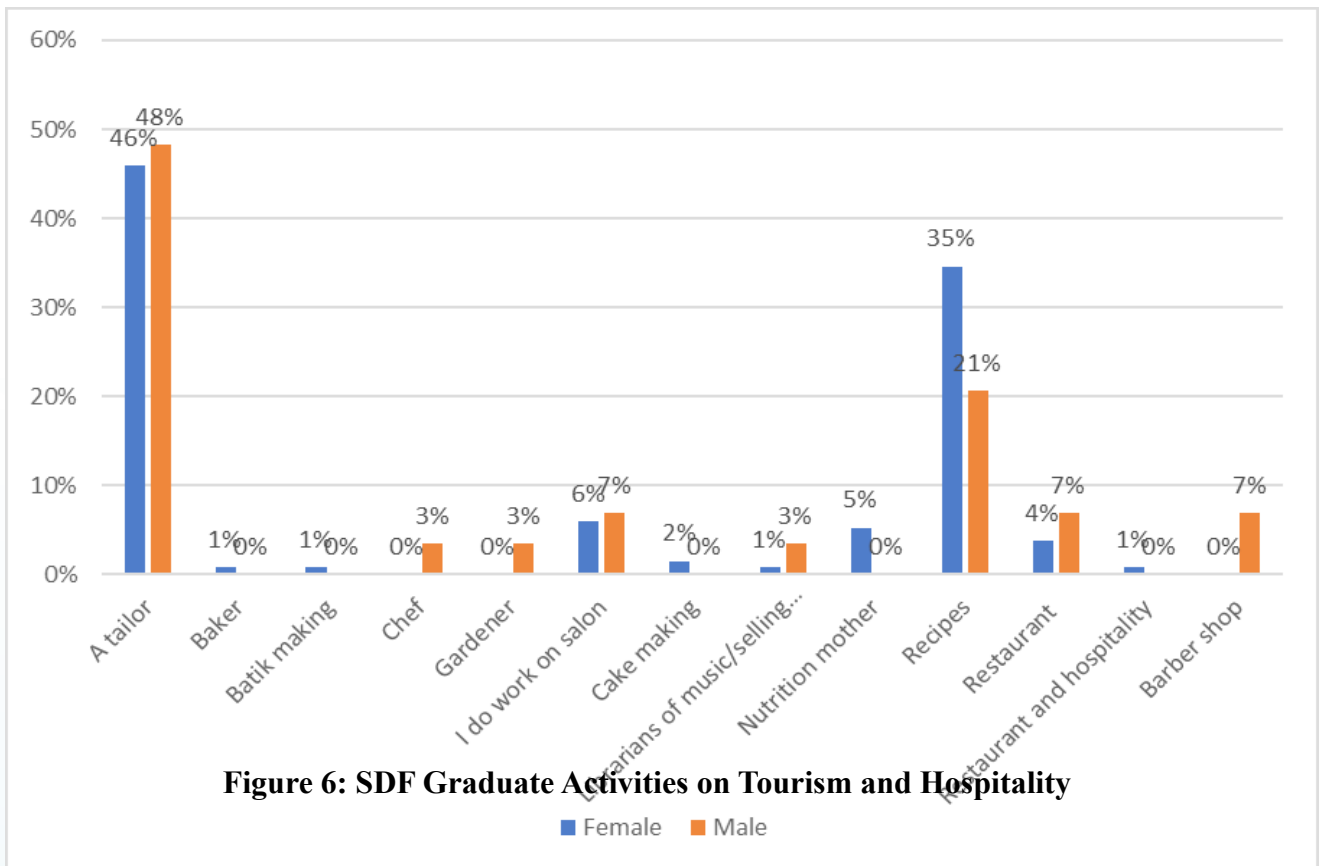


Figure 5: SDF Graduate Activities on the Agriculture and Agribusiness

2.2.3.2 SDF graduate activities in tourism and hospitality

The tracer study traced out SDF graduate activities on tourism and hospitality. The **Figure 6** below indicated that some of the activities were mainly equally done by both female and male as 46% of female and 48% of male are doing tailor, 35 % of female are doing recipes and followed by 21% of male who area doing the recipes. This means indicated that SDF training were emphasized on skills that are necessary for both genders as illustrated the figure below and other activities indicated on **Appendix 3**.



2.2.3.3 SDF graduate activities in construction

The tracer study traced out SDF graduates employed in the Construction sector. 42.81 % SDF female graduates are working as temporarily casual labour in the construction as compared to the 23.91% of SDF male graduates. 13.71% SDF male graduates are working as the phone repairer where as the 1.67% SDF female graduate are also working as phone repairer as illustrated in the figure below and appendix 3. In totality on the construction activities as indicated in the appendix 3 that 48.66% SDF female graduates are engaged more on the different activities on the construction sector as compared to 51.34% of the SDF male graduates. This indicates that SDF programme impact on the employment has been observed. **Figure 7** provides a summary of findings.

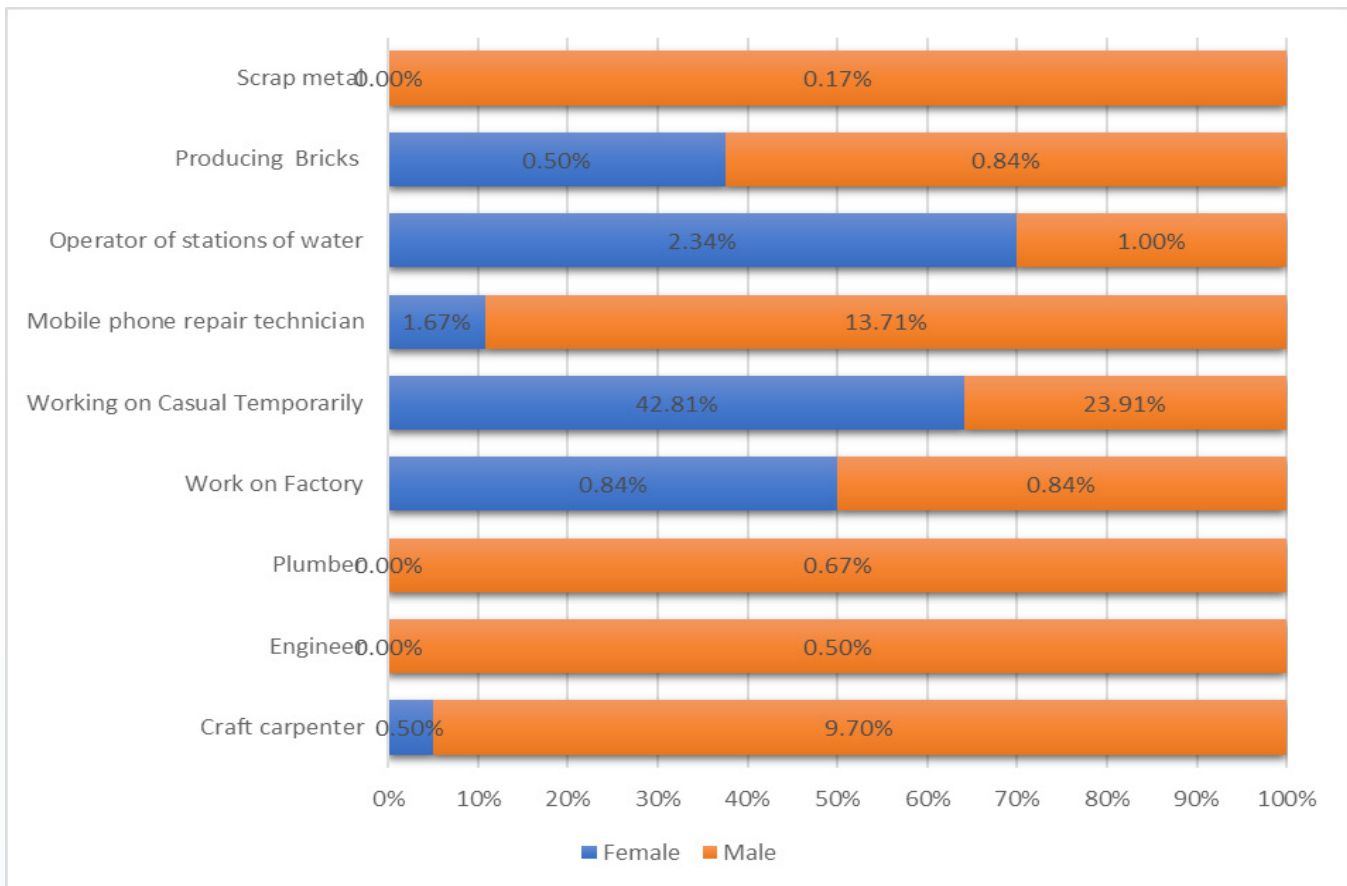


Figure 7: SDF Graduate Activities on the Construction

Therefore, SDF programme has contributed to entry of the graduate with construction skills in market labour. SDF under the Education and Skills for Productive Jobs. This means that SDF has impacted Tanzanians with the Education and Skills for productive jobs in the Construction sector as indicated in **Appendix 3**.

2.2.3.4 SDF graduate activities in transport and logistics

The tracer study traced out the SDF graduate activities in the Transport and Logistics sector as the most of male graduates (49%) and female graduate (24.11%) indicated that they experts in the machine repair and maintenance as illustrated in the figure 8 below. In totality 53.33%, female graduates and 46.67% are engaged in different activities in the Transport and Logistic sector as indicated in **Appendix 3**. This means that SDF programme under the Education and Skill for Productive Jobs has enabled more female entry that sector with skill of the transport and logistics, which in turn has increased the livelihood at household level and meet the ESPJ goals. **Figure 8** provides a summary of findings.

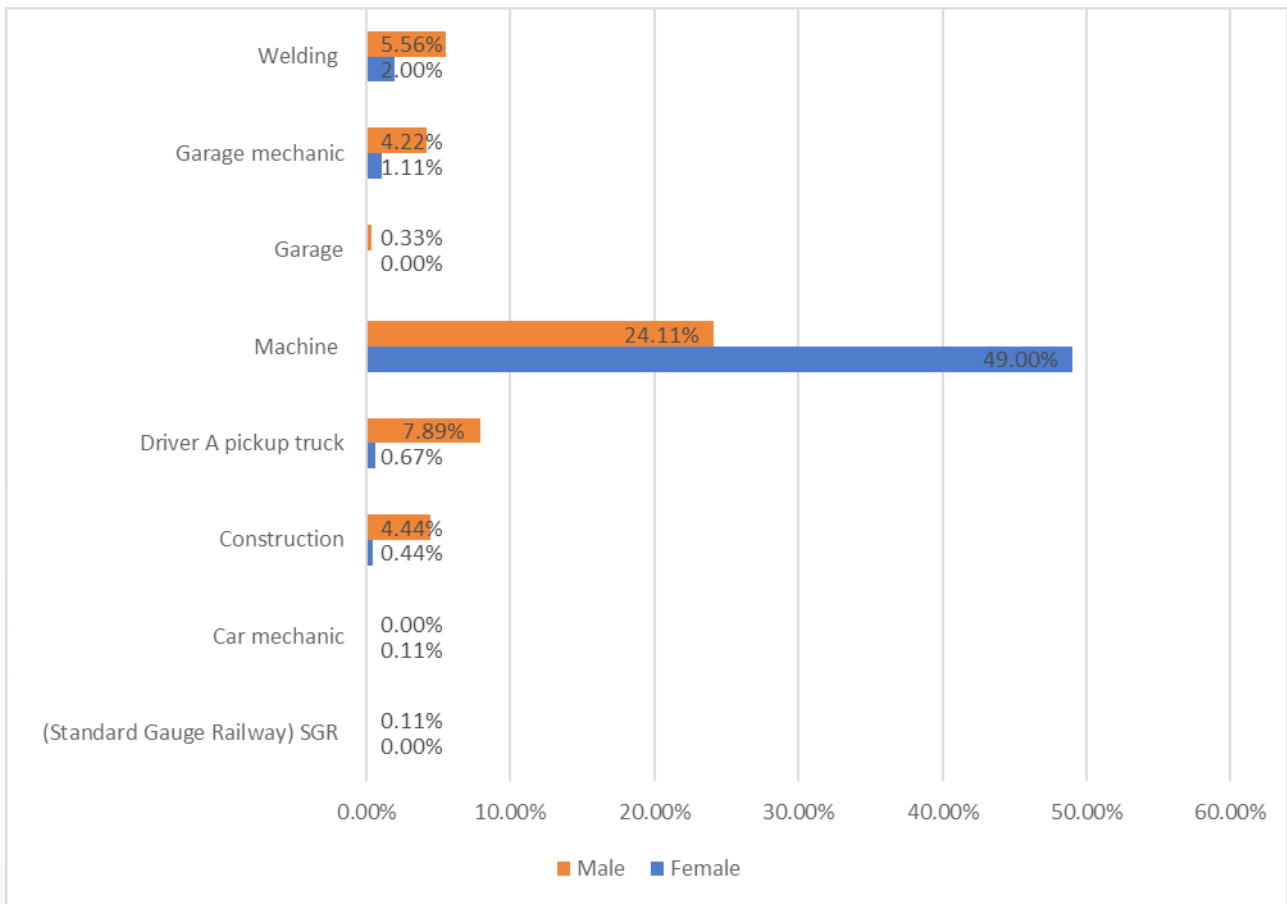


Figure 8: SDF Graduate Activities on the Transport and Logistics Sector

2.2.3.5 SDF graduate activities in energy

The Tracer study traced out the SDF graduate activities in the Energy sector as illustrated in **Figure 9** below.

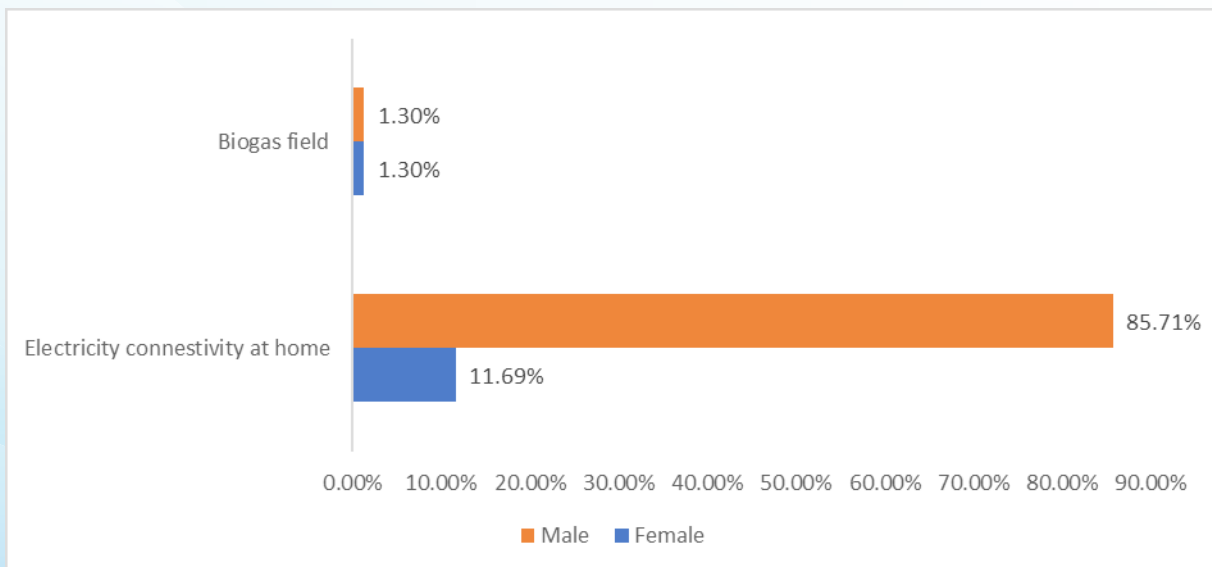


Figure 9: SDF Graduate Activities on the Energy Sector

The majority of the SDF male graduate (85.71%) and few SDF female (11.69%) are working on the electricity connectivity at homes, and rest about female and male both 1.30% are working on biogas field. The few number on the gas field has been contributed by the few enrollments of the SDF at only Gongali Model Training provider on biogas. In totality, 12.99% of the SDF female graduates and 87.01% of SDF male graduates were working the energy sector; however, the majority are male graduates.

2.2.3.6 SDF graduate activities in ICT

The Tracer study traced out SDF graduate activities on Energy Sector as indicated in the figure 10 below. Most of the SDF male graduate (44.44%) and SDF female graduate (33.33%) indicated that they been employed as computer technicians. In totality 40.74 % of SDF female and 59.26%, SDF male graduates are engaged in different activities of the ICT sector as indicated in **Appendix 3**, while **Figure 10** provides summary of findings.

Therefore, this means the SDF under the Education and Skill for Productive Job programme (ESPJ) has enabled the majority of the male and female to have education and skill to entry the labour market as aim of the ESPJ and National Skill Development Strategies (NSDS).

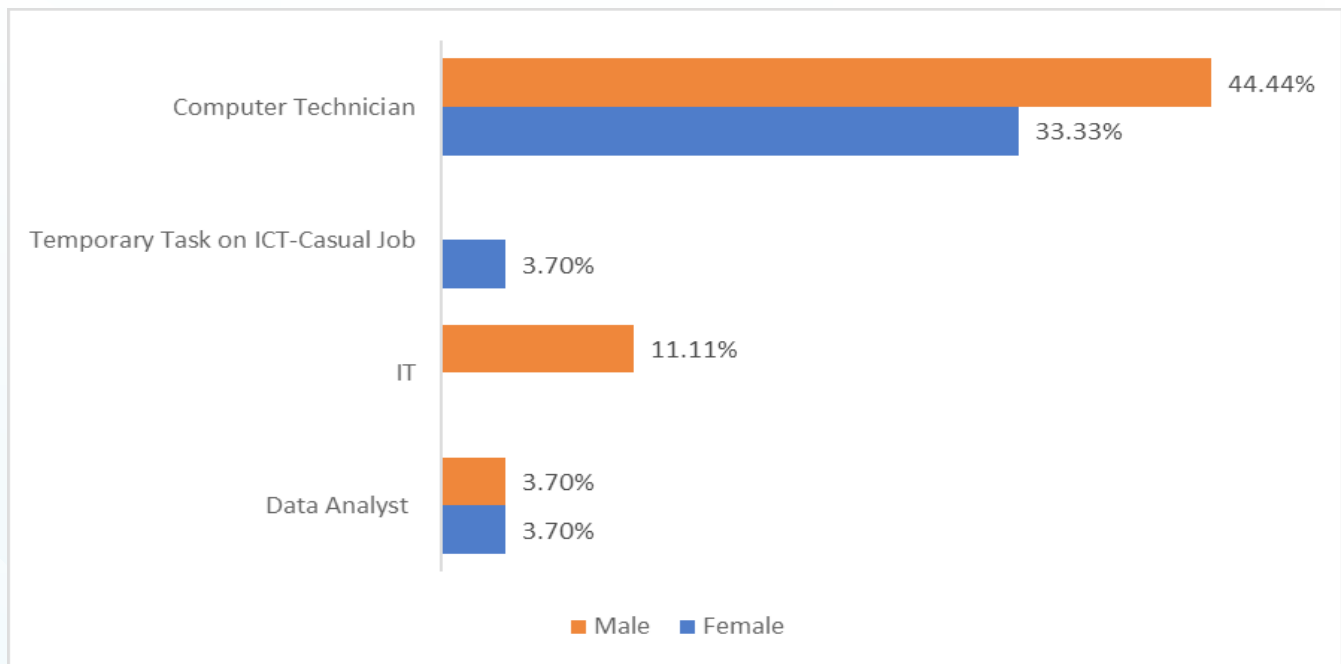


Figure 10: SDF Graduate Activities in the ICT Sector

2.3 Relevance of SDF Training Program

This part presents the findings based on the relevance of SDF Training programs.

2.3.1 Relevance of the acquired knowledge towards employability

During the interview, graduates were asked if skills and knowledge acquired were relevant or not. Majority of graduates (88 percent) reported that knowledge and skills they acquired were useful and made them find employment (refer to **Figure 11**). Only 12 percent of the graduates suggested that the skills acquired from the SDF programs were not useful, slightly higher percentage among the unemployed (16 percent) compared to the employed (11 percent).

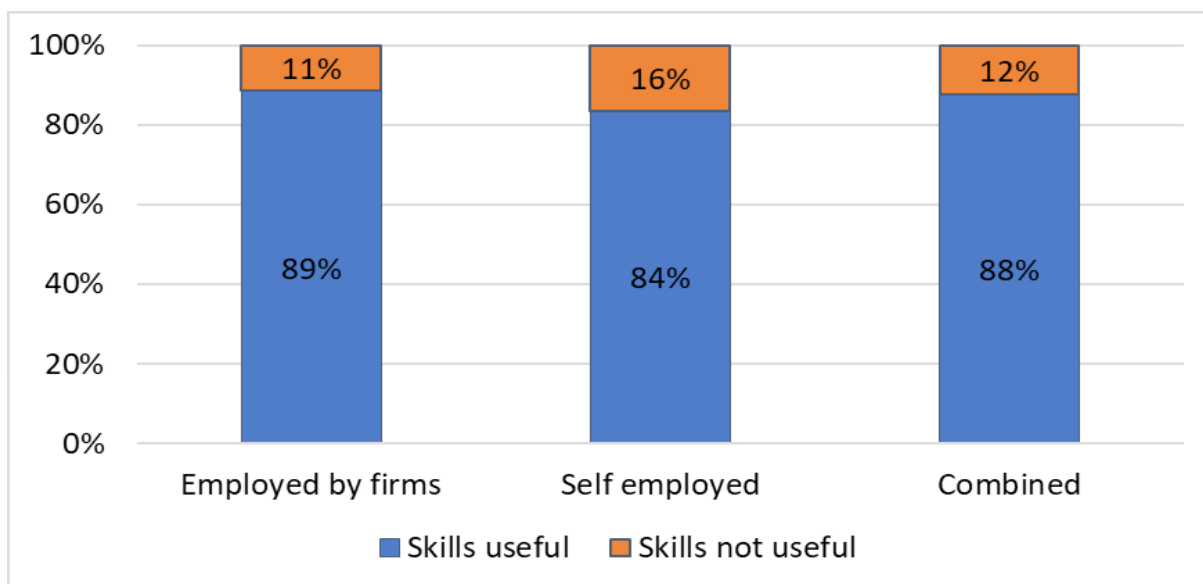


Figure 11: Relevance of acquired knowledge towards employability

2.3.2 Opinions of graduates toward training and employability

The study sought feedback from graduates on the choice of courses they attended, whether they were relevant and whether they would choose the courses again; the applicability of the knowledge and skills acquired; and the extent to which their expectations had been met during the training. Results of these questions are highlighted below.

2.3.2.1 Choice of the courses

The study sought respondents' opinions on whether they found the choice of training and the field to be right or not. Majority of the graduates (92 percent) indicated that the choice of field of training was right (good for them), while (4 percent) indicated that they should have chosen other courses. Another 3 percent did not know whether they had made the right choice (refer to **Figure 12**). These results show that most of the SDF programs were accepted by the SDF graduates. Few however indicated that the SDF should provide more options to choose from other than the ones that were provided. However, the majority accepted the SDF skill trainings were useful to them as they were able to get employment.

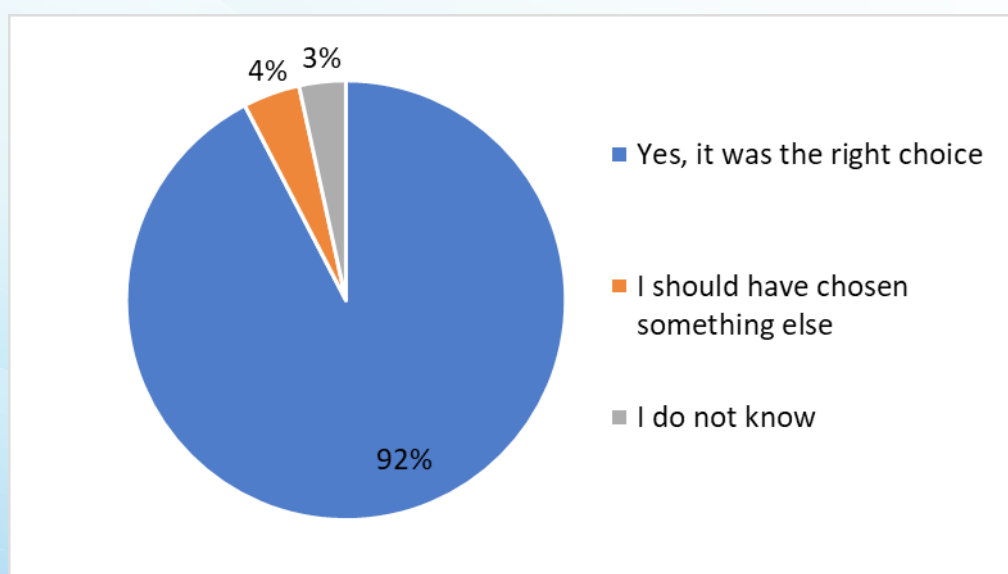


Figure 12: Opinion on the choice of the course

2.3.2.2 Graduates expectations after training

Forty-four percent of graduates indicated that their expectations in the SDF training were fully met, while 56 percent had their expectations met only by half. Although the survey does not offer details as to why graduates were not fully satisfied, the discussion on the challenges give so ideas of the elements of the training and transition to work that they did not appreciate.

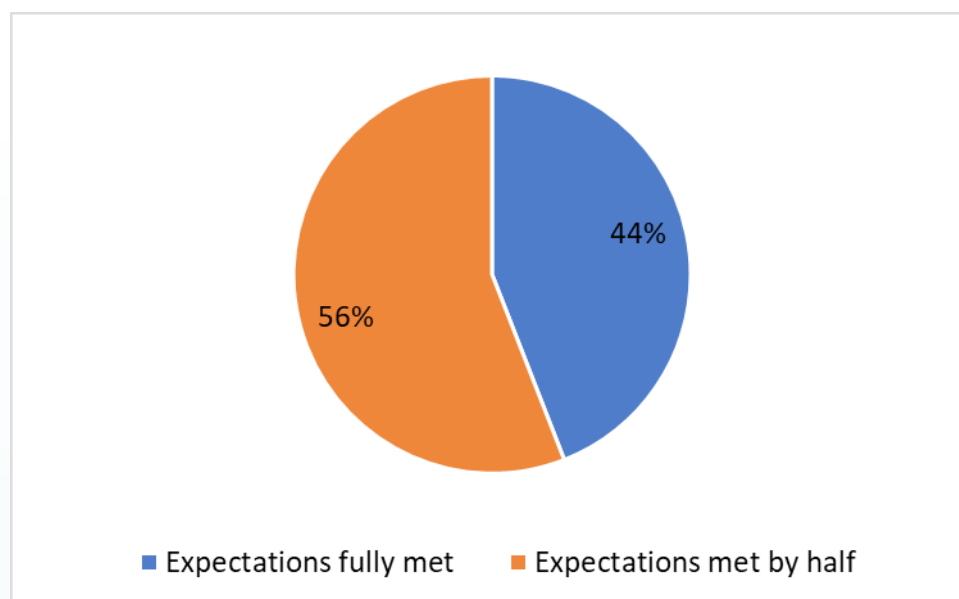


Figure 13: SDF Graduate Expectations after Training

2.3.2.3 Challenges faced by graduates in the SDF programs

The tracer study sought challenges faced by the SDF graduates during the training and after training, particularly on securing employment. Most of the Graduate (94 percent) indicated that the period of the training was short despite the quality of the programs provided. A handful felt that the training was not being extended to enough beneficiaries, which is more of an opportunity. Another set (~3 percent) indicated that there are areas that needed to be strengthened in the training, alongside the provision of additional training equipment commensurate with the number of trainees, especially for trainees with special needs. After graduation, the biggest challenge beneficiaries indicated was that of capital and financing, where 65 percent of the graduates reported that they faced difficulty to get loans that could enable them to start their own business by self-employment. Fifteen percent also highlighted a gap in the sensitization of beneficiaries on the opportunities of self-employment. Lack of placement services, lack of equipment to work with and lack of ring-fenced markets are other challenges that the graduates highlighted.

Table 5: Challenges on training and employment as shared by graduates

Category	Opinion	Percentage
Training	Need training time	94.2%
	Extend training to others	2.8%
	Improve training and equipment	1.7%
	Certification	1.3%
Employment	Capital and financing	65.0%
	Sensitize on self-employment	14.7%
	Placement	12.0%
	Lack of equipment	5.9%
	Assured markets	2.4%

Source: Computations based on tracer survey data

CHAPTER FOUR

3 CONCLUSION AND RECOMMENDATIONS

The aim of this study was to explore range of outcomes and relevance of the skills training program supported by SDF on employability of beneficiaries after the graduation; determining relevance of the training program; seeking opinions of graduates on the importance of the skills acquired; and seeking recommendations on how to improve training programmes. The study concludes by summarizing main points on suggestions for specific interventions to address issues and constraints identified during the implementation of the SDF training programme and for forthcoming of SDF programme under ESPJ.

3.1 Conclusion

The study employed qualitative and quantitative methods for data collection. The study has provided a significant employment status of graduates after graduation. Majority of the graduates were employed in the six priority sectors, which were agriculture and agribusiness, tourism and hospitality, construction, energy, transport and logistics and ICT. Most graduates who received skills development trainings have become innovative and successful entrepreneurs. Although, majority of the graduates were employed, there were challenges reported by graduates, which mainly were related to financial constraints such as startup capital and loans.

3.2 Recommendations

The SDF graduates provided their recommendations to be considered on future programs in skill training and enhancement of employment to graduates, including that:

1. SDF program should be improved to broaden skills training programs and ensure sustainability of the programme through sustainable funding;
2. SDF program should ensure graduate obtain direct or self-employment by ensuring access to capital, soft loans, availability of start-up equipment and tools, as well as access to markets for their products;
3. The training should be sustained to reduce the widening gap of the lack of skills, which make most of the youths to be unemployed;
4. The SDF graduate recommend that the SDF should make follow up through different approaches to reinforce and strengthen the concepts of the skill that acquired through SDF program; and
5. TEA should continue make more collaboration with different stakeholders at district levels to ensure that they continue to support to graduates to have stable self-employment.

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Appendix 1: Questionnaire for Tracer Study of The SDF Graduates from 2019 to 2022

Instruction: Please complete the following questions through the phone conversation. Please ensure that the issues of the ethics and confidentiality during the conversation with SDF Graduates

1. Name:

2. Current address: P.O. Box:

Town:

3. Name of college.....

4. Skill area trained in.....

5. Year of Completion:

6. What are you doing for a living now? wage employed

/Self-employed further training/ education unemployed

7. Are you working in the original field of your training?

Yes, No

7. If wage employed:

Please specify your present occupation:

.....

What are your terms of employment?

- casual worker
- temporary employment
- permanent employment
- Other:

• Place of work:

- at my home town/district
- I had to migrate to another place for work

7. If self-employed:

- I work on my own
- I employ others
- please specify the type of business you are doing:

.....
.....

9. In case you are not employed, what do you do for earning a living at present?

.....
.....

10. Do you think the choice of being trained in this field was right?

- yes, it was just right
- no, I should have learned something else
- I do not know

11. Which skills/ knowledge you have acquired/ learnt during the training: are most useful for you/ your work and applied most?

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

Are not useful? Not utilized?

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

12. Compared to my expectations, the training course I attended:

- met my expectations fully
- met my expectations by 50%
- the course was poor

Other comments:

.....
.....

.....

.....

.....

.....

THANK YOU FOR YOUR COOPERATION

Appendix 2: Population of the TPs by Course and Years of the Graduation

Name of institution	2019/20	2020/21	2021/22	Course
Ardhi University	303	-	-	Environmental Science, Engineering, Management And Municipal Industrial Service Engineering
Arnautoglu FDC	-	24	-	Making Pavements Bricks
Arusha Technical College	-	203	-	Strengthening Of Civil & Irrigation Engineering Programs
Association of Women Democracy	-	458	-	"Enhancing The Livelihood Of Women, Youth And Peoples With Disabilities Through Self-Sustaining Projects"
Bariadi FDC	-	352	-	Agricultural Irrigation
Buhangija FDC	515	-	-	Basic Computer Application Training
Busokelo DVTC	-	248	-	Skills Enhancement Program To Local Carpenters Around Busokelo District Council
Chala FDC	-	-	301	Driving And Motor Vehicle Mechanics
Chilala FDC	-	403	-	Production Of Interlocking Blocks
Dar es salaam Institute of Technology	-	-	127	Leather Technology (Mwanza Campus)
Dar es salaam Regional Vocational and Service Centre	83	-	-	Drip Irrigation Farming System Program
Dodoma RVTSC	-	-	401	Promoting Skills On Processing Of Meat And Inedible Slaughter By Products
Kasulu FDC	-	-	400	Fish Farming
Future World Vocational Institute	400	-	-	Motorcycles And Tri Cycle Repairs, Maintenance And Riding
Gera FDC	-	-	400	Beekeeping
Gongali Model Company Ltd	-	399	-	Advancing Human Resource For Harnessing Organic Fertilizer From Cow-Dung Biogas Systems
Gorowa DVTC	-	446	-	Provision Of Technical Training Of Plumbing And Pipe Fittings For Irrigation Systems, Commercial And Residential House Connection And Correction Of Water Leakage In Main Distribution Pipes
Handeni FDC	-	411	-	Vocational Training On Indigenous Poultry Breeds And Cross Breeds Keeping
Ikwiriri FDC	-	-	11	Training Of Motorcycle Riders On Traffic Laws, Rules And Regulation With Integration Of Information And Communication Technology To Motorcycle Rides In Rufiji District Council.
Ikwiriri FDC	-	-	674	Training On Poultry And Vegetable Diseases Management With Integration Of Information And Communication Technology To Groups Of Local Farmers In Rufiji District Council.
Ilula FDC	-	-	400	Driving Course With Transportation Business Management
Institute of Adult Education	-	239	-	Enhance Production Of Value Added Processed Fish Products Among Post Primary Youth And Young Mother In Tanzania
Kagera VTC	113	-	-	Promote Employment To Youth Through Modern Fish Farming For Economic Growth In Bukoba Rural, Kagera Region, Tanzania
Kibaha FDC	-	-	326	Empowering And Enhancing The Provision Of Vocational Education And Training Through E-Learning Delivery Mode
Kigoma RVTSC	-	-	410	Provision Of Relevant And Employable ICT Skills To Youths
Kihinga FDC	-	-	407	Linking Youth To Agribusiness
Kilombero Agricultural Training and Research Institute	-	115	-	Strategies Towards Strengthening Skill Competence Of Graduate Students From Kilombero Agricultural Training And Research Institute
Kisarawe FDC	-	-	251	Provision Of Construction Skills For Local Technicians And Artisans Involved In Construction Industries At Kisarawe District Council, Coastal Region – Tanzania.
Muhukuru FDC	-	-	400	Improving Farming Education To Local And Small Scale Paddy Producers At Muhukuru Division, Songea District Council
Makutupora National Service Vocational Training Centre	-	400	-	Sustainable Agriculture For Youth Socio –Economic Development In Tanzania
Malampaka FDC	-	-	63	Training Local Masons In Giving Skills on Making Interlocking Bricks, Gypsum, Tiles Fix And Making Terrazzo.
Mamtukuna FDC	-	-	200	Driving Course
Manyara RVTSC	-	594	-	To Improve Agriculture Products Based In Horticulture, Post-Harvest And Farm Management
Mara VTC	-	-	244	Computer Maintenance.
Mbinga FDC	514	-	-	Driving
Momba District Council	-	-	289	Empowering Women, Youth And People With Disabilities Through Agriculture In Momba District
Morogoro Vocational Teachers Training College	-	-	256	Instructional Methodology Course On Inclusive Vocational Education For Instructor
Moshi Co-operative University MOCU	116	-	-	Promoting Agribusiness Entrepreneurship Skill To Youth Groups To Enhance Knowledge For Employability Opportunities In Tanzania
Msanginya FDC	-	-	402	Provision Of Training On Improving Modern Building And Construction Technology To Local Fundi.
Mtawanya FDC	-	419	-	Building Capacity And Enhancing Local Carpentry And Joinery Technician With Skills And Knowledge Of Using Metal Aluminum To Manufacture Home Based Facilities Hence Reducing Deforestation
Mto wa Mbu FDC	-	-	400	To Impart Knowledge and Skills To People Working With Tourism And Hospitality Industry In Mto Wa Mbu And Its Surrounding Areas
Mtwara RVTSC	-	485	-	Establishment Of Hotel Management Courses: Tailor Made Programs In Food Production & Beverage Services And Sales At Kitangari VTC

Name of institution	2019/20	2020/21	2021/22	Course
Munguri FDC	-	-	190	Oilseed Processing
Musoma FDC	-	223	-	Production Of Horticultural Produces By Greenhouse Technology
Muyowirude	-	748	-	Training In Agribusiness To Youth And Women
Mwanva FDC	-	-	355	Transportation Using Vehicles, Bajaji And Bodaboda
Mwanza RVTSC	-	-	411	Proposal For Establishment Of Hospitality Sector Short Courses
Nambemoo FDC	-	-	650	
Ndolage DVTC	-	-	402	Adding Value For Rural Agricultural Products Through Food Processing And Preservation To Promote Youth Employability In Muleba And Karagwe District, Kagera Region, Tanzania.
Newala FDC	-	411	-	Community Groups
Nkasi DVTC (VETA)	-	-	416	Multi- Skills Training Course To 420 Local Fundi At Nkasi District
Nkowe VTC	-	205	-	To Improve Horticulture Production To Small Scale Farmers At Mnindu Valley.
Nzovwe FDC	-	-	510	Computer Course
Nzovwe FDC	-	-	135	Defensive Driving Course For Driver Safety
Riverside Fish Company Ltd	414	-	-	Agriculture And Agribusiness And Agro-Processing
Rubundo FDC	407	-	-	Empowering Women With Sewing And Tailoring Training Skills
Riwade Company Ltd	-	-	401	Training Youth In Installation Of Drip Irrigation System And Farming Technology Skills.
Samunge VTC	-	152	-	Promotion Of Youth Employment Through Provision Of Employable Skills In Agriculture And Food Processing, Hospitality And Transport Sector.
Sengerema FDC	-	-	418	Enhancing Vocational Skills To Youth, Girls And Women At Sengerema District
Serengeti District Council	-	729	-	Livelihood Enhancement Through Poultry Agribusiness
SIDO Arusha	-	-	456	Kaizen Resource Center For Productivity Improvement And Quality Enhancement For Agribusiness Industries
SIDO Dar es salaam	-	400	-	Promoting Mushrooms Marketing And Trading Through Contract Out growers In Dar Es Salaam
SIDO Dodoma	-	407	-	Food Processors Capacity Building.
SIDO Geita	-	-	393	Conserving Nature, Improving Livelihoods And Trade Growth Of Honey Value Chains In Bukombe, Chato And Mbogwe Districts
SIDO Iringa	-	-	460	Support Existing Youth Owned Micro And Small Enterprises To Grow And Improve Quality Of Their Products And Meet The Required National Market Standards.
SIDO Kagera	-	-	150	Training On Leather And Leather Products Production
SIDO Katavi	-	-	412	Improve Honey Quality To Processors In Katavi.
SIDO Kigoma	-	400	-	Training On Value Addition
SIDO Kilimanjaro	-	400	-	Usangi Leather Cluster Training Programme
SIDO Luguru	-	453	-	Skills Development To Leather Artisans
SIDO Manyara	-	219	-	Value-Adding Training Program For Garlic Small-Holder Farmers In Mbulu District, Manyara Region, Tanzania
SIDO Mbeya	-	-	400	Capacity Development And Outreach Programs For Youth And Women In Post-Harvest Management And Agro-Processing
SIDO Morogoro	-	452	-	Artisans Quality Products Improvement and Provision Of Working Tools
SIDO Mwanza	-	-	415	Skills Upgrading Training Program For Youth And Woman With Micro And Small Food Processing Enterprises In Mwanza Region: Increasing Potential For Crop Value Addition And Employment Creation
SIDO Pwani	-	415	-	Use Of ICT As A Tool In Managing Businesses To Women And Youth In Pwani Region.
SIDO Ruvuma	-	-	494	Entrepreneurship And Food Processing Training
SIDO Singida	-	-	597	Agro - Processing And Entrepreneurship Training Program.
SIDO Tabora	-	400	-	The Entrepreneurship, Honey Processing And Packaging Skills Training.
SIDO Tanga	-	461	-	To Support Rural Industrialization In Tanga On Agro Products
Sikonge FDC	155	-	-	Computer Application
Singida Vocational Training Centre	41	-	-	Enhance Provision of Vocational Education and Training In Animal Husbandry Course
Sofi FDC	-	600	-	Request For Motor Vehicle And Auto Electrical Training Equipment
Sokoine University of Agriculture	360	-	-	Graduate Training for Skill Development, Employment and Jobs Creation In The Agricultural Sector In Tanzania
Starpeco	-	-	100	Use Of Bitumen Emulsion Material Technology (CMA) In Construction And Maintenance Of Roads
Stella Maris Mtwara University College (STEMMUCO)	-	-	348	Agribusiness In Youths Entrepreneurship
SUGECO Morogoro	174	-	-	Enhancing Youth Hands On Agribusiness Skill For Employability In Tanzania (EYSET)
Tanga RVTSC	-	434	-	Promotion of youth employment in Tanga City through training provision on Food Production and Food and Beverage Services and Sales courses.

Name of institution	2019/20	2020/21	2021/22	Course
Tango FDC	-	389	-	Adding Value On Milk Through Milk Processing In Mbulu District
Tanzania Chamber of Commerce and Industry and Agriculture (TCCIA) Mtwara	-	132	-	Women And Youth Empowerment Through Business And Agro-Processing Training Programme (YWEBA)
Tanzania Horticulture Association -TAHA	-	-	437	Capacity Building To Youth On Horticultural Businesses
Tanzania Industrial Research Development Organization (TIRDO)	-	-	403	Capacity Building To Seaweed Farmers On Processing Seaweed To Value Added Products For Enhd Market Access
Tanzania Private Sector Foundation (TPSF)	-	131	-	Promoting Youth Employment Through Agricultural Mechanization
Ulyankulu VTC Tabora	64	-	-	To Provide Skills Training On Harvesting Storm Water, Installing Different Water Pipe System In The Buildings And Irrigation Systems For Small And Medium Scale Agriculture
University of Dar es salaam	67	-	-	On-Form Produce Safe Handling And Postharvest Technology Training Project-COET
Urambo FDC	-	-	181	Uchomeleaji Na Uungaji Vyuma (Welding)
VETA Kipawa ICT Center	-	400	-	Mobile Phone Technician
VETA Lindi	-	-	472	Uhitaji Wa Mafunzo Ya Mama/Baba Lishe (The Need For Education Of Mother/Father Nutrition)
	3,726	15,384	17,315	Total SDF Beneficiaries Graduated: 36,425

Appendix 3: SDF Graduate Activities/Jobs/Business Based on Gender and Sectors

SECTORS	ACTIVITIES	FEMALE	PERCENTAGE	MALE	PERCENTAGE	TOTAL	PERCENTAGE
Agriculture and Agri-business	I do small business & agriculture	115	12.45%	92	9.62%	207	11.01%
	Agriculture	266	28.79%	351	36.72%	617	32.82%
	Agriculture and breeding	66	7.14%	138	14.44%	204	10.85%
	Breeding of Bee	43	4.65%	102	10.67%	145	7.71%
	Business and agriculture	7	0.76%	10	1.05%	17	0.90%
	Clinic officer	1	0.11%	0	0.00%	1	0.05%
	Crop cultivation _	22	2.38%	21	2.20%	43	2.29%
	Environmentalist	1	0.11%	0	0.00%	1	0.05%
	Agricultural field	5	0.54%	2	0.21%	7	0.37%
	Grow up trees of fruits	0	0.00%	1	0.10%	1	0.05%
	Horticulture	18	1.95%	14	1.46%	32	1.70%
	I continue with studies	69	7.47%	81	8.47%	150	7.98%
	I continued reading	8	0.87%	23	2.41%	31	1.65%
	I do work on agriculture laborers	3	0.32%	21	2.20%	24	1.28%
	Internship	3	0.32%	0	0.00%	3	0.16%
	Irrigation	0	0.00%	1	0.10%	1	0.05%
	Minerals	0	0.00%	1	0.10%	1	0.05%
	Nutritional mother	118	12.77%	14	1.46%	132	7.02%
	Agriculture officer	2	0.22%	5	0.52%	7	0.37%
	Officer livestock	0	0.00%	1	0.10%	1	0.05%
	The guard	0	0.00%	2	0.21%	2	0.11%
	Teacher	0	0.00%	1	0.10%	1	0.05%
	Making various products	42	4.55%	22	2.30%	64	3.40%
	To process food	24	2.60%	4	0.42%	28	1.49%
	Breeding of chicken	91	9.85%	28	2.93%	119	6.33%
	Training for actions	6	0.65%	14	1.46%	20	1.06%
	Vegetables	2	0.22%	0	0.00%	2	0.11%
	Work small	0	0.00%	2	0.21%	2	0.11%
	Food processing	12	1.30%	5	0.52%	17	0.90%
		TOTAL	924	49.14%	956	50.85%	1880

Construction	Craft carpenter	3	0.50%	58	9.70%	61	10.20%
	Engineer	0	0.00%	3	0.50%	3	0.50%
	Plumber	0	0.00%	4	0.67%	4	0.67%
	Work on Factory	5	0.84%	5	0.84%	10	1.67%
	He doesn't have a job	256	42.81%	143	23.91%	399	66.72%
	Mobile phone repair technician	10	1.67%	82	13.71%	92	15.38%
	Operator of stations of water	14	2.34%	6	1.00%	20	3.34%
	Producing Bricks	3	0.50%	5	0.84%	8	1.34%
	Scrap metal	0	0.00%	1	0.17%	1	0.17%
	TOTAL	291	48.66%	307	51.34%	598	100.00%

Energy	Electricity connectivity at home	0	11.69%	66	85.71%	75	97.40%
	Biogas field	1	1.30%	1	1.30%	2	2.60%
	TOTAL	10	12.99%	67	87.01%	77	100.00%

ICT	Analyst of data	1	3.70%	1	3.70%	2	7.41%
	IT	0	0.00%	3	11.11%	3	11.11%
	Temporary task on ICT	1	3.70%	0	0.00%	1	3.70%
	Computer	9	33.33%	12	44.44%	21	77.78%
	TOTAL	11	40.74%	16	59.26%	27	100.00%

Tourism and Hospitality	A tailor	61	27.98%	14	14.43%	75	23.81%
	Baker	1	0.46%	0	0.00%	1	0.32%
	Batik making	1	0.46%	0	0.00%	1	0.32%
	Business small	0	0.00%	1	1.03%	1	0.32%
	Chef	0	0.00%	1	1.03%	1	0.32%
	Estate officer	0	0.00%	1	1.03%	1	0.32%
	Front Office	1	0.46%	0	0.00%	1	0.32%
	Gardener	0	0.00%	1	1.03%	1	0.32%
	Work At the hotel	6	2.75%	10	10.31%	16	5.08%
	Hygiene	1	0.46%	0	0.00%	1	0.32%
	I am employed	55	25.23%	36	37.11%	91	28.89%
	I am self employed	6	2.75%	3	3.09%	9	2.86%
	I do work on salon	8	3.67%	2	2.06%	10	3.17%
	Cake making	2	0.92%	0	0.00%	2	0.63%
	Librarians of music/selling music CDs/flash	1	0.46%	1	1.03%	2	0.63%
	Street vendor	0	0.00%	2	2.06%	2	0.63%
	Nutrition mother	7	3.21%	0	0.00%	7	2.22%
	Office Attendant	0	0.00%	1	1.03%	1	0.32%
	Officer welfare of society	1	0.46%	0	0.00%	1	0.32%
	Ranger army _	1	0.46%	0	0.00%	1	0.32%
	Recipes	46	21.10%	6	6.19%	52	16.51%
	Restaurant	5	2.29%	2	2.06%	7	2.22%
	Restaurant and hospitality	1	0.46%	0	0.00%	1	0.32%
	Safety engineer	0	0.00%	1	1.03%	1	0.32%
	Secretary	1	0.46%	0	0.00%	1	0.32%
	Stationary	1	0.46%	0	0.00%	1	0.32%
	Street manager	0	0.00%	1	1.03%	1	0.32%
	Supervisor of booths of the filter	0	0.00%	1	1.03%	1	0.32%
	Technician sewing machine	0	0.00%	1	1.03%	1	0.32%
	Barber shop	0	0.00%	2	2.06%	2	0.63%
To sell honey	12	5.50%	10	10.31%	22	6.98%	
TOTAL	218	69.2%	97	30.8%	315	100.00%	

Transport and Logistic	(Standard Gauge Railway) SGR	0	0.00%	1	0.11%	1	0.11%
	Car mechanic	1	0.11%	0	0.00%	1	0.11%
	Construction	4	0.44%	40	4.44%	44	4.89%
	Driver A pickup truck	6	0.67%	71	7.89%	77	8.56%
	Machine	441	49.00%	217	24.11%	658	73.11%
	Garage	0	0.00%	3	0.33%	3	0.33%
	Garage mechanic	10	1.11%	38	4.22%	48	5.33%
	Welding	18	2.00%	50	5.56%	68	7.55%
TOTAL	480	53.33%	420	46.67%	900	100.00%	



Beneficiary from Energy Sector, showcasing Bio Organic Fertilizer he produced after training at Gongali Model Company Limited Arusha



Interlocking blocks produced by SDF beneficiaries from the Construction sector at Chilala FDC Lindi



SDF beneficiary from the ICT sector Studied phone repairing at VETA Kipawa in his office located at Kariakoo Dar es Salaam



Wine produced by SDF beneficiaries from Agri-Business Sector trained at SIDO Dodoma



SDF beneficiary from the Tourism and hospitality sector showcasing cultural tourism products he produced after training at Mto wa Mbu FDC- Manyara



Beneficiary from Transportation Sector assembling motorcycles after being trained at Future World Training Centre in Dar es Salaam

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