

The Role of IPPE and IPOSA in Empowering Youths with Industrial Skills towards Poverty Reduction in Tanzania

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Abstract

This paper examines the role of Integrated Post Primary Education (IPPE) and Integrated Program for Out-of-School Adolescents (IPOSA) programmes in empowering youths with industrial skills towards poverty reduction. The paper explains how IPOSA and IPPE equip youths with pre-vocational skills to enable them participate in income generating activities. The study was guided by two research questions whereby the first question investigates ways IPOSA and IPPE can contribute to youth industrial skills in attaining middle-income economy while the second question examines how both programmes help Tanzanian youths in tackling poverty. The paper used qualitative approach employing interviews and documentary review were administered. The study population comprised of lecturers, programme coordinators, resident tutors, learners and Adult Education officers. The selection was based on the availability and willingness of key informants who participated in the study by providing information regarding the programmes. The findings reveal that IPOSA and IPPE programmes equip youths with skills such as in soap, batik, apron and candle making and food processing. These skills allow youth to participate in income generating activities and earn some income thus improve their livelihoods. The study recommends for integration model of both theory and practical oriented skills to make education system more practical. Finally, the Institute of Adult Education should collaborate with the Ministry of Education, Science and Technology in reviewing education policies to reflect the current needs of industrial economy and compete in the labour market hence curb youth unemployment.

Keywords: Empowerment, skills development, poverty, youth

Introduction

This study focuses on the determinants of young people's industrial skills development and their implication in tackling poverty. The study puts an emphasis on the role of the pre-vocational skills in particular, on youth skills development towards poverty reduction. The study cites, the Institute of Adult Education, as one among the higher education institutions as the key implementer in providing development skills through its programmes namely; IPPE and IPOSA. Following its contribution, it is one among the leading institutions in offering practical programmes which expose youth to the labour market as well as tackling unemployment among themselves (IPPE, 2010; IPOSA, 2019).

Recently, youth skills development, poverty and unemployment have been prominent global concerns. Pressure to expand post-basic education in countries with high youth unemployment has encouraged the development of a "skills for jobs" education reform discourse. The discourse is that vocational training should focus on skills development with the hypothesis that such a focus will help reduce youth unemployment (Balwanz, 2012).

While Tanzania is envisioned to become a middle-income country by 2025, the attainment of education among pupils and the entire population is showing both positive achievements and existing challenges. The main challenge is that we are still constrained by limited capacity to provide the necessary inputs for effective teaching and learning in our institutions. There is need for expansion and modernization of our training institutions to match with the requirements of current technology. Following this premise, there is an urgent need to re-balance both the number and skills relevance at all levels of education. Countries that have ignored education have also failed to maintain impressive growth rates (URT, 2019).

Findings from Tanzania Enterprise Survey (2013) show that about 40 percent of all firms involved in the survey identified an inadequately skilled workforce as a major constraint to productivity in many sectors. The findings from the survey indicate that work ethics, communication and problem solving skills were among the skills reported to be highly inadequate. On the other hand, higher number of failed firms reported skills constraints as one of their main challenges. The survey shows that 63 percent of failed firms indicated that the shortage of workers with the right skills profile was a contributing factor to failure (Msami & Wangwe, 2016).

On the basis of situation analysis, the process of industrialization is driven by three imperatives: the need to have a skilled labour force which can support the growth of key economic sectors; the need to accommodate large numbers of young people entering the labour force every year in search of productive jobs; and the need to integrate science, technology and innovation to sustain industrial growth. Hence, we need to consider these imperatives in order for us to realize effective and sustainable industrial growth. First, skills relevance; industrialization requires us to engage into building skills relevant to drive industrial growth (Avakov, *et al.*, (1980). Reviews from the labour market surveys indicate that out of a workforce of 19 million people more than 14 million are self-employed in the informal sector, primarily in agriculture and petty trading. Therefore, skills development interventions in the country should be designed to curb the existing skills gaps in both formal employment and in the informal sector (Education Sector Development Committee, 2012 in BEST, Msami & Wangwe; 2016). Successful skills development needs involvement of stakeholders beyond colleges and institutions. Private sector and labour-based organization must work together with state actors to bring about the desired targets and provide appropriate atmosphere for relevant skills development (Msami & Wangwe; 2016).

The 2030 Agenda for Sustainable Development has reaffirmed the critical role of education in broader societal development. More specifically, SDG4 envisions to ensure inclusive and equitable education and to promote lifelong learning for all. Against this backdrop, the Education 2030 Framework for Action (FFA) was adopted in November 2015, stating that SDG4 provides the international community's renewed, holistic, ambitious and aspirational education agenda based on a humanistic vision, which reaffirms the principles of education as a human right and a public good (Adams, 2017).

Education and training are important means of addressing youth employability. On the contrary, vulnerable youth are, to a great extent, ignored in this level of analysis (Adams, 2017). This study argues in favour of promoting vocational education and training tailored to youths in order to meet the labour market needs, and particularly dual models of vocational education and training. Good education and training can contribute to economic productivity and social cohesion, vocational education and on-the-job-training with young workers (Zimmermann *et al.*, 2013).

Brewer (2004) explains that education is central to development and to the improvement of the lives of young people globally, and as such has been identified as a priority area in internationally agreed development goals, including the Millennium Development Goals and the World Program of Action for Youth. Education is important in eradicating poverty and hunger and in promoting sustained, inclusive and equitable economic growth and sustainable development. Increased efforts towards education accessibility, quality and affordability are central to global development efforts (Brewer,2004).

Balwanz (2012) contends that promoting youth employment has become an increasingly important policy issue in Kenya. In 2011 nearly 40% of Kenyan youth were neither in school nor working, and the informal sector accounts for nearly 80% of jobs, despite the complex and unclear relationship between education and employment. In Tanzanian context, the Institute of Adult Education has been playing a great role in offering post basic education in formal and non-formal education programmes such as IPOSA and IPPE.

Through these programmes, the institute may help to enhance skill development to youth so as to equip them with skills towards industrial economy and poverty reduction. This study therefore aims at assessing the role of IPPE and IPOSA as non-formal education programmes on youth skill development to industrial and middle-income economy towards poverty reduction. The results aim to contribute to more responsive policies to the issue of youth disengagement from education and the ensuing consequences in skills shortages, low employment prospects, and general well-being.

According to the UNESCO Institute for Statistics (UIS, 2017), reports that most out-of-school youth in the region drop out before secondary education. Sub-Saharan Africa has the lowest drop out before secondary education (World Bank, 2015). Sub-Saharan Africa is the region with the lowest education and the proportion drops to one third of the population at upper secondary level. According to the UNESCO Institute for Statistics (UIS, 2017), there were 64.8 million out-of-school adolescents worldwide at school-year ending in 2013, of which one third were in sub-Saharan Africa. Given the potential for youth to lead and shape the world, current educational patterns compel a better understanding of youth characteristics and of the gap that often exists between youth realities and aspirations, and the nature of educational provision (World Bank, 2015).

Balwanz (2012) and Brewer (2004) reveal that 10.6% of the world's youth (15-24 years old) lack development skills hence making it difficult for them to sustain a living through full and decent employment. With youth unemployment and underemployment at persistently high levels, such rates act to jeopardize social inclusion, cohesion and stability. Basing on this argument, there is a need to align education policies, curricula and training programmes, in a people-centric way, with national development priorities and needs, international development strategies and labour market requirements. Doing so will promote the situation of young people, fight extreme poverty, and allow for a maximization of the benefits of globalization for youth (OECD, 2008).

Tanzania is one of the countries striving to reduce poverty and achieve industrial and middle-income economy through education institutions as well as other institutions. The Institute of Adult Education, being one among education institution was established in 1975 for the purpose of providing post-basic education. In collaboration with the Ministry of Education Science and Technology (MEST) and other organizations such as government and non-governmental organizations, the Institute of Adult Education has taken different initiatives to prepare different programmes that provide opportunities to different groups of people, youth in particular. Some of these programmes include the Integrated Post Primary Education (IPPE-2010) program and the Integrated Program for Out-of-School Adolescents (IPOSA-2019).

This study comes as an assessment of the role that post-basic education plays in empowering the youths with industrial skills through pre-vocation programmes of IPOSA and IPPE offered by the Institute of Adult Education. The questions this paper is intended to answer are: (1) In what ways can IPOSA and IPPE contribute towards youth development skills towards industrial and middle-income economy? (2) In what ways can IPOSA and IPPE programmes help move Tanzanian youths from poverty?

Literature Review

Salmi (2000) points out that in recent years there has been an emphasis on the provision of post-basic education. Most youths in the world prefer this kind of education as it equips them with skills that could lead them to the world of work. Due to the importance of post-basic education in accommodating this group of young people, this kind of education should be taken into consideration

(Adams, 2017). Australia and the Philippines, for example, have been very successful in the development of post-basic education. The skills gained and enhanced through post-basic education contribute to increased productivity in the workforce, and post-basic education plays an important role in developing professional capabilities in the countries studied. According to UNESCO Institute for Statistics (2017), lack of qualified human capital hinders growth and undermines the foundation for sustainable development. Skills for knowledge economy are built at tertiary level (URT, 2019).

With regard to the relationship between education and industrialization in Tanzania, the concept of education and industrialization emerged from Nyerere's philosophy of self-reliance. Following the contribution of adult education programmes in poverty alleviation in Tanzania, the programmes offered at IAE reflect Nyerere's philosophy self-reliance which emphasized on skills development rather than theory oriented (URT, 2019). The philosophy of adult education and adult learning is considered very progressive amongst the international adult education community and non-governmental organizations engaged in development work. This philosophy resonates with the concepts of empowerment and liberation very akin to the ideas expressed in Paulo Freire's *Pedagogy of the Oppressed* (Kassam, 1994).

The provision of education in Tanzania is guided by national macro policies, plans and strategies, and by education sector policies, programmes and strategic plans. The macro-policies include the Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP) and the Tanzania Five Year Development Plan of 2016/17 to 2020/21. This means that education sector is the main player in the realization of both strategies and vision (URT, 2019).

Tanzania has a key role to play in providing stable policy and regulatory frameworks for development and creating employment opportunities. Tanzania's second Five-Year Development Plan is centred on *Nurturing Industrialization for Economic Transformation and Human Development*. In achieving this, Tanzania should raise investment, balance public and private sector priorities, and tackle poverty and ensuring that all Tanzanians can share in the benefits of development through better access to education, health care and access to finance. This means creating inclusive growth that lifts all living standards (Zhang, 2017). The real measure of progress is found in cities, towns and villages, in the

dreams of people from all walks of life. Tanzania still needs a long-term effort to tackle poverty. The IMF (2017) notes that in Tanzania “a large share of young people remains unemployed or underemployed. Meeting the expectations of the younger generation ranks among the prime challenges of the 21st century in the developing countries” (OECD, 2008).

The Basic Industrialization Strategy (BIS, 2015) was adopted as the fundamental policy framework for restructuring socialist Tanzania’s industries. Emphasis was also placed at the policy level on production techniques and products that use local resources including labour. The BIS aimed at attaining some “minimum economic scale” of production in the setup of “basic industries”. Future industrial structure would consist of three categories: national, district and village industries (Kim, 1986).

Bringing vocational training closer to the needs of dynamically changing and evolving labour markets and economies can help young people to move into more productive and sustainable jobs. This can be achieved through an integration model, which allows incorporation of some components of pre-vocational and industrial skills to Tanzanian education system particularly into curriculum, complementary books as well as other instructional materials so as to enhance skills development to youths (Adams, 2017). To achieve this, the Government of Tanzania has been implementing this kind of education through its institutions, particularly the Institute of Adult Education that is mandated in the implementation non-formal programmes.

Materials and Methods

The study employed qualitative approach to gather study information from participants on IPOSA and IPPE. It involved three areas of study namely; Arusha, Dar es Salaam and Tabora regions where data was collected. The three regions have been selected due to availability and willingness of the key informants and other respondents in providing the data compared to other centres. Meanwhile, IPOSA and IPPE have been very successful in the three selected areas. The sample size was 50 respondents whereby 41 respondents were successfully obtained and interviewed to obtain the data. Purposive and random sampling were used in identifying participants, who included Institute of Adult Education lecturers and regional resident tutors, project coordinators, facilitators and learners from both IPOSA and IPPE programmes. Data were

mainly collected through interviews and documentary review comprising project reports, previous research, curricula as well as instructional materials. The interviews were conducted between March and June 2021 and being administered to facilitators, project coordinators and learners. Data were analysed using thematic content analysis method based on the objectives of the study. The table below presents the population of the study and sampling techniques employed in this study.

Table 1: STUDY SAMPLE AND SAMPLING PROCEDURES

Category of Respondents	Sample Size	Actual Population		% obtained of Respondent	Sampling Techniques
		M	F	Total	
Project Coordinators	4	2	1	3	Purposive
IAE Lecturers	9	4	2	6	Purposive
Facilitators	4	0	3	3	Purposive
Resident tutors	8	3	1	4	Purposive
Centre Owners	6	3	3	6	Purposive
Learners	19	9	10	19	Random
TOTAL	50	8	2	41	

Results

The results are presented and analysed in themes basing on the two research questions;

(i) In what ways can IPPE and IPOSA contribute to youth development skills towards industrial and middle income economy? (ii) How can IPPE and IPOSA help Tanzanian youths gain skills in tackling poverty? Regarding the contribution of IPPE and IPOSA to youth skills development in relation to industrial and middle income economy, the findings reveal that, IPPE and IPOSA offer pre-vocational skills that are beneficial to them. According to the interviews conducted, the response from the participants, particularly youths agreed that, the programmes of IPOSA and IPPE equip them with industrial skills which could help them engage in income generating activities hence, attain middle income economy status. The findings were organized in themes as follows:

Profile of Prevocational Skills Offered in the IPPE and IPOSA Centres

Before embarking to actual data analysis basing on the research questions, the study starts by identifying the skills offered through IPPE and IPOSA. Through interviews and documentary analysis such as reviewing IPOSA and IPPE modules and curriculum a number of pre-vocational skills offered by the Institute of Adult Education have been identified. Through these programmes, the study reveals that in IPOSA, the youths were trained on pre-vocation skills such as making liquid and bar soap, detergent, vikoï and batik, tailoring, needlework, making aprons. Apart from that, they have gained food processing skills such as tomato, jam making, chili source and peanut butter making. Regarding the IPPE programme, the focus on skills such as fish processing, masonry, bee keeping, beverages processing, candle making, electronics, carpentry, tailoring & needle work and brick laying. Apart from the mentioned pre-vocational skills the study reviewed a module for life skills showing basic skills in customer, marketing and branding as well as entrepreneurship skills which could help youths in initiating income generating activities and selling their stuffs to earn income for a living (IPOSA, 2019).

Relevance of IPPE and IPOSA to Youth Skills Development towards Industrial and Middle Income Economy

In relation to relevance of IPPE and IPOSA in developing skills among youth, the study reveals that, forty-one (41) 75% out of fifty (50) respondents, agreed that the programmes are very important to youth skills development as they equip them with necessary skills to engage in income generating activities. Through these programmes a good number of the learners have gained skills that could enable them produce soap, detergent and batik. Those enrolled in tailoring and needlework have managed to make aprons and other simple clothes, which they sell to earn a living. Basing on documentary analysis such as modules, curriculum, report research regarding the programmes, the findings reveal that, IPPE and IPOSA do not only offer pre-vocational skills but also other skills such as life skills, literacy skills, entrepreneurship and marketing skills. These skills also are beneficial to youth as they them with skills in branding and market their product hence participate in income-generating activities and thus poverty reduction. Taking an example of Temeke centre in Dar es Salaam, the learners have gained pre-vocational skills such as food processing. They make jam, chili source and peanut butter, which they sell to make an income for a

living. Table 1.2 indicates the programme and the number of learners enrolled in Temeke centre.

Table 1.2: ENROLLED LEARNERS IN DAR ES SALAAM FOR IPOSA PROGRAM

	CENTRE	NO. STUDENTS		TOTAL NO. IN THE CENTRE	NO. OF TEACHERS	OF PROGRAM
		M	F			
1	AMANI	104	212	316	4	Cookery, Electronics, Tailoring
2	MZINGA	70	92	162	3	Cookery, Electronics, Tailoring
3	TEMEKE	73	17	90	5	Cookery, Electronics, Tailoring, Carpentry
4	WAILES	74	61	135	4	Cookery, Electronics, Tailoring
TOTAL		321	382	703	16	

Source: Field Data Collected in March 2021

The Ways IPOSA and IPPE Programmes can Help Tanzanian Youths Gain Skills in Tackling Poverty

From the study findings, it was also reported that, the programmes can transform young people from poverty to a better economic status. On the one hand, the responses from the participants indicate that the programmes may give a permanent solution for youth unemployment as they provide the youths with skills which could make them engage in activities which promote self-employment. The programmes provide skilled labour into real practical world of work to help youths cope with unemployment and as well as poverty reduction. On the other hand, the programmes promote creativity among youths by engaging them in income generating activities. This explains why in, say Temeke, we have four IPOSA centres with a good number of learners. Society needs those skills to create income-generating activities to reduce poverty. As indicated in Table 1.2, a total number of 321 learners have been enrolled for IPOSA program in different pre-vocational skills including tailoring, electronics, carpentry and cookery. At Amani (316) and Mzinga (162), Temeke (90) and Wailes (135) centres learners enrolled for cookery, electronics tailoring and carpentry. This implies that IPOSA is highly needed by youth as they have high expectation

of acquiring skills that could help them get rid of poverty through engaging in income generating activities.

IPOSA Enrolment at Urambo Centre and its Implication to Skills Development

Tabora was also a case for investigation. The data indicates that there are three (3) centres established at Urambo where IPOSA is undertaken. These centres are Azimio, Mtakuja and Mlimani. A total number of 57 learners have been enrolled for stage I in IPOSA program. In Table 1.3, the findings indicate that at Azimio Centre, there is a good number of learners have been enrolled in different programmes including tailoring, entrepreneurship and cookery, whereby, the number of female learners (35) exceeds the number of males (10). This is an indication that the programmes are highly needed by youths as they can help in equipping youths with skills to engage in income generating activities hence poverty reduction. Meanwhile some programmes such as masonry and carpentry are not so much preferred by the learners as few learners have been enrolled into those pre-vocational skills. This is an indication that the learners seek for simple skills which take them short to acquire skill. In Mtakuja and Mlimani, the enrolment has been very low. This calls a need for more advocacy of the programmes in order to create awareness to youth. These centres are indicated in Table 1.3.

**Table1. 3: ENROLLED LEARNERS FOR STAGE I IN IPOSA PROGRAM
URAMBO CENTRE IN TABORA REGION**

S/N	ACTIVITY	CENTRE								
		AZIMIO			MTAKUJA			MLIMANI		
	Sex	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1	Tailoring	2	12	14	0	1	1	0	0	0
2	Masonry	1	0	1	0	0	0	0	0	0
3	Carpentry	4	0	4	1	0	1	4	0	4
4	Cookery	1	11	12	0	0	0	0	0	0
5	Entrepreneurship	2	12	14	1	1	2	4	0	4
		10	35		2	2	0	8	0	8
Total Number of Urambo Leaners		45			4	4	4	8		57

Source: Compiled data from Adult Education Officer at Urambo District 2021

IPOSA Enrolment at Kaliua Centre in Tabora Region and its Implication to Skills Development

In Table 1.4 the data indicate that a total number of 238 learners have been enrolled in different pre-vocational skills, comprising of boys and girls where forty two (42) have been enrolled in tailoring whereas 33 of them are females, followed by masonry with 14 learners then carpentry (11) and cookery (11). This data imply that IPOSA has been successful in this area as a good number of youths have joined the program with expectations to be equipped with the intended skills which could enable them to engage in income generating activities. This implies that those enrolled will acquire the required skill which will help them engage in income generating activities.

Table 1.4: ENROLLED LEARNERS FOR STAGE I IN IPOSA PROGRAM AT URAMBO IN TABORA

S/N	ACTIVITY	CENTRE								
		KALIUA			KAZAROHO			KASHISHI		
	Sex	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1	Tailoring	9	33	42	1	25	26	1	25	26
2	Masonry	14	0	14	14	0	14	14	0	14
3	Carpentry	10	1	11	19	0	19	19	0	19
4	Cookery	3	8	11	0	0	0	0	0	0
5	Entrepreneurship	0	0	0	6	15	21	6	15	21
		36	42	78	40	40	80	40	40	80
	Total Number of	78			80			80		238

Source: Compiled data from Adult Education Officer at Kaliua 2021

Implementation of IPPE Program in Arusha Region

In Arusha region, IPPE program has been very successful, as it has reached a good number of beneficiaries. Most of IPPE centres are attached in open schools managed by individually owned centres like FEA, Volcano and Sila City. Different courses are offered in these centres include tourism, hotel management, plaiting, tailoring, needlework and secretarial services. The centres and enrolment of learners are presented in

Table 1.5: FURTHER, THE TABLE SHOWS SKILLS OFFERED BY IPPE PROGRAMME.

S/N.	Centre	Program	No. of Learners		Total
			M	F	
1	Volcano	Electronics	5	2	7
2	<u>Sila</u>	Cookery	20	17	37
3	Meru	Tailoring & Needle work	3	2	5
4	Eureka	Cookery	10	15	25
5	<u>Tumaini</u>	Cookery	20	10	30
6	<u>Kapricon</u>	Tailoring and Needle work	3	-	3
7	Savana	Cookery	10	7	17
8	<u>Severin</u>	Tailoring	4	-	4
9	Bridge	Cookery	10	5	15
10	<u>Visha</u>	Tailoring and Needle Work	5	20	25
11	Aviation	Tailoring and Needle Work	-	4	4
12	Tropical	Cookery	20	10	30

Source: Compiled from Centre Coordinators, 2021

Discussion

Basing on the two research questions, the findings revealed that IPPE and IPOSA programmes possess some industrial features that could equip the youth with industrial skills to reduce poverty. The participants have high expectations that such programmes can equip them with the required skills. This is an indication that the programmes offered at IAE are relevant and can transform youth from dependence to independence. From curriculum review and analysis of IPOSA and IPPE, there are industrial features that have been identified from these programmes as an indication of a close relationship between education systems and industrialization. The findings suggest the need for an integration of pre-vocational skills into Tanzanian education systems at different levels to equip youths with development skills towards poverty reduction. Implementing IPOSA and IPPE is a key strategy to skills development to youth and promoting industrial economy, and poverty reduction. To promote skill development programmes, it is important for all stakeholders to work and support the development of requisite skilled workforce.

However, in order to understand the contribution of IPPE and IPOSA to youth skill development, one needs to assess the implementation of these two programmes in the selected regions. Regarding the implementation of IPPE and IPOSA, the information about the distribution of the centres and the enrolment for IPPE and

IPOSA indicate that the programmes are valuable and are highly needed by the youth. All respondents 50 (100%) said that these programmes are helpful to both individuals and the society. One female respondent, a beneficiary of these programmes was noted saying;

Before I was enrolled in these programmes I was struggling to get employment with which I would feel more secure. I joined these programmes hoping that one day I would have an activity which could make me earn a living. For me these programmes are of great help to meet my needs with less hustles.

More importantly is the need to relate industrial growth with science, technology and innovation as well as education. Using the concept of technology entrepreneurship, stakeholders are encouraged to support the use of technology associated with entrepreneurship. Secondly, supporting institutional growth where there is a need to support the growth of both the institutional mechanisms and systems designed to have transformative impact and high potential for growth and job creation (Kim & Mallory, 2020). There is a need for skills providers to develop effective mechanisms to involve the industries in the skill development process as they play an important role in the job market. Efforts should also be made to involve the private sector in developing cost effective learning tools related to industry. Finally, Ndlichako (2017) sees a need to adopt a “smart” skills development model in which active participation of employers and employees in education and training is backed with institutional support from the government. It is through these kinds of partnerships that the supply and the demand side of skills continuum will be maintained for effective industrial growth and development. This implies that the active human capital can contribute to the skills development of youths as well as other members on the society. Besides, these programmes are not only relevant to youth but also to the community needs at large. Basing on these arguments, programmes are expanded and well managed by the Institute of Adult Education they can serve a large group of youth, equipping the with development skills in engaging in some economic activities.

Additionally, if you teach them carpentry, masonry, electronics, some are going to apply these skills immediately in income generating activities. Vocational training is like an army amid for an economic war which could help youth tackling poverty. As it helps youths adopt new technologies and skills in a more readily manner which can be applied in the labour, particularly, in self-employment. Hence the pre-vocational training provided in adult education programmes is indispensable to enable the community to attain industrial skills towards poverty alleviation.

Basing on the objectives, the study recommends that the Institute of Adult Education as key implementer in non-formal education programmes (such as IPPE and IPOSA) in collaboration with Ministry of Education should review education policies to reflect the current era of industrial economy so as to transform Tanzanian youth from poverty. As an implication for practice, this study recommends that educational practitioners and policy makers should take steps to integrate into curriculum the vocational skills at different levels of education so that to equip young people with skills to compete in the labour market and address youth unemployment in Tanzania. Additionally, marginalized groups, in particular, namely out schools youth such as young mothers, out of school youth (young girls and boys) need to be empowered with development skills mainly, vocational skills to enable them engage in income generating activities towards poverty reduction.

Basing on the study objectives, data analysis and discussion of the research findings, it has been observed that the Institute of Adult Education play a big role in designing and offering programmes which equip youths with vocational skills. Such skills enable them engage in industrial and middle income economy hence poverty reduction. Also, the findings reveal that a good number of youths who have been enrolled in IPOSA and IPPE programmes have acquired the required skills which enable them engage in income generating activities.

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