Promoting Productivity and Social Protection in the Urban Informal Sector

The Interdepartmental Project on the Urban Informal Sector (1994/95)

WORKING PAPER

Improvement of the Apprenticeship System in the Informal Sector in Tanzania

John B. Mwinuka

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Preface

The dilemma of the informal sector

The Interdepartmental Project on the Urban Informal Sector carried out research and experimental projects in 1994/95 to demonstrate how to improve the quality of employment, particularly, productivity, social protection and occupational safety and health through enhanced access to resources and markets, collective action and regulatory reforms. Since this requires broad policy packages, it was designed as an integrated multidisciplinary project with many components that need intense ILO interdepartmental cooperation in its implementation.

The conception of the idea of the project dates back to the 78th Session (1991) of the International Labour Conference at which the central theme of discussion was the Director-General's Report on "The dilemma of the informal sector". The dilemma, as explained in the Report, was whether to promote the informal sector as a provider of employment and incomes, or to seek to extend regulations and social protection to it and thereby possibly reduce its capacity to provide jobs and incomes for an expanding labour force.

Although it is recognized that the full range of existing laws, regulations and labour legislation cannot be immediately applied in the informal sector without reducing its capacity to create jobs and/or drive it further underground, this project was conceived on the assumption that it is not necessary to make a choice between the above two objectives, and that productivity and social protection could be mutually reinforcing. Its activities were meant to show how the two objectives might be reconciled and pursued simultaneously to improve the quality of employment.

The project was implemented experimentally in Bogota, Dar es Salaam and Manila. It was believed that a successful implementation would generate enough interest to facilitate replication in other countries by governments and other agencies. The criteria for selecting the cities were:

- strong commitment of central Government, municipal authorities and employers’ and workers’ organizations to the pursuit of the objectives of the project;
- a certain degree of organization among informal sector operators;
- ongoing, related ILO technical assistance and, preferably, ILO institutional presence;
- availability of basic data and prior knowledge on the informal sector.

The vast majority of the labour force in the informal sector learns the skills they need for their livelihood, not in the system of formal vocational training, but informally through traditional apprenticeship. Training under traditional apprenticeship is demand driven, but it is unorganized and has no syllabus. The quality of training is only as good as the skills of the informal trainers and their willingness to teach the apprentices what they (informal trainers) know.

This study argues that the measures that should be taken to improve traditional apprenticeship is to introduce the skills-upgrading programmes for the informal trainers in the formal Vocational Training Centres. The best way to implement this is by launching short
intensive evening courses for informal sector workers which should lead to the award of nationally recognized certificates for those who successfully complete these courses. This requires the Vocational Education and Training Authority (VETA), together with the Vocational Training Centres to reorient themselves to the emerging training needs of the informal sector.

George Aryee,
Manager,
Interdepartmental Project on the Urban Informal Sector,
March 1996.
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I should also thank Mr. Meela of the Bureau of Statistics for collecting the data, and all the informal sector operators for the good cooperation they showed to me and to the data collector.

Finally, I would like to thank the ILO for choosing Dar es Salaam to be one among the three cities in the world to be involved in the Interdepartmental Project on the Urban Informal Sector and for offering me a consultancy in the Apprenticeship Study.

Lastly, but not in any way least, I would like to thank Mr. Amiri and Ms. Mushji, both from the Planning Commission, for their efficient typing of the report.
Executive summary

Vocational Training Centres were established mainly to provide skills to young people who would be employed in the formal sector. However, starting from the early 1980s, the economic crisis, coupled with the rapid population growth, the structural adjustment programmes and the application of recovery measures, have had negative impact on employment opportunities, particularly in the public sector where many employees were declared redundant. The formal sector could not absorb the high numbers of new entrants in the labour market each year.

The informal sector has offered the best opportunity for creating employment, generating incomes and contributing substantially to the gross domestic product (GDP).

However, the vast majority of the labour force in the informal sector learn the skills they need for their livelihood not in the system of formal vocational training, but informally through traditional apprenticeship. Training under traditional apprenticeship is demand driven, but it is unorganized and has no syllabus. The quality of training is only as good as the skills of the informal trainers and their willingness to teach the apprentices what they (informal trainers) know.

One of the measures that should be taken to improve traditional apprenticeship is to introduce the skills-upgrading programmes for the informal trainers in the formal Vocational Training Centres. The best way to implement this is by launching short intensive evening courses for informal sector workers which should lead to the award of nationally recognized certificates for those who successfully complete these courses. This requires the Vocational Education and Training Authority, together with the Vocational Training Centres to reorient themselves to the emerging training needs of the informal sector.

The other measures which can also improve traditional apprenticeship include devising mechanisms for increasing access to capital and credit, providing work premises, stimulating the formation of informal sector operators' craft associations and promoting technological change.
Muhutasari (Tafsiri)

Vyuo vya Ufundi Stadi vilianzishwa hasa kwa ajili ya kutoa ujuzi kwa vijana ambao wangeajirwa katika sekta rasmi. Lakini kuanzishwa mwa miaka ya 1980, hali ngumu ya uchumi, iliyoambatana na ongezeko kubwa la idadi ya watu, mafunzo ya kurekebisha uchumi na hatua za kuufuza uchumi, viliathiri hali ya ajira, hasa katika sekta ya umma ambako wafanyakazi wengi walipunguzwa. Sekta rasmi ilishindwa kutoa idadi kubwa ya watu walio kubwa wakafungwa kazi kila mwaka.

Sekta isiyu rasmi imeweza kuwa chanzo cha kutoa ujuzi kwa ajira, mapato na imekuwa ikichangia kwa kiasi kikubwa katika sekta pati la Taifa.

Hatua hivyo, idadi kubwa ya watu walio katika sekta rasmi hujifunza ujuzi wanaouhitaji ili kujifunza ujuzi wanaouhitaji ili kupitia katika vyuo rasmi vya ufundi stadi vya kwa wafundishaji wa kienyeji wa sekta hii. Mafunzo hivi vya kienyeji hutokana na msukumo wa mahitaji, lakini hayana mpangilio wa wengine. Ubora wa mafunzo hivi, hujifunza ujuzi wa wafundishaji na jinsi wanavyoajirwa uchumi na mafunzo wa ajira wao wa ufundi.

Moja katika hatua ambazo zinapasa kuchukuliwa ili kuboresha mafunzo hivi ya ufundi ni kuanzishwa kwa kiuza ujuzi wa kwa wafundishaji wa kienyeji katika Vyuo Rasmi vya mafunzo ya ufundi. Njia bora ya kutekeleza mafunzo huu ni kuanzishwa kwa ujuzi wanaouhitaji ili kupitia katika vyuo rasmi vya kwa wafundishaji wa kienyeji wa sekta rasmi na kutokana na vinavyotambuliwa kwa mabuni ya vinavyoajirwa katika sekta rasmi.

Hatua hivyo, idadi kubwa ya watu wanaouhitaji ili kupitia katika vyuo rasmi vya wafundishaji wa kienyeji wa sekta rasmi vya kwa mafunzo huu na mafunzo ya ufundi pamoja na Mamlaka ya Elimu na Mafunzo ya Ufundi pamoja na Vyuo rasmi ya Mafunzo ya Ufundi Stadi vinahitaji kuboresha mafunzo na kutokana na vinavyoajirwa katika sekta rasmi na jinsi wanavyoajirwa uchumi na mafunzo ya sekta rasmi.
1.1 Purpose of the study

For quite a long time, vocational training focused on the needs of the formal sector which was seen as the greatest employer of the labour force.

However, the economic crisis which started during the early eighties, coupled with the rapid population growth, has exacerbated the unemployment situation in the country. The growth in wage employment has been faltering. The structural adjustment programmes which were adopted during this period had directly reduced employment levels, particularly in the public sector and indirectly in the productive sectors of the economy, by diverting investments away from these sectors, such that the formal sector could not absorb the big numbers of new entrants into the labour market every year. At the same time, the real wages of those employed declined to unrealistically low levels and were far below efficiency levels.

Given the large increases in the labour force compared with the low rate of absorption in the modern/formal sector, the informal sector offers the best opportunities for employment and income generation. It is also a source of income supplementation to formal sector workers who are being badly affected by the erosion of their real incomes.

Yet, there is very little or no formal skill training for the informal sector operators. Traditional apprenticeship remains the major source of skill acquisition for the informal sector operators. This kind of training is unorganized and it has no curriculum.

In order to make the traditional apprenticeship more effective, there is need to improve the skills of the master craftsmen who train the apprentices.

The objectives of this study are to find ways of:

(i) upgrading the skills of the master craftsmen;
(ii) introducing a training curriculum which the master craftsmen can use;
(iii) motivating the master craftsmen through the payment of fees by trainees; and
(iv) introducing certification for informal sector training programmes.

1.2 Methodology

In order to meet the objectives of the study, a detailed investigation of six selected trades which had operators offering traditional apprenticeship was undertaken. These trades included mechanics, carpentry and joinery, tailoring, masonry and bricklaying, metal smithery and shoemaking and repair. Two types of questionnaires were used, one was administered to master craftsmen (the trainers) and the other one to apprentices (the trainees). The aim of the first questionnaire was to collect specific information regarding the master craftsmen, e.g. their educational background, their level of competence in the trade they offered and their training needs for the skills-upgrading programme, etc. Information was also collected about how they actually conducted their apprenticeship.

The second questionnaire which was administered to the apprentices aimed at cross-checking the information given by the master craftsmen and soliciting their opinions regarding the training they were getting. After compiling the training needs of the master craftsmen, an analysis of these needs was made by discussing with the master craftsmen themselves who pinpointed their specific areas of weakness which would need to be addressed when preparing the training programme.
Consultations were held with the Vocational Education and Training Authority together with the Dar es Salaam Vocational Training Centre on how to go about preparing the skills-upgrading programme for the master craftsmen and the syllabus that would be used.

Discussions were also held with these institutions on the possibility of introducing nationally recognized certificates for skills-upgrading programmes of operators and employees from the informal sector.

1.3 Format of the report

The report is divided into six sections. After a discussion of the definition of the informal sector used in this study and its role, the report examines how apprenticeship is conducted in the informal sector and identifies the problems it is facing. The fourth section discusses the approaches of improving traditional apprenticeship through training and the role of the Vocational Education and Training Authority and the regional Vocational Training Centres in effecting this. A proposal for a pilot project to train the master craftsmen who train the apprentices in a traditional way in three trades is given. The three trades are tailoring, carpentry and mechanics. The fifth section discusses other strategies to improve the apprenticeship system and the informal sector in general. The last section gives some concluding remarks and recommendations for further action by the Government and other relevant authorities.
Section 2

Definition and importance of the informal sector
2.1 Definition of the informal sector

The working definition was based on the resolution adopted by the Fifteenth International Conference of Labour Statisticians (ICLS) held in January 1993, but its specifications were adapted to suit the situation in the United Republic of Tanzania.

It was closely linked with the revised United Nations System of National Accounts (SNA) and the revised International Classification of Status in Employment (ICSE) so as to achieve consistency between different bodies of statistics. Its main features were as follows:

(a) The informal sector is considered as a subset of household enterprises or unincorporated enterprises owned by households. They are enterprises which:

- are not separate legal entities independently of households or household members which own them;
- do not have a complete set of accounts which permit a clear distinction of production activities of the enterprise from other activities of their owners and the identification of flows of income and capital between the enterprises and the owners. The enterprises may or may not employ paid labour and the activities may be carried out inside or outside the owner’s home.

(b) The informal sector comprises informal own-account enterprises as well as enterprises of informal employers. The distinction between own-account enterprises and enterprises of employers is based on whether or not the enterprises employ employees on a continuous basis (as contrasted with the employment of employees on an occasional basis and the employment of unpaid family workers). Enterprises of informal employers may be defined in terms of one or more of the following criteria: (i) size of employment; (ii) non-registration of the enterprise; and (iii) non-registration of its employees (in terms of the absence of formal employment contract).

(c) Enterprises rendering professional or business services (e.g. doctors, lawyers, teachers, accountants, engineers, architects, etc. are included in the definition, if they meet the requirements of informal own-account enterprises or enterprises of informal employers.

(d) The resolution permits the inclusion of small-scale and/or unregistered agricultural or fishing activities in the definition, although it recommends to exclude such activities for practical reasons. The Dar es Salaam Informal Sector Survey (DISS) included urban agriculture, livestock-keeping, fishing and bee-keeping to enable comparison of DISS 1995 data with those of the National Informal Sector Survey (NISS, 1991) for the city of Dar es Salaam.

It can be noted that the definition advanced by the International Conference of Labour Statisticians is wider in scope than the one used in 1991 for the National Informal Sector Survey. It uses fewer and more objective criteria. This will be the working definition for this study.
2.2 Importance of the informal sector

Various studies have been undertaken with regard to informal sector activities in Tanzania, and evidence indicates that informal sector activities are spreading tremendously through the different sectors of the economy. This is possible because of the positive attributes of the sector, like:

— cost-effectiveness in job creation vis-à-vis the formal sector in that the informal sector small-scale enterprises need low capital for business take-off since most of the production is labour intensive and uses relatively simple tools;
— small-scale enterprises create forward and backward linkages between the informal sector and formal sector industries;
— it uses local resources such as raw materials and capital. No foreign exchange is required; and
— it supplies local markets with cheaper goods and services.

It is evident, therefore, that the sector's potential for growth is very high. However, this potential can be realized by actively supporting the sector through policies which will facilitate the creation of conducive environment. Operators have also to be assisted through the provision of credit and training. Through these kinds of interventions, the sector can become more efficient in supplying goods and services and in employment creation.

2.2.1 Informal employment

In Tanzania, like elsewhere in sub-Saharan Africa, evidence is emerging to show the importance of informal sector employment. Indicative information obtained from the three population censuses (1967, 1978 and 1988) reveal a large share of total employment of informal sector employment (table 1). Employment in own account, generally used as a proxy for informal sector activities was found to be 4,156,320, 5,207,660 and 6,206,470 respectively.¹

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Wage/salary</td>
<td>8.3</td>
<td>1.0</td>
<td>10.1</td>
<td>2.1</td>
<td>4.9</td>
<td>1.5</td>
</tr>
<tr>
<td>Own account</td>
<td>35.0</td>
<td>39.7</td>
<td>35.8</td>
<td>32.0</td>
<td>28.4</td>
<td>31.1</td>
</tr>
<tr>
<td>Family worker</td>
<td>8.9</td>
<td>7.6</td>
<td>2.4</td>
<td>17.6</td>
<td>1.0</td>
<td>1.5</td>
</tr>
</tbody>
</table>


The table shows that informal sector employment was 74.7 per cent in 1967, 67.8 per cent in 1978 and 59.5 per cent in 1988 of the economically active population. Both men and women are extensively involved in informal sector activities. But it seems that women are engaged more in informal sector activities than in formal employment. As it can be observed from table 1, for the three years, women's participation on wage employment has been between 1.0 per cent and 2.1 per cent, whereas their participation in the informal sector has been between 31.1 per cent and 39.7 per cent compared with that of between 28.4 per cent and 35.8 per cent for men.

The 1990/91 Labour Force Survey revealed that out of 1,773,273 of the economically active population (excluding those employed in traditional agriculture), 955,647, or 54 per cent, were employed in the informal sector or had an informal sector as their main activity. 1

A more and comprehensive National Informal Sector Survey (NISS, 1991) revealed that informal sector employment was 2,369,380 (urban 40 per cent; rural 60 per cent).

However, examination of informal sector employment across sectors (table 2), reveals that trade/restaurant/hotel dominates (51.2 per cent), followed by manufacturing (22.2 per cent). For trade/restaurant/hotel, this general trend is observable even when classification is made with regard to urban and rural. The two industry groups alone employ over 70 per cent of the informal sector labour force. In terms of informal sector employment by gender, females are predominant in the trading group, constituting nearly 53 per cent of the total labour force. On the other hand, the manufacturing group is dominated by males who constitute 75 per cent of the entire labour force.

Table 2. Employment in the informal sector by industry group

<table>
<thead>
<tr>
<th>Industry group</th>
<th>Dar es Salaam</th>
<th>Other urban</th>
<th>Rural</th>
<th>Total</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and fishing</td>
<td>21 835</td>
<td>104 490</td>
<td>110 052</td>
<td>236 377</td>
<td>9.9</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>0</td>
<td>17 400</td>
<td>4 321</td>
<td>21 721</td>
<td>0.9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>44 219</td>
<td>77 529</td>
<td>404 501</td>
<td>526 249</td>
<td>22.2</td>
</tr>
<tr>
<td>Construction</td>
<td>22 329</td>
<td>28 785</td>
<td>112 326</td>
<td>163 438</td>
<td>6.8</td>
</tr>
<tr>
<td>Trade/restaurant/hotel</td>
<td>203 200</td>
<td>359 325</td>
<td>652 275</td>
<td>1 213 700</td>
<td>51.2</td>
</tr>
<tr>
<td>Transport and communication</td>
<td>4 419</td>
<td>7 758</td>
<td>65 893</td>
<td>78 070</td>
<td>3.2</td>
</tr>
<tr>
<td>Personal services</td>
<td>19 958</td>
<td>38 858</td>
<td>71 009</td>
<td>129 825</td>
<td>5.4</td>
</tr>
<tr>
<td>Total</td>
<td>315 958</td>
<td>634 145</td>
<td>1 419 277</td>
<td>2 369 380</td>
<td>100.0*</td>
</tr>
</tbody>
</table>

*Rounded up to the nearest figure.

1 However, that figure comes to 1,802,859 if those engaged in the informal sector as a secondary activity are included.
2.2.2 Informal incomes

Substantial incomes have been found to be associated with informal activities in Tanzania. In urban areas, the share of cash incomes from urban farming activities in total household incomes rose by 3.7 times between 1969 and 1977, i.e. from 3 per cent to 11 per cent. More than 50 per cent, i.e. 59.2 per cent, of urban households have cash incomes from informal sector activities (Sarris and Van den Brinks, 1993). Tripp (1988) on the urban informal sector for Dar es Salaam found that the minimum income for an average household of six people was six and a half times the average worker's monthly income. It was further found that even the return from the informal sector activities for a self-employed person was about ten times more than the average worker. Maliyumkono and Bagachwa (1990) report that an average full-time, self-employed person earns 3.7 times more income than the average wage-earner. At most, the formal wage is said to keep the family going for six to 12 out of the 30 days in a month.

In rural areas, non-farm activities are important in supplementing farm incomes. Chuta and Liedhold (1985) show that average incomes generated by rural non-farm (informal) households exceed those generated by full-time farming households by 41 per cent. Haggblade et al. (1987) reveal that rural non-farm activities provide between 20 per cent and 30 per cent of African rural incomes. In Tanzania, 86.7 per cent of rural households have some cash income from trade, enterprise or profession (Sarris and Van den Brinks, 1993). The 1986/87 agricultural sample survey revealed that more than 31 per cent of households in rural Tanzania depend on non-farm (informal) sources of income.

2.2.3 Informal GDP

Informal sector activities are estimated to contribute more than 20 per cent of the GDP to African cities (ILO, 1991). In Tanzania, various estimates of the size of informal sector GDP in official GDP have been made. It has been revealed that informal sector GDP was less than 10 per cent in 1978 and increased to 10.3 per cent in 1985 (Aboagye, 1989). Maliyumkono and Bagachwa (1990) using a variant of monetary approach to characterize the informal sector, indicate that informal sector GDP was no more than 10 per cent of official GDP prior to 1979, but increased to almost one-third of the GDP by the second half of the 1980s. The National Informal Sector Survey (NISS) of 1991 also revealed that the share of informal sector GDP in official GDP was 32 per cent. Recent estimates of informal GDP covering the post-adjustment period in Tanzania put the figure to be as high as 60 per cent (Sarris and Van den Brinks (1993), and Bagachwa and Naho (1993)).

Sector-wise, manufacturing has the highest share in official GDP, followed by trade/restaurant/hotel (table 3). However, in terms of gross domestic output, trade/restaurant/hotel comes first followed by manufacturing.
Table 3. Informal sector contribution to GDP in 1991 (million shillings)

<table>
<thead>
<tr>
<th>Sector</th>
<th>Formal GDP (1)</th>
<th>Informal GDP (2)</th>
<th>(2) as % of (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and fishing</td>
<td>356 435</td>
<td>20 446</td>
<td>5.7</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>7 008</td>
<td>1 159</td>
<td>16.5</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>19 931</td>
<td>29 799</td>
<td>149.5</td>
</tr>
<tr>
<td>Construction</td>
<td>24 080</td>
<td>10 864</td>
<td>45.1</td>
</tr>
<tr>
<td>Trade/restaurant/hotel</td>
<td>81 195</td>
<td>104 727</td>
<td>129.0</td>
</tr>
<tr>
<td>Transport</td>
<td>46 023</td>
<td>6 114</td>
<td>13.3</td>
</tr>
<tr>
<td>Community and personal services</td>
<td>32 456</td>
<td>10 307</td>
<td>31.7</td>
</tr>
<tr>
<td>Others</td>
<td>13 592</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>580 720</td>
<td>183 417</td>
<td>31.6</td>
</tr>
</tbody>
</table>


2.3 Characteristics of the people engaged in the informal sector

2.3.1 Age
According to the National Informal Sector Survey (NISS) of 1991, the ages of people engaged in the sector range between 10 to over 65 years. Children with ages ranging from 10 to 14 are employees of informal sector operators. Most of those in the age group 15-19 are employees. However, the age group of 20-24 years consists of almost 50 per cent of operators and of workers. From the age group 25-29 to 60-64 years, the majority are operators (owners). Those in the active age group of 15-39 years constitute 68 per cent of the employees in the sector. The majority of the operators (49 per cent) are in the age range of 25-39 years. The urban informal sector workforce is younger, with an average of 32 years while in the rural areas, the workforce is older, with an average of 36 years.

2.3.2 Sex
There is no marked difference in sex distribution by age in informal sector employment. However, slight differences are noted in the age ranges of 0-14 and 50-60 and above. While only 2 per cent of males in the age range of 0-14 are employed, 4 per cent of females in the same range are engaged in informal sector activities. At the upper end (50-60 and above), 14 per cent of males are engaged in informal sector activities, while only 10 per cent of females are employed.
2.3.3 Education

The informal sector is by and large operated by people with primary level education or with no education at all. Data from the NISS, 1991, indicate that among the operators, 46.4 per cent had primary education, 23 per cent did not complete primary education and 26 per cent had no education at all. The remaining 4.6 per cent had reached Form IV or above. As for employees, 13 per cent had no education at all, 20 per cent had partial primary school education, 65 per cent had primary education and only 2 per cent had secondary education. The education level is higher for males (56 per cent) than females (43 per cent).
Section 3

Apprenticeship system in the informal sector
3.1 Traditional apprenticeship

In the informal sector, the greatest part of occupational training is through traditional apprenticeship. The novice learns by observing and assisting other workers. The largely incidental and unorganized character of informal training distinguishes it from formal and non-formal programmes such as those offered through the Ministry of Labour or out-of-school by public and private companies.

The amount of training obtained through informal means far exceeds that offered through formal or non-formal programmes. Blaug (1979, page 396) suggests that the vast majority of the labour force throughout the Third World learns the skills they need for their livelihood not in the systems of formal and non-formal education, but informally.

Few initial skills are needed. The apprentice or his parent has to locate the willing informal trainer, he has sometimes to pay the fees usually associated with such training and be willing to undergo an extended period of training.

At the start, such apprentices act as little more than errand boys or manual labour. In time, the apprentice will pick up skills by observing, be given simple tasks to perform and eventually be expected to complete complex tasks, returning value to the master in the form of labour. The quality of training is only as good as the skills of the informal trainer and his willingness to teach the apprentice all he knows. The more the skills of the informal trainer, the higher the quality of training he will offer and the training output (apprentices).

In order to know how traditional apprenticeship is actually conducted, a study of six trades was made with a view to identifying bottlenecks and proposing ways of removing these barriers and in that way enhancing productivity in the sector.

The trades selected were metal and tinsmithery, carpentry, tailoring, shoemaking and repairing, masonry and bricklaying and mechanics. Except for mechanics, all of these trades fall within the industrial activities which were given sampling priority due to policy reasons when conducting the Dar es Salaam Informal Sector Survey. These industrial activities were manufacturing, construction and transport. Mechanics was selected because it is a trade which provides vital service to the transport sector, which was given priority. The last industrial activity which was given priority when conducting the Dar es Salaam Informal Sector Survey was trade/restaurant/hotels with employees. However, the main informal sector craft involved in this industrial activity, namely, cooking and selling of food by "mama ntilies" was not included in the Apprenticeship Study because the duration of time spent to acquire the skills of this craft is relatively short when compared with the time used to acquire the skills of the other selected trades. But this should not mean belittling cooking and selling of food as a craft.

Thirty master craftsmen who conduct apprenticeship training in the six trades were randomly selected from the informal sector clusters of Mwenge and Ubungo (Kinondoni district), Gerezani and Buguruni (Ilala district) and Temeke Stereo (Temeke district). Eight of them were conducting apprenticeship training in tailoring, seven in mechanics, five in carpentry, some other five in metal and tinsmithery, three in masonry and bricklaying and two in shoemaking and repair.

A structured questionnaire was administered to the 30 master craftsmen to collect information regarding their personal particulars and the training they were offering. Another structured questionnaire was administered to a sample of ten trainees in order to cross-check the information obtained from their trainers.
3.2 Salient features noted regarding traditional apprenticeship

3.2.1 Education background and training of the informal trainers

More than 50 per cent of the master craftsmen (63.4) had primary education, 10 per cent had partial primary education, 3.3 per cent had never gone to school, 20 per cent had secondary education and 3.3 per cent had university education. These findings do not differ very much from those observed from NISS, 1991. As regards training, 63.4 per cent had not attended formal skill training and only 36.6 per cent indicated that they had undergone formal skill training. Out of those who had attended formal training, more than 50 per cent (54.5) had obtained a Trade Test Grade III Certificate as their highest technical skill level, while 18.2 per cent had no certificate. An additional 9.1 per cent had obtained the Full Technician Certificate (FTC) and some other 9.1 per cent had a civil engineering certificate. As for those who had not attended formal training, all of them had acquired their skill through on-the-job training or traditional apprenticeship.

In short, it can be said that for the majority of trainers, their own education and training base is relatively weak.

3.2.2 The training being offered

A large part of trainers (40 per cent) began to offer apprenticeship training between 1992 and 1994, 23.4 per cent between 1989 and 1991, and 20 per cent in 1985 or before. Slightly more than 13 per cent (13.3) of the trainers began to conduct apprenticeship training between 1986 and 1988 and only 3.3 per cent in 1995. It can be observed that in the six-year period between 1989 and 1994 more than 60 per cent (63.4) of the informal trainers started their traditional apprenticeship programmes. This is also the same period which was characterized by the mushrooming of informal sector businesses both in towns and in rural areas.

Regarding the capacity of these traditional apprenticeship training “schools”, it was found that 63.4 per cent had one to five trainees, 20 per cent had six to ten trainees and 6.6 per cent had 11-15 and 16-20 trainees respectively. Only 3.3 per cent of the training “schools” had 21-25 trainees. It was also reveled that the majority of “schools” (83.4 per cent) were utilizing their capacities fully and they were experiencing acute shortage of training space.

3.2.3 Procedure of admission into apprenticeship

An inquiry was also made into the procedure which was followed in order to be admitted as an apprentice. More than 70 per cent (73.3) of the informal trainers said that any parent had to put a training request for his son or daughter to the trainer who in turn accepted or rejected the request after making his/her own judgement. About 17 per cent of the informal trainers said the potential trainees had to present their own requests for training and 10 per cent said they recruited trainees who had a kinship relationship with them. This information was cross-checked for its validity by asking the apprentices the same question. The result was that 70 per cent of the apprentices said that their parents had sought the training for them, 20 per cent said the master craftsman, who had a kinship relationship with them had recruited them, and 10 per cent said that they had sought apprenticeship training on their own.
It is worth noting that under the traditional apprenticeship system, it is mainly the parents who make the necessary contacts with the master craftsmen, which enable the potential trainees to be admitted as apprentices.

3.2.4. Duration of training
The duration of training varied from trade to trade and from one informal trainer to the other. The training in carpentry, for example, took one year for 42.8 per cent of the trainers and two years for another 42.8 per cent. The remaining 14.4 per cent conducted this training for three years. Tailoring took six months for 33.3 per cent of the trainers and 24 months for 66.7 per cent.

On the other hand, the training in mechanics took two years for 50 per cent of the trainers and three years for the remaining 50 per cent. Twenty per cent of the trainers in metal and tinsmithery trained their apprentices for six months while 60 per cent trained for one year. Masonry and bricklaying took one year for 50 per cent of the trainers and two years for another 50 per cent. Apprenticeship in shoemaking and repair took one year for 50 per cent of the trainers while 25 per cent of them took six months and some other 25 per cent three years.

The informal sector Apprenticeship Survey done in 1991 also showed some variations in the duration of time spent to train different types of trades by different masters. What can be deduced from this is that traditional apprenticeship training is not organized. There is no common syllabus which is followed by all trainers of a particular trade. Each trainer devises his/her own syllabus for the trade he/she is training.

3.2.5 Payment of fees
According to this study, 33.3 per cent of the informal trainers indicated that they charged their apprentices' fees in cash, while 66.7 per cent did not charge in cash. For those who did not charge fees in cash, 20 per cent of them said that their apprentices contributed some fees in kind. Fees in kind mainly included tools which were used for training. The study also revealed that all informal trainers in tailoring, except one, charged fees in cash. The one who did not charge fees had recruited apprentices who had a kinship relationship with him. About 75 per cent of the trainers in shoemaking and repair also charged fees in cash and only 25 per cent did not charge.

All trainers in mechanics and masonry did not charge fees in cash, but some of them instructed their apprentices to bring their own working tools, which they surrendered to their trainers on completion of their training. The majority of trainers in carpentry and metal and tinsmithery did not charge fees. The products made by the apprentices were counted as contributing to the fees. In some cases, the trainees were provided with free meals or they were given some meal allowances. In tailoring, the fees ranged from Tshs. 2,000 to Tshs. 5,000 per month and in shoemaking from Tshs. 10,000 to Tshs. 60,000 per year.

Virtually all trainers who charged their apprentices' fees said that the fees they got were not enough to cover all the training cost. The tailoring informal trainers suggested that in order for the fees to be adequate, their range had to be from Tshs. 3,500 to Tshs. 6,500 per month while those in shoemaking suggested the fees to range from Tshs. 40,000 to Tshs. 60,000 per year.

The apprentices who were already paying fees were asked to state the amount they could manage to pay if the fees were to be increased. About 60 per cent said they could manage an addition of 20-25 per cent of the levels they were paying and 40 per cent said they could manage less than 20 per cent of the present levels.
As for those who were not paying fees, 50 per cent said they could pay between Tshs. 1,000 and Tshs. 10,000 and some other 50 per cent between Tshs. 10,001 and Tshs. 20,000 per year. These findings differ substantially from those of ISAS of 1991 which showed that only 3 per cent of the entrepreneurs charged fees for the training they offered, and the fees ranged from Tshs. 1,000 to Tshs. 2,800 for the whole training period. This substantial difference may be the result of the persistent devaluation of the Tanzanian shilling that has been taking place between 1991 and 1995, forcing those who were not charging fees to do so, and those who were charging to increase the fees in order to cope with the inflation.

3.2.6 Training methods
The informal trainers were also asked to mention the different methods they used when training their apprentices. Overall, the combination of demonstration and instruction took 80 per cent of the total training methods used by the trainers. The second method was that of observation which took 14.3 per cent, and the last one was by demonstration (5.7 per cent). The majority of trainers (96.7 per cent) were the owners of the business and only 3.3 per cent were employed by the owners of business to conduct apprenticeship training.

3.2.7 Problems of traditional apprenticeship
A number of constraints were cited by the informal trainers as hindering the effectiveness of traditional apprenticeship. The inadequacy of teaching materials/aids was mentioned as a major constraint by 43.3 per cent of the trainers. Some 20 per cent cited the inadequacy of training space as the most serious problem and some other 20 per cent saw their low level of skills as the main stumbling block. The other problems which were also mentioned included the high price of training materials/aids (6.6 per cent), difficulty in securing the market for the goods or services produced (6.6 per cent) and the difficulty in obtaining loans from the formal financial institutions (3.3 per cent).

The problem of low level of skill of the trainers was further investigated in order to establish the type of training that was needed by the informal trainers. The findings showed that further training in the trade being taught was cited by 76.6 per cent of the trainers, 10 per cent indicated that they wanted to be trained in management and 6.7 per cent in marketing. Some 3.3 per cent wanted to be trained in business administration and some other 3.3 per cent wanted refresher courses in the trade they were teaching.

Since the majority of the master craftsmen expressed the need to upgrade their skills in the trades they were teaching, there was every justification to work out a training programme to upgrade their skills. This will be explained in the following section.

However, due to the constraint in time and resources, it will not be possible to train all the informal trainers who were contacted. Only a sample of them from three selected trades will be requested to participate in the pilot project for the skills-upgrading programme.
Section 4

Skills upgrading for informal trainers and the role of the Vocational Education and Training Authority and Vocational Training Centres
4.1 Appropriate training approaches for the informal sector

Informal sector workers are, generally speaking, in a marginal position socially and culturally, and training for such workers is often a mixture of conventional methods such as non-formal education, adult education and mass education.

Training programmes must be prepared so that they are functional, comprehensive, forward-looking and flexible (Fluitman, 1989). The first of these requirements implies that the training programmes must focus on specific problems encountered in the type of work and in management situations typical of production units in the informal sector; this implies in turn the need to devise ways of job analysis which capture the low level of specialization prevailing in the sector. The comprehensiveness requirement implies that the training process must cover not only technical and production aspects, but also questions of management and organization.

Training should be forward-looking rather than focusing exclusively on the most immediate set of technical problems encountered by workers or production units in the informal sector; ways and means must be explored to ensure that more advanced and more complex knowledge and skills can be incorporated gradually in the programme. Flexibility is implicit in the previous criteria, and requires that training programmes are structured in modular fashion.

A modular approach to training with an emphasis on visual and oral presentations seems to be particularly suitable for upgrading and retraining in the informal sector.

Bearing in mind the necessity of the informal sector operators to be in their businesses every day, the strategy which seems to be best suited to their need for training is to run short, intensive evening courses, leading to nationally recognized certificates. Because of the traffic between the formal and informal sectors of the economy, such courses are certain to be attractive, and they can be fee-paying like those for apprentices from the formal sector.

Such courses are not expensive because they would very often simply repeat what is offered during the day.

Given that the premises are available and that instructors’ fees could almost be covered by fee income, the evening classes are one of the most economical strategies to pursue in offering training for the informal sector.

Another approach that can also be effective for operators who can afford to be absent from their businesses for two or three days in a week is the day release. It is a combination of regular on-the-job training and classroom instruction, with the week divided between work on the job and instruction at a vocational centre. The programme could have three stages, each lasting, say, three months. Formal training could take two or three days a week divided into practical and theoretical work. At the completion of training, the participant is eligible to take a trade examination. If he passes, he is awarded a nationally recognized certificate.

The key to this programme is collaboration with the local vocational centre whose staff and facilities are used. Members of the local Artisans’ Cooperative Society have to be involved in instructional planning, helping to realize the goal of delivering specially tailored supplementary training to the informal sector operators.

This approach combines elements of formal instruction with informal sector employment.

The third approach is that of hiring an instructor. Within the existing institutions, a trained instructor can be hired and paid by, say, the craft association or cooperative society to, say, five workshop masters in motor repair and maintenance, carpentry, or in any other activity. Each master should have about three apprentices. The instructor will give
technological training to the masters according to a training programme pertaining to the activity. The masters in turn will instruct their apprentices so that at the end of the programme 20 persons (five masters and 15 apprentices) would have been reached.

This method has some advantages in that it is cheap, and training within the environment of the informal sector helps the apprentice to develop the attitudes and business contracts necessary for success in the operation of the business.

However, it may not be feasible now because of the shortage of instructors and the fact that informal sector clusters are too scattered and are not well organized under craft associations and they do not have adequate training facilities.

4.2 A proposed training programme for the informal sector trainers

The informal trainers (masters) are operators who train their apprentices in a particular trade in a traditional way. As it has been pointed out in the previous section, the quality of training the masters offer is as good as their skills and their willingness to teach the apprentices. It has also been pointed out that many of the masters expressed the need to upgrade their skills so that the training they offer could be more effective.

Since this category of employment in the informal sector is very crucial for its role of imparting the needed skills, any training programme that is planned for this sector ought to start with this category of employment before it is extended to other categories.

In drawing the training programme for them, care has to be taken that instruction is fully adapted to the requirements of the owners of small businesses and is conveyed in ways which are practical for entrepreneurs who have limited resources and little free time available.

That being the case, it is recommended that the first approach of training for the informal sector, namely, short intensive evening courses, starting at around 3 p.m. up to 6 p.m. should be used.

The informal trainers will spend the whole of the morning hours in their businesses, and they will spare two or three afternoons in a week for training at the vocational training centre.

The trades which will be involved in the pilot skills-upgrading programme are tailoring, carpentry and mechanics. Fifteen informal trainers will participate in the training programme, five from each trade. The Vocational Education and Training Authority has been requested to prepare the course content (syllabus); the Dar es Salaam Vocational Training Centre has been asked to provide the venue for training, the training facilities and the instructors; in principle, all the requests have been accepted.

If this pilot project will be successful, the ultimate goal should be to introduce such courses for other trades in the other regional Vocational Training Centres, and they should be sustained. In order to be sustainable, they need to be affordable by the targeted beneficiaries of the programme.

4.2.1 Training programme for the tailoring informal trainers:

(a) Job description of a tailor

The tailoring job involves the following tasks:

— measuring the customers for size;
— making garment patterns or altering the standard patterns in accordance with the customers' measurements and requirements;
— marking out the material and cutting it to pattern;
— sewing and padding the garment parts to give them shape and bastings them together;
— marking the parts requiring alteration and correcting the defects;
— sewing the parts permanently together by machine and finishing the garment.

The garments made include trousers, shirts, dresses, skirts and blouses.

Training needs
The informal trainers indicated that they get insufficient customers because the products they make are inferior in quality. This is due to their inability to take measurements correctly from customers, to cut the material to pattern and to finish the garments properly. These are the training gaps that will need to be filled by the training programme.

4.2.2 Training programme for the carpentry informal trainers:

(a) Job description of a bench carpenter
— selects wood suitable for the article to be made;
— marks out and cuts and shapes wood according to plan, sketch or instructions using hand tools and woodworking machines;
— fits wooden parts together by dovetailing or gluing;
— finishes the product by polishing and varnishing it.

The products made include furniture and fixtures like doors, windows, etc.

(b) Training needs
The informal sector carpentry trainers who were contacted said that under the present system of free trade, the products they produced faced very stiff competition in the market because their quality of production was low. On scrutinising the products, it was found that the joints were not correct and accurate; the gluings were not properly done; the drawers were roughly made (they were often joined with nails and glue instead of dovetailing); the sanding was often insufficient and the polishing was frequently inferior. The training would have to address these gaps.

4.2.3 Training programme for the mechanics informal trainers:

(a) Job description of a motor vehicle mechanic
A motor vehicle mechanic does the following tasks:
— examines vehicles to ascertain the nature, extent and location of defects;
— plans work;
— dismantles engine, transmission, differential or other parts requiring attention;
— repairs or replaces parts such as pistons, rods, valves, bearings, breaker points or gaskets and accessories such as spark-plugs;
— relines and adjusts brakes;
— solders leaks in radiator;
— rebushes steering mechanism and carries out other repairs;
— tunes motor by adjusting ignition, carburettor, valves and timing mechanism;
— tests repaired vehicle in the workshop or on the road.

(b) **Training needs**

Many of the mechanics informal trainers took a lot of time to detect the faults in vehicles which were brought to them for repair. This was mainly because they lacked theoretical knowledge about the general functioning of the various mechanical systems in the motor vehicles. This was a major training need which will have to be addressed.

They also expressed the need to be trained in how to make full use of the equipment in their workshops and how to take care of them.

### 4.3 Detailed analysis of training needs and preparation of course content (syllabus)

After collecting the training needs of the informal trainers of the three trades, they were submitted to the curriculum development experts at the Vocational Education and Training Authority. They are planning to make a detailed analysis of these training needs and from this analysis, they will prepare the course content and the training objectives.

It has not been possible to accomplish the preparation of the training programme within the specified time of the study because of the time-limit and the high costs involved.

After implementing each of the three training programmes it will be necessary to check whether the training will have achieved the objectives set and whether these objectives will have been the right ones. It will also be useful to see if the training results will justify the training costs.

Ideally, it is expected that after training, the informal trainers should be more efficient in carrying out their duties related to their trades. This is only possible if they will put into practice what they have learned.

### 4.4 Reorienting formal training institutions

There is great potential for the formal training system to develop programmes for the informal sector. It has been widely acknowledged that this requires a rather significant change of focus by the national system. In practice, considerable obstacles may stand in the way of a diversion of resources towards training for the informal sector. Where national systems are directly funded by the Government, budgets may be too tight to allow more than cosmetic provision for the training needs of workers in the informal sector.

It has been common experience of training systems funded through payroll taxes and other levies that more funds are collected than companies claim back through training; in these circumstances, there are funds which can be redirected to carry out training programmes for the informal sector.

In Tanzania, the Vocational Education and Training Authority gets funds to promote the vocational training system from the following sources:

(i) assets formerly owned by the National Vocational Training Division (NVTD);
(ii) education and training levy paid by employers;
(iii) money paid to the authority by way of grants or donations from within or outside the country.
However, since the Authority is less than two years old, it is difficult to assess the amount of collections it can make. All the same, a portion of the collections needs to be directed to cater for the informal sector training needs.

4.5 The role of the Vocational Education and Training Authority and Vocational Training Centres

The Vocational Education and Training Authority has been given full mandate to promote and develop vocational education and training at national level. Above VETA there is a Vocational Education and Training Board which is responsible for the performance of the functions and management of the Authority. One of the functions of the Board is to issue regulations and guidelines concerning the following training matters:

- syllabi;
- trade-testing system, examination and certification;
- inspection and registration of vocational training, education and institutions;
- student selection and vocational guidance or counselling;
- vocational teacher education and training; and
- apprenticeship training.

This is a very important function and, in performing it, the Board needs to re-orient itself to the needs of apprenticeship training in the informal sector. It needs to look into ways of developing syllabi for training programmes for the informal sector and introducing recognized certificates for informal sector workers who will participate in such programmes.

A large part of workers in the informal sector indicated that they do not know VETA. This shows the need for VETA to publicize itself so that people in the informal sector can make full use of it.

The mandate of the Vocational Training Division, the predecessor of VETA, was basically limited to the Vocational Training Centres under the Ministry of Labour and Social Welfare.

However, under the new structure, the powers of VETA are far-reaching and binding legally. It can therefore direct all vocational training institutions to start training programmes which will respond to the needs of the informal sector workers. What it will be required to do on its part will be to develop the syllabi for such programmes.

It is encouraging to note that VETA already knows that in order to cope with the economic and political changes which are taking place, it has to restructure vocational education and training in the country so that it addresses the prevailing needs.

As for the Vocational Training Centres, they need to reorient their training to make it demand driven rather than supply driven as is the case now. Training should make sure that the trained people are able to employ themselves; this implies that the training that is offered should include skills like entrepreneurship, marketing, management and administration, bookkeeping, etc. which are needed for running the business efficiently.

Such courses can also be introduced in other vocational training institutions.

The data in table 4 indicate that the number of graduates from the national Vocational Training Centres (basic training) from 1988-89 to 1992-93 has been varying between 2,500 and 2,800.
Table 4. NVTC basic training graduates from 1988/89 to 1992/93

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Source: Vocational Education and Training Authority.

The placement of these graduate in industry is done by officials from the centres visiting the establishments and talking with the managements of these establishments, official correspondence with employers and by advertising in newspapers.

In 1988-89, up to 88 per cent of the graduates were placed in industry (i.e. formal sector). However, starting from 1990, the percentage of graduates being placed has been falling every year, and by 1994-95 less than 20 per cent of the graduates could secure places in industry. Those who could not be placed had to employ themselves in the informal sector.
Some of the reasons which are given to explain the problem of allocating graduates from the national Vocational Training Centres include rationing of electricity in industry which results in the decrease of production; privatization of the parastatal organizations and the retrenchment measures which normally follow after privatizing, and the shortage of raw materials in some of these industries.

Having realized this problems, VETA and the training centres have seen the need to include a subject on entrepreneurial skills to the basic training, with effect from the academic year 1995-96 to enable the graduates to start their own business.

The Vocational Training Centres and other vocational training institutions should also be prepared to provide advisory services to informal sector businesses. In the course of the study, it was found that some of the problems which the informal sector operators face could be resolved if they were given technical advice in their area of specialization. The people who are better placed to provide such advisory services are the instructors of the various crafts at the Vocational Training Centres and other training institutions. The implication of this is that these institutions need to collaborate with the informal sector and they need to open their doors and be responsive to the needs of the informal sector operators.

4.6 Motivating the informal trainers to participate in the skills-upgrading programme

If the pilot skills upgrading for the informal sector proves to be a success, it will need to be sustained. For the programme to be sustainable, it is necessary for the intended beneficiaries to be willing to pay for it and to be able to do so.

One observation that can be made from the findings of the study is that the informal sector operators place high importance on training because it improves efficiency and raises productivity. If the training cost is affordable, the operators can be willing to pay for it.

The consultations which were made with the Dar es Salaam Vocational Training Centre have indicated that at present, the training cost for the full-time basic vocational courses conducted at the centre amount to Tshs. 30,000 per year if the trainees stay at their homes and Tshs. 60,000 if they are boarders. The part-time evening skills-upgrading programme for apprentices and employed persons in industry costs Tshs. 4,000 per year for apprentices who want to be upgraded to Trade Test Grade III Certificate, Tshs. 5,000 for those who aspire for Trade Test Grade II and Tshs. 6,000 for those who want Trade Test Grade I. These rates are uniform for all Vocational Training Centres. The previous rates for basic full-time vocational training were Tshs. 2,000 for day schooling and Tshs. 4,000 for boarders. Fees charged for evening upgrading courses were Tshs. 120 per year for Trade Test Grade HI, Tshs. 180 for Grade II and Tshs. 240 for Grade I.

The sudden increase in the rates is a response to government policy of cost-sharing in education and training.

It can be observed that at present the fees for basic full-time vocational training are nearly the same as those paid in some private secondary schools. But the fees paid for part-time evening courses are still low, despite the hike.

As it was pointed out in section 3, training costs through the traditional apprenticeship are borne by the apprentices directly by fees and indirectly by the products they make. It was found that apprentices paid fees varying from Tshs. 4,000 to Tshs. 60,000 per year. The fees varied from one trade to another. The findings from the sample of apprentices interviewed revealed that if the fees were to be increased, they would be ready to pay for increases.
ranging from 20 to 25 per cent of the prevailing fees. Even those who were not paying indicated that if fees were to be introduced, they would be ready to pay between Tshs. 1,000 to 20,000 per year. These figures are within the range of the fees paid for the part-time evening skills-upgrading programme for apprentices employed in industry.

The training approach that has been recommended for workers in the informal sector is short, intensive evening classes. As it has been pointed out above, this type of training is relatively cheap. The fees which will be paid by the apprentices to their informal trainers should definitely be adequate to foot the training cost for these informal trainers when they participate in the skills-upgrading programme in the Vocational Training Centres. If the apprentices notice that the skills and efficiency of their informal trainers improve after attending the skills-upgrading courses, they will be willing to pay more fees to their trainers because they will also benefit from the outcome of the programmes indirectly.

The benefits of the course could also motivate the apprentices to attend such courses themselves.
Section 5

Other measures of resolving bottlenecks in the traditional apprenticeship system
5.1 Bottlenecks in the apprenticeship system

The lack of entrepreneurial and managerial skills and marketing skills along with low or outmoded technical skills are usually the greatest training problems faced. These are followed by lack of capital and access to credits, access to work premises, the limited demand for goods and services being produced and the need to locate information on better technology and production processes. The training problem has already been discussed in the previous section.

5.1.1 Lack of capital and access to credits

Most of the activities in the informal sector are small in nature with limited financial resources. Resources availability is an important aspect for the activities to grow. The Apprenticeship Study has shown that lack of capital and access to credits is one of the major constraints to the majority of informal trainers. Stringent financial requirements (e.g. collateral) have made informal operators depend solely on informal sources. Unfortunately, these informal sources which mainly turn out to be own savings, loans from relatives and friends and traditional credit institutions such as "upatu", do not make it possible to establish enterprises that can produce on a large scale, or profitable enterprises. Procedures may be established in which both formal and informal resource mobilization facilitate informal sector development.

(a) Establishment of funds for small-enterprise development

Financial institutions may streamline their operations so as to give leeway to small enterprises like those in the informal sector to qualify for loans. This can be achieved through the establishment of funds specifically for informal sector operators.

(b) Formation of informal sector associations

Informal sector operators should be encouraged to form associations either by product type or location. With the consent of the Government, these associations can take the loans on behalf of their members. In this way, the problem of collateral may be reduced or eliminated. Alternatively, these associations may collect fees from their members and establish funds which can later be given to interested members as free-of-interest loans or as soft loans.

(c) Establishment of partnerships or cooperatives

Informal sector operators should be encouraged to establish enterprises as partnerships/cooperatives. Partnerships or cooperatives appear to be less common in Tanzania (only 1 per cent for 1991). Sole proprietorship is thus dominant and requires little amount of capital, family labour and low-skill qualifications, and therefore precludes the need for partnership. However, in Tanzania, the informal sector is likely to develop through adoption of more capital, intensive production methods, which require the pooling of resources by members of different households. Thus, partnerships or cooperatives may reduce the problem of financial requirement.

5.1.2 Access to work premises

The provision of work premises and suitable locations for clusters of informal sector activities within the framework of urban development plans is vital. Urban authorities can plan and provide minimum infrastructure and supporting services conforming to the required environmental standards. Planning for improved environment is facilitated since activities can be separated in terms of their environmental implications, especially pollution. The provision
of minimum structures or premises in legally approved locations reduces uncertainty of tenure and encourages investment in the improvement of premises as well as in other types of assets.

Bringing together clusters of informal activities and the provision of premises in suitable locations also provides greater opportunities for increased markets and greater potential for income and employment growth. Clusters can facilitate the transmission of technological information among informal sector enterprises, make bulk buying and bulk selling much easier and by so doing enable enterprises to reduce unit costs and to become more competitive. They can also facilitate the provision of collective services. Entrepreneurs can be easily encouraged to form unions or associations to serve as mechanisms for marketing, credit, insurance, social security and negotiating for apprenticeship subsidies, reduction of tax on local raw materials, etc.

5.1.3 Information on better technology
Prospects of income opportunities for growing numbers who enter the informal sector are dim without gradual upgrading of the level of technology in small enterprises. Technological change has an impact on productivity and, hence, on prices and income; it will also enhance the quality of goods and services and thus stimulate demand.

Defined broadly, technology includes not only production techniques, but also tools and equipment, the skills of the workforce, product design and quality, the organization of production and marketing as a package.

Technological change may be promoted by measures which improve either the supply of technologies appropriate for small producers or the demand for such technologies.

A first step on the supply side concerns the upgrading of traditional technologies which are no longer efficient or competitive. Traditional technologies have often been shaped over many years with lots of ingenuity to ensure their adaptation to local needs and circumstances. It is still necessary to adapt such technologies to new requirements and changing environments.

Special research and development programmes are needed to expand the supply of appropriate techniques for use in small enterprises and to enhance the production of better and different goods and services. Such research and development should take place near to where the potential users work in order to ensure their full involvement and to take account of their needs and constraints.

There is also need to improve access of informal sector operators to information about appropriate technologies and for programmes which diffuse such technologies. The demand for improved technologies and their effective use in informal sector enterprises depends to a large extent on the amount of capital at the micro-entrepreneurs’ disposal and on the skills available both technical and managerial.
6.1 Conclusion

From what has been discussed, it is crucial to recognize how and to what extent the informal sector itself has so far taken care of its training needs. There is a lot of training going on with shortcomings, of course, but with merits which can not easily be replaced. The message is to build on what exists rather than to start from zero. The aim of the informal sector skills-upgrading programmes should therefore be to improve the traditional apprenticeship system, not to replace it.

It should also be recognized that “outside” intervention, even if well conceived, may be resisted by some or all of the target group. In order to avoid this, participation of the target group should be based on mutual respect and understanding of motives on either side, which may take time to develop. In any case, workers in the informal sector should not be expected to cooperate in ventures which they fear might threaten their livelihood.

6.2 Recommendations

6.2.1 The need for informal sector policy
Evidence has shown that the informal sector plays a very important role in the economy, but so far the policy for developing the sector has not yet been approved by the Government. There is an urgent need on the part of the Government to approve this policy which hinges mainly on the official recognition of the sector, the division of roles of the main actors in the sector, namely, the Government, resource mobilizers, non-governmental organizations (NGOs) and the operators. The Government should provide a conducive environment for the various actors in the informal sector.

6.2.2 Easy access to capital and credit
Finance is the lifeline for developing informal sector activities. Mechanisms should be devised for increasing accessibility to credit and availability of finance.

6.2.3 The need for education and training
One of the major ways of increasing labour productivity and work efficiency is through education and training. Since training has proved to be a powerful intervention, it should be attempted with all seriousness and due preparation, trying to reinforce some successful programmes. Other experimental training programmes with a potential for success should further be developed. In the same way, the vocational training activities of VETA and the national Vocational Training Centres should be adapted to suit the needs of the informal sector entrepreneurs.

6.2.4 Provision of work premises
The urban authorities should proceed to establish legally approved sites for those informal sector businesses which operate in their area of jurisdiction. They should authorize and confer legal recognition to the business location and tenure of business premises by informal operators in order to enable them to invest and improve their business premises. Alternatively, urban authorities should provide rental facilities and premises for the informal sector operators. Such facilities should take the form of shopping centres, factory units and workshops, industrial areas, etc.
6.2.5 Promotion of informal sector craft associations

The creation of informal sector associations should be stimulated and promoted. The major objectives of these associations consist of promoting the special needs of their members, providing training for both entrepreneurs and their employees, negotiating with authorities or financial institutions and providing other services.

6.2.6 The need to involve informal sector operations in planning for their support programmes

The role of the donor community and non-governmental organizations (NGOs) in bridging the gap where private efforts are limited is increasingly becoming important. It is widely acknowledged that NGOs have the ability to reach the target population more cheaply and directly than government agencies. In this regard, informal sector entrepreneurs and their associations should be involved in active planning and participation of support programmes directed to them. They will only benefit from such support programmes if they are challenged to raise substantial proportions of this support themselves as genuine entrepreneurs vis-à-vis recipients of charity.
References

1.1. Evolution of vocational training in Tanzania

Formal vocational training in Tanzania started during the colonial period. The colonial Government launched craft training within government schools. The training was mainly offered to youths leaving standard 6 for a period of five years in both vocational and academic schooling. Vocational training was later separated from ordinary schooling because it was considered that vocational training was more efficient and economical.

This separation resulted in the construction of two trade schools, one in 1950 and the other in 1957. The trade schools were able to produce about 2,634 craftsmen in different skills between 1953 and 1967. During this period, a total of 13 trades were taught, namely, tractor mechanics, motor vehicle mechanics, fitting and turning, welding, blacksmithery, tinsmithery, auto-electricity, carpentry and joinery, masonry, painting, plumbing, electrical installation and tailoring.

However, a more comprehensive national vocational training scheme was launched during the first Five-Year Development Plan of 1964-1969. It was estimated that about 8,000 craftsmen would be required during the plan period.

A separate division in the Ministry of Labour and Social Welfare was established to facilitate and foster the development and implementation of vocational training of apprentices, instructors, supervisors and other people employed in industry.

The National Vocational Training Division (NVTD) was entrusted with the systematic development of vocational skills at national level under the National Vocational Training Act of 1974. It prepared syllabi for craftsmen training, conducted trade tests and inspected establishments employing apprentices and indentured learners. It also operated Vocational Training Centres in various urban centres in the country.

The National Vocational Training Division was conducting the following training programmes:

- basic vocational training for young people seeking to learn a trade/occupation for the first time;
- apprenticeship training, trade testing for measuring the degree of proficiency passed by craftsmen at different levels;
- part-time evening skills-upgrading programme for apprentices and other employed persons in industry;
- instructors and supervisors training for vocational training institutions and industries/work organizations.

Apart from the National Vocational Training Division, there are other institutions which conduct courses for craftsmen and they include:

(i) Ministry of Education:
- technical secondary schools;
- post-primary technical centres.

(ii) Ministry of Community Development, Women's Affairs and Children — Folk Development Colleges.

(iii) Secondary schools owned by the Tanzania Parents' Association (TAPA).

(iv) Prisons Division.

(v) Small Industries Development Organization (SIDO).

(vi) Tanzania Peoples' Defence Forces (TPDF).
(vii) Mission Trade Schools.
(viii) Company Training Centres.

These institutions have been supplementing the efforts of the National Vocational Training Division in supplying craftsmen for the formal sector and the rural areas.

Under this structure, the National Vocational Training Division was operating as a government department and therefore could only coordinate and supervise effectively Vocational Training Centres under the Ministry of Labour and Social Welfare, but it had very little or no mandate over other vocational training institutions.

The Division was also too centralized at the headquarters, thus constraining self-determination and originality at the training centres. It was also too bureaucratic, and this had a bearing on efficiency and effectiveness.

In order to solve these problems, in 1994 an Act of Parliament was passed to repeal and replace the Vocational Training Act of 1974 and to establish an autonomous government agency to be known as the Vocational Education and Training Authority (VETA). Among its functions, the main ones include:

- to establish a vocational education and training system which includes both basic and specialized training to meet the needs of both formal and informal sectors;
- to ensure that the system of vocational education and training is based on demand, is cost-effective and given a gradual decentralized planning and implementation authority to the regions to ensure maximum utilization of resources and relevance of training programmes;
- to foster and promote entrepreneurial values and skills as an integral part of all training programmes;
- to promote on-the-job training in industry for both apprenticeship training and for skill updating and upgrading;
- to secure adequate and stable financing of the vocational education and training system;
- to raise the quality of vocational education and training being provided;
- to promote and provide short tailor-made training programmes and in-service training in order to improve the performance both of quality and productivity of the national economy.

At present, the national Vocational Training Centres offer courses in the following trades: blacksmithery, carpentry and joinery, civil drafting, diesel engine mechanics, electronics, electrical installation, filter mechanics, fitting and turning, foundry, heating and ventilation, industrial electricity, instrument mechanics, laboratory assistant, machine tool repair, machinery fitting, mechanical drafting, masonry and bricklaying, motor rewinding, motor vehicle mechanics, office machine mechanics, painting and sign-writing, panel-beating, pattern-making, plumbing, radio servicing, refrigeration/air-conditioning, road construction, shoe repair, tailoring, tool and die making, welding and fabrication, auto-electricity, plumbing and sheet metal and drain laying.

Under the auspices of the Vocational Education and Training Authority, the following short courses are offered:

- wedding dress and accessories;
- entrepreneurship education;
- waiters;
— receptionists;
— hairdressing;
— motor vehicle driving;
— health and beauty therapy;
— security guards.

To enable the Authority to manage itself and carry out the functions assigned to it, it has been empowered to impose a vocational education and training levy of 2 per cent of the total gross monthly salary payable by every employer to his employees provided he/she employs four or more employees.

Institutions which are exempted from this levy are government departments and public institutions which are non-profit-making and wholly financed by the Government. The minister responsible for vocational education and training can also exempt any employers or category of employers from payment of this levy. The Authority has been in existence for less than two years now, so it is too early to assess how it has fared.
Appendix 2

Interdepartmental project on the urban informal sector in Dar es Salaam
Improvement of the apprenticeship system

Terms of reference

Objectives

Upgrading of apprenticeship training requires resolving bottlenecks in the apprenticeship training system. Ways have to be found and introduced to:

(i) upgrade the training skills of the master craftsmen;
(ii) introduce training curriculum which the master craftsmen can use;
(iii) motivate the master craftsmen through the payment of fees by the trainees;
(iv) introduce certification for informal sector training programmes.

What is expected to be done under the proposed programme is to undertake a detailed research and dialogue with various parties involved in vocational training, curriculum design and certification. At the end of the study, a practical proposal will be given as to training of informal sector operators through the traditional apprenticeship system. In this way, it is expected to increase employment and incomes in the informal sector.

Specific tasks

The consultant will be required to do the following:

1. identify trades which conduct apprenticeship training and select 15 master craftsmen for participation in the skills-upgrading programme;
2. for each trade selected, prepare a profile of the master craftsman, e.g.:
   - educational background;
   - level of competence in the skill concerned (certificate);
   - training needs of the master craftsman for the skills-upgrading programme, etc.;
3. identify vocational training institutions where skills upgrading for the master craftsmen can be undertaken;
4. in collaboration with the identified vocational training institutions prepare a training curriculum which master craftsmen can use;
5. suggest ways of motivating (incentives) the master craftsmen so that they can participate in the skills-upgrading programme;
also, suggest ways of motivating apprentices so that they can participate in the programme and be willing to pay fees to the master craftsmen;
6. engage in dialogue with the vocational training institutions on the desirability and possibility of introducing certification for informal sector operators who graduate from the apprenticeship skills-upgrading programme;
7. initiate a pilot project for skills upgrading for master craftsmen;
8. the terms of reference may be amended by the INTERDEP project, in such a case the amendments should be taken as part of the contract;
9. to do other duties as may be required by the ILO, the INTERDEP project manager and the national coordinator.
Appendix 3

Complete list of now available working reports under INTERDEP/INF
Dar es Salaam

  G. Aryee, S. Sethuraman and R. Hussmanns

Informal sector statistics: Coverage and methodologies

* Dar es Salaam informal sector pilot survey  
  Ngoi

* Dar es Salaam informal sector survey 1995 — Operational and technical report  
  Dar es Salaam informal sector survey 1995 — Interviewer manual  
  Buberwa et al.

Role of the informal sector: Determinants of stagnation, growth and transformation

* Coping with informal sector in Dar es Salaam: Issues and strategies  
  S.V. Sethuraman

Legal and regulatory framework: Nature, impact and need for reform

* Brief on national policy for micro-enterprise and informal sector promotion  
  N.B. Mwaduma

* Regulations and legal framework for informal sector in Dar es Salaam  
  M. Tueros

* Employment relations and labour law in the Dar es Salaam informal sector  
  D. Tagjman

* Case-study on international labour standards and micro-enterprises promoted by the projects (Tanzania, August 1992)  
  Corinne Vargha

Productive resources and markets: Access to financial services, skill training, technology sources and markets

* Financial services  
  M. Bastianen

* Skill acquisition and training in the informal sector  
  M.G. Monji
* Marketing and sales capacity in the informal sector  
  A. Tarimo

* Locational strategies for informal trading and services  
  Pushpa Pathak

* Disabled informal sector operators  
  L.D. Msigwa

* Report on community-based training for informal sector operators in Dar es Salaam (draft)  
  C. Lwoga

* A report on business management training for ILO/INTERDEP  
  Joel Chadabwa for SIDO/SICATA

Working conditions

* A study for the implementation of occupational health and safety strategies  
  P.G. Riwa and D. Swai

* Improvement of occupational health and safety in the Dar es Salaam informal sector  
  D. Swai

* Provision of occupational health services for the informal sector — Training for first aiders and health-care providers — A test of strategies  
  P.G. Riwa

Social protection

* Social protection for the IS: Health-care services provision and health insurance schemes  
  A.D. Kiwara

* Social protection scheme for informal sector cooperatives in Dar es Salaam  
  M. Laiser

* Health insurance for the informal sector (policy paper)  
  A.D. Kiwara

* Social protection for the informal sector: Health-care services provision and health insurance schemes — A project report  
  A.D. Kiwara

* Health protection for the informal sector: Pilot projects for Dar es Salaam  
  W. van Ginneken

Informal sector self-organizations

* Self-help organizations in the informal sector of the Dar es Salaam region  
  P. Wenga et al.
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<td>C.M.F. Lwoga</td>
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<td>Institutional linkages between trade unions and informal sector</td>
<td>F.A. Parry</td>
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<td>associations in Ghana</td>
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<td>Metro Manila</td>
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<td>The International Labour Organization (ILO) project on the informal</td>
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<td>Report on the inception mission to Metro Manila</td>
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Productive resources and markets: Access to financial services, skill training, technology sources and markets

* Subcontracting in Metro Manila: Operations and perspectives
  L. Roaring

* A survey of micro-finance institutions
  R. Chua

* People with disabilities in the urban informal sector
  H. Fajardo

* Feasibility study for the establishment of a common facilities centre in Marikina for footwear and leather goods manufacturers
  SEA consultants

* Corporate strategy for the workers' mart
  V. Rajpal for the Workers' Fund

* Report on community-based entrepreneurship and employment promotion for people with disabilities in Marikina
  J. Docot for "House with no steps"

* Food sanitation and entrepreneurial skills in the informal sector — Final report (documentation of the training programme, training manual and recommendations on improvement and replication)
  G. Perdigon, L.D. Catral and B.V. Lopez

Working conditions

* Snapshot of working conditions in the urban informal sector
  J. Batino

* Copperfield: Child workers in shoe manufacturing activities in Marikina
  Trends-MBL, Inc.

* Promoting occupational health and safety for informal sector workers in partnership with community volunteer health workers — Literature review and action research
  Save the Children, Philippines

* Promoting occupational health and safety for informal sector workers in partnership with community volunteer health workers — Assessment and recommendations
  Save the Children, Philippines

* Improving working conditions in the informal sector — Background paper to be presented at the November symposium
  Save the Children, Philippines
* Training documentation on promoting occupational health and safety for informal sector workers in partnership with community health workers

Save the Children, Philippines

* Dummy for an OSH comics

Social development index

* Terminal report on community-based child-care centres for women in the informal sector (including end-of-project report, training report, list of participants, seminar kit)

Social development index

* Urban poor women as care-giver and breadwinner — A report on the urban poor women child-care arrangement

Social protection

* Social protection schemes in the informal sector

R. Clara et al. for the Workers’ Fund/KMPI

* Final report on: Information drive on the SSS, PAG-IBIG and cooperativism among Marikina-based shoe workers

M. Cruz for the National Confederation of Labour

Informal sector self-organizations

* A study of self-help associations (including case-studies)

G. Llanto et al.

* A survey on self-help associations

L. Espinoza

Bogota

* Informe de avance sobre las actividades relaizadas hasta diciembre de 1995

Carlos Maldonado (4 de diciembre de 1995)

* Encuesta al sector informal en Santafé de Botogá — Manual del encuestador

DANE
Informal sector statistics: Coverage and methodologies

* Informe final de resultados de la encuesta al sector informal en Santafé de Bogotá

Legal and regulatory framework: Nature, impact and need for reform

* Legislacion laboral y sector no estructurado

Working conditions

* La salud ocupacional en el ambito del sector informal urbano — Una reflexion sobre las estrategias de intervencion

Social protection

* Seguridad social para el sector informal: temas y opciones

* Proteccion social subsidiada en el sistema general de pensiones

* Los trabajadores informales frente a la seguridad social en Colombia

* El regimen subsidiado del sistema general de seguridad social en salud

* Cambian las condiciones de salud de las personas beneficiarias del plan obligatorio de salud subsidiado pos-s, afiliados a la empresa de solidaridad de salud, Ecoopsal

* Empresa solidaria de salud Ecoopsal — capitacion empresarial y seguridad social

* Formas de seguridad social generadas por la propia poblacion del sector informal urbano de Bogota

* Estudio de la seguridad social con base en los resultados de la encuesta de hogares

DANE (Departamento Administrativo Nacional de Estadistica)

M.E. Pacheco Restrepo

Luis Angel Moreno Diaz

Elsa Marcela Hernandez

Camilo Gonzalez Posso

Julieta de Villamil

Esperanza de Monterroja

Julian Eljach Pacheco

Gilberto Baron y Lothar Witte

Alvaro Suarez Rivera
* Proteccion social para el sector informal en Satafé de Bogotá
  Silvia Bello Ramos

* Sobre las Empresas solidarias de salud ...
  Ines Useche de Brill

Informal sector self-organizations

* Las organizaciones del sector informal
  M. Julio Cely Martinez

* Diagnosis of trade union activities with regard to IS
  B. Herrera and J. Galindo

* Platform for action for trade unions with regard to IS by three national and one city-level union

General

Informal sector statistics: Coverage and methodologies

* Informal sector survey, objectives and methodologies
  R. Hussmanns

* Informal sector data collection — International standards and national experiences
  R. Hussmanns

* ILO’s assistance on methodologies concerning informal sector data collection (international seminar in Islamabad) (September 1995)
  R. Hussmanns

Role of the informal sector: Determinants of stagnation, growth and transformation

* The urban informal sector: A note on concept and definition
  S. Sethuraman

* Incorporating the informal sector into the macroeconomic information base: Some definitions and conceptual issues
  P. Bangasser
Legal and regulatory framework: Nature, impact and need for reform

* The applicability in the urban informal sector of international labour Conventions dealing with basic social rights, child labour and general principles of occupational safety and health: An overview
  
  M. Ndiaye

* The applicability of international labour standards in the informal sector
  
  NORMES (C. Schlyter revising and summarizing Ndiaye), July 1995

Productive resources and markets: Access to financial services, skill training, technology sources and markets

* Economic linkages for promoting the informal sector
  
  P. Bangasser

* Franchising as an integrating approach to the informal sector: Some preliminary ideas
  
  P. Bangasser

* Public services franchising to the informal sector
  
  P. Bangasser

Social protection

* Social security for the informal sector: Issues, options and tasks ahead
  
  W. van Ginneken