



International
Labour
Organization



Better
Regional
Migration
Management



► Gap Analysis and Review of the Domestic Worker Training in Tanzania

Study Report



► Gap Analysis and Review of the Domestic Worker Training in Tanzania

Study Report

Kapongola Nganyanyuka
April 2025



© International Labour Organization 2026.
First published 2026.



Attribution 4.0 International (CC BY 4.0)

This work is licensed under the Creative Commons Attribution 4.0 International. See: creativecommons.org/licenses/by/4.0. The user is allowed to reuse, share (copy and redistribute), adapt (remix, transform and build upon the original work) as detailed in the licence. The user must clearly credit the ILO as the source of the material and indicate if changes were made to the original content. Use of the emblem, name and logo of the ILO is not permitted in connection with translations, adaptations or other derivative works.

Attribution – The user must indicate if changes were made and must cite the work as follows: ILO. *Gap analysis and review of the domestic worker training in Tanzania*, Geneva: International Labour Office, 2026. © ILO.

Translations – In case of a translation of this work, the following disclaimer must be added along with the attribution: *This is a translation of a copyrighted work of the International Labour Organization (ILO). This translation has not been prepared, reviewed or endorsed by the ILO and should not be considered an official ILO translation. The ILO disclaims all responsibility for its content and accuracy. Responsibility rests solely with the author(s) of the translation.*

Adaptations – In case of an adaptation of this work, the following disclaimer must be added along with the attribution: *This is an adaptation of a copyrighted work of the International Labour Organization (ILO). This adaptation has not been prepared, reviewed or endorsed by the ILO and should not be considered an official ILO adaptation. The ILO disclaims all responsibility for its content and accuracy. Responsibility rests solely with the author(s) of the adaptation.*

Third-party materials – This Creative Commons licence does not apply to non-ILO copyright materials included in this publication. If the material is attributed to a third party, the user of such material is solely responsible for clearing the rights with the rights holder and for any claims of infringement.

Any dispute arising under this licence that cannot be settled amicably shall be referred to arbitration in accordance with the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL). The parties shall be bound by any arbitration award rendered as a result of such arbitration as the final adjudication of such a dispute.

For details on rights and licensing, contact: rights@ilo.org. For details on ILO publications and digital products, visit: www.ilo.org/publns.

ISBN: 9789220430637 (print); 9789220427385 (web PDF)

DOI: <https://doi.org/10.54394/VBKN4113>

The designations employed in ILO publications and databases, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the ILO concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers or boundaries. See: www.ilo.org/disclaimer.

The opinions and views expressed in this publication are those of the author(s) and do not necessarily reflect the opinions, views or policies of the ILO.

Reference to names of firms and commercial products and processes does not imply their endorsement by the ILO, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

Printed in Tanzania

Photo credits
Cover: © ILO

► Foreword

Domestic work is an essential part of the care economy and makes a significant contribution to households, labour markets and national development. In Tanzania, the sector provides employment opportunities for many workers, particularly women and young people. At the same time, domestic workers constitute an increasing share of Tanzanians migrating for employment abroad, especially to Gulf countries, where they are required to adapt to different working environments, cultures, technologies and care practices. Ensuring that domestic workers possess the knowledge, skills and competencies required for both domestic and international labour markets is therefore fundamental to promoting decent work, improving employability and strengthening the protection of migrant workers.

This report presents the findings of a comprehensive gap analysis of domestic worker training in Tanzania. It examines the current policy, institutional and training framework and assesses its capacity to equip domestic workers with competencies that respond to evolving labour market demands. While important progress has been made, including the introduction of vocational training initiatives and the recognition of domestic work within the Education and Training Policy (2023), the assessment identifies opportunities to further strengthen the quality, accessibility and recognition of domestic worker training.

The study highlights the need for nationally recognized occupational standards, competency-based curricula, quality assurance mechanisms and certification pathways that support lifelong learning and career progression. It also underscores the importance of equipping domestic workers with both technical and transferable skills, including communication, occupational safety and health, financial literacy, workers' rights, digital literacy and intercultural competencies. Such skills are increasingly important for workers employed both within Tanzania and in destination countries.

Drawing on national consultations and international good practices, the report proposes practical recommendations to strengthen domestic worker training as part of broader efforts to advance skills development, labour migration governance and decent work. These include developing competency-based occupational standards and accredited training programmes, expanding access to training through flexible delivery modalities and Recognition of Prior Learning (RPL), strengthening institutional coordination, and improving the integration of skills development into labour migration systems and bilateral labour migration arrangements.

Implementing these recommendations will contribute to enhancing the professionalization and recognition of domestic work, improving employment outcomes for workers, supporting fair recruitment and strengthening the protection of Tanzanian migrant workers throughout the migration cycle.

The ILO extends its sincere appreciation to the Government of the United Republic of Tanzania, the Vocational Education and Training Authority (VETA), the National Council for Technical and Vocational Education and Training (NACTVET), employers' and workers' organizations, recruitment agencies, training institutions, development partners and all stakeholders who contributed their expertise and experience to this assessment. We also acknowledge the continued support of the United Kingdom Foreign, Commonwealth and Development Office (FCDO) through the ILO Better Regional Migration Management (BRMM) Programme in supporting Tanzania's efforts to strengthen skills development and promote safe, regular and rights-based labour migration.

Caroline Khamati Mugalla

Director

ILO Country Office for the United Republic of Tanzania,
Burundi, Kenya, Rwanda and Uganda



► Acknowledgments

This report was prepared for the International Labour Organization (ILO) under the Better Regional Migration Management (BRMM) programme, funded by the United Kingdom's Foreign, Commonwealth and Development Office (FCDO). It was authored by Kapongola Nganyanyuka, who led the research, comparative analysis and drafting.

We extend our sincere thanks to the government institutions and social partners whose insights shaped this analysis, including the Prime Minister's Office – Labour, Employment and Relations (PMO-LER), the Employment Services Unit (ESU), the Ministry of Home Affairs, the National Council for Technical and Vocational Education and Training (NACTVET) and the Vocational Education and Training Authority (VETA). We also acknowledge the Conservation, Hotels, Domestic, Social Services and Consultancy Workers Union (CHODAWU) and the Trade Union Congress of Tanzania (TUCTA), together with the recruitment agencies, training providers, employers and non-governmental organizations that generously contributed their time and expertise.

We are grateful to Albert Okal, Skills and Lifelong Learning Specialist, DWT Pretoria and Diana Rutechura, National Project Coordinator at the ILO Country Office in Dar es Salaam, whose coordination and technical guidance supported the consultative process, from the stakeholder interviews through to the validation of the findings.

Finally, we thank the domestic workers who shared their experiences, and the representatives who took part in the national validation workshop, whose contributions helped ensure that the findings reflect both technical realities and practical experience in the sector.

► Table of Contents

Foreword.....	3
Acknowledgments.....	4
Acronyms.....	7
Executive Summary.....	8
Executive Summary.....	8
1. Introduction	10
2. Objectives and Scope of the Study	12
3. Methodology	14
3.1 Overall Approach.....	14
3.2 Qualitative Data Collection	15
3.3 Mapping, Review, and Comparison.....	16
3.4 Selection of Comparator Countries.....	16
4. Overview of Domestic Work and Skills Ecosystem in Tanzania	18
4.1 Definition of Domestic Worker	18
4.2 Social Context and Demand for Domestic Workers in Tanzania	19
4.3 Migration and Mobility Dynamics	20
4.4 Institutional and Policy Landscape.....	21
4.5 Training and Skills Development for Domestic Workers in Tanzania.....	21
4.6 VETA's Domestic Work Curriculum.....	22
5. Occupational Classification and Standards for Domestic Work in Tanzania.....	23
5.1 Occupational Classification of Domestic Work: ISCO and TASCO.....	23
5.2 Gaps in Current Classification and Implications for Standards Development	24
5.3 Policy Foundations for Occupational Standards in Tanzania	24
5.4 Implications for Curriculum Development and the Skills System	25
6. Labour Market Demand and Skills Needs for Domestic Workers in Destination and Local Markets.....	26
6.1 Labour Market Demand of Domestic Workers in Destination Countries	27
6.2 Skills Needs for Domestic Workers in Destination Countries	29
6.3 Skills Demanded in the Tanzanian Domestic Work Market.....	31
7. Findings from the Comparative Curriculum Analysis	32
7.1 Comparative Structure and Competency Coverage	32
7.2 Competency Depth, Assessment Systems, and Certification Pathways.....	33
7.3 Rights Education, Labour Protection, and Worker Empowerment	34
7.4 Thematic Insights from the Comparative Review.....	34
8. Conclusions and Recommendations.....	35
8.1 Conclusions.....	35
8.2 Recommendations.....	36
9. References.....	37
10. Appendices	40
10.1 Country Narratives on Domestic Worker Training Curricula	40
10.2 Data Collection Tools	44

List of Tables

Table 1.1: Comparator Countries and Their Relevance for DW Training Curriculum Analysis.....	17
Table 5.1: Alignment of TASCO and ISCO Classifications for Domestic Work Roles.....	24
Table 6.1: Key Drivers of Demand for Domestic Workers in Selected GCC Countries	28
Table 6.2: Common Roles of Domestic Workers in the GCC Countries.....	28
Table 6.3: Emerging Trends in the Domestic Work Sector in GCC Countries.....	29
Table 6.4: Key Skills Expected of Domestic Workers in GCC Countries	30
Table 6.5: Fit-for-Purpose Training System for Tanzanian Domestic Workers	31
Table 7.1: Domestic Worker Curriculum Comparison Matrix.....	33

► Acronyms

BLMA	Bilateral Labour Migration Agreements
CBET	Competency-Based Education and Training
CHODAWU	Conservation, Hotels, Domestic and Allied Workers Union
CVM	Comunità Volontari per il Mondo
DOFE	Department of Foreign Employment (Nepal)
DW	Domestic Work
EdTech	Education Technology
ESU	Employment Services Unit
FLFPR	Female Labour Force Participation Rate
GCC	Gulf Cooperation Council
GLMM	Gulf Labour Markets and Migration
IDC	Identity Card
ILO	International Labour Organization
ILFS	Integrated Labour Force Survey
ISCO	International Standard Classification of Occupations
KII	Key Informant Interview
MoCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MoCLA	Ministry of Constitutional and Legal Affairs
MoICT	Ministry of Information, Communication, and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NC	National Certificate
NGO	Non-Governmental Organization
NQF	National Qualifications Framework
NTVETQF	National Technical and Vocational Education and Training Qualifications Framework
NTA	National Technical Award
NVA	National Vocational Award
OKUP	Ovibashi Karmi Unnayan Program (Bangladesh)
OS	Occupational Standards
OWWA	Overseas Workers Welfare Administration (Philippines)
PDO	Pre-Departure Orientation
PMO-LER	Prime Minister's Office Labour, Employment and Relations
RPL	Recognition of Prior Learning
SDG	Sustainable Development Goals
SLBFE	Sri Lanka Bureau of Foreign Employment
SRHR	Sexual and Reproductive Health and Rights
TaESA	Tanzania Employment Services Agency
TASCO	Tanzania Standard Classification of Occupations
TESDA	Technical Education and Skills Development Authority (Philippines)
ToR	Terms of Reference
ToT	Training of Trainers
TRAA	Tanzania Recruitment Agencies Association
TUCTA	Trade Union Congress of Tanzania
TVEC	Tertiary and Vocational Education Commission (Sri Lanka)
TVET	Technical and Vocational Education and Training
UAE	United Arab Emirates
URT	United Republic of Tanzania
VETA	Vocational Education and Training Authority

► Executive Summary

Domestic work is a critical sector in Tanzania, employing a significant share of the workforce, particularly women and young people. Despite its economic and social importance, domestic work remains undervalued, underregulated and largely informal. Workers in this sector face limited access to training, low wages, inadequate legal protections and heightened vulnerability to exploitation, especially in cross-border employment contexts.

To address these challenges, Tanzania has initiated efforts to professionalize the domestic work sector, including the development of a national vocational training curriculum at foundational levels and reforms in line with the Education and Training Policy of 2023, which emphasizes inclusivity, gender responsiveness and market relevance in all training programmes. However, concerns remain about the coherence, accessibility and labour market relevance of existing efforts, as well as the absence of standardized tools and alignment with international good practices.

This consultancy was commissioned to support these national efforts through the following objectives:

1. Mapping, reviewing and comparing Tanzania's existing domestic work occupational standards and training curricula with those of four comparator countries (the Philippines, Ethiopia, Argentina and Oman);
2. Producing a concise report and comparability matrix highlighting gaps and good practices;
3. Providing technical guidance for the development of a long-term training curriculum aligned with labour market dynamics and the national qualifications framework.

The assignment combined document review, stakeholder consultations and international benchmarking. National documents reviewed included training curricula, labour migration policies, RPL guidelines and regulatory frameworks. Stakeholders consulted included the Prime Minister's Office Labour, Employment and Relations (PMO-LER); the Vocational Education and Training Authority (VETA); the National Council for Technical and Vocational Education and Training (NACTVET); the Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG); the Ministry of Constitutional and Legal Affairs (MoCLA); the Employment Services Unit (ESU)¹; private training institutions, civil society organizations (CSOs), employers and worker organizations. Comparator countries were selected for their strong track records in domestic worker training and professionalization.

Key findings include:

- No nationally approved long-term curriculum exists for domestic workers at NVA levels 1–3, which are most accessible to low- to medium-skilled workers. While one private provider has developed an NTA-level curriculum (levels 4–6), it is privately owned and therefore not available for adoption by other training institutions, meaning foundational vocational pathways remain unstructured and unaccredited.
- Occupational Standards (OS) for domestic work have not yet been developed, although they form a formal part of the national curriculum development process led by VETA and regulated by NACTVET. These standards are essential for enabling Recognition of Prior Learning (RPL), certification, and career progression.
- The current short course offered by VETA is limited in scope and delivery. It lacks modules on rights-based competencies, such as labour rights, emotional resilience, Sexual and Reproductive Health and Rights (SRHR), time management and safe migration, which stakeholders identified as essential

¹ The Employment Services Unit (ESU) is the newly established unit within the Prime Minister's Office – Labour, Youth, Employment and Persons with Disability (PMO-LYED), responsible for coordinating employment services, including foreign employment and labour migration. During the data collection phase of this assignment, the unit operated under the name Tanzania Employment Services Agency (TaESA). The transition to ESU occurred after the fieldwork was completed, in March 2025.

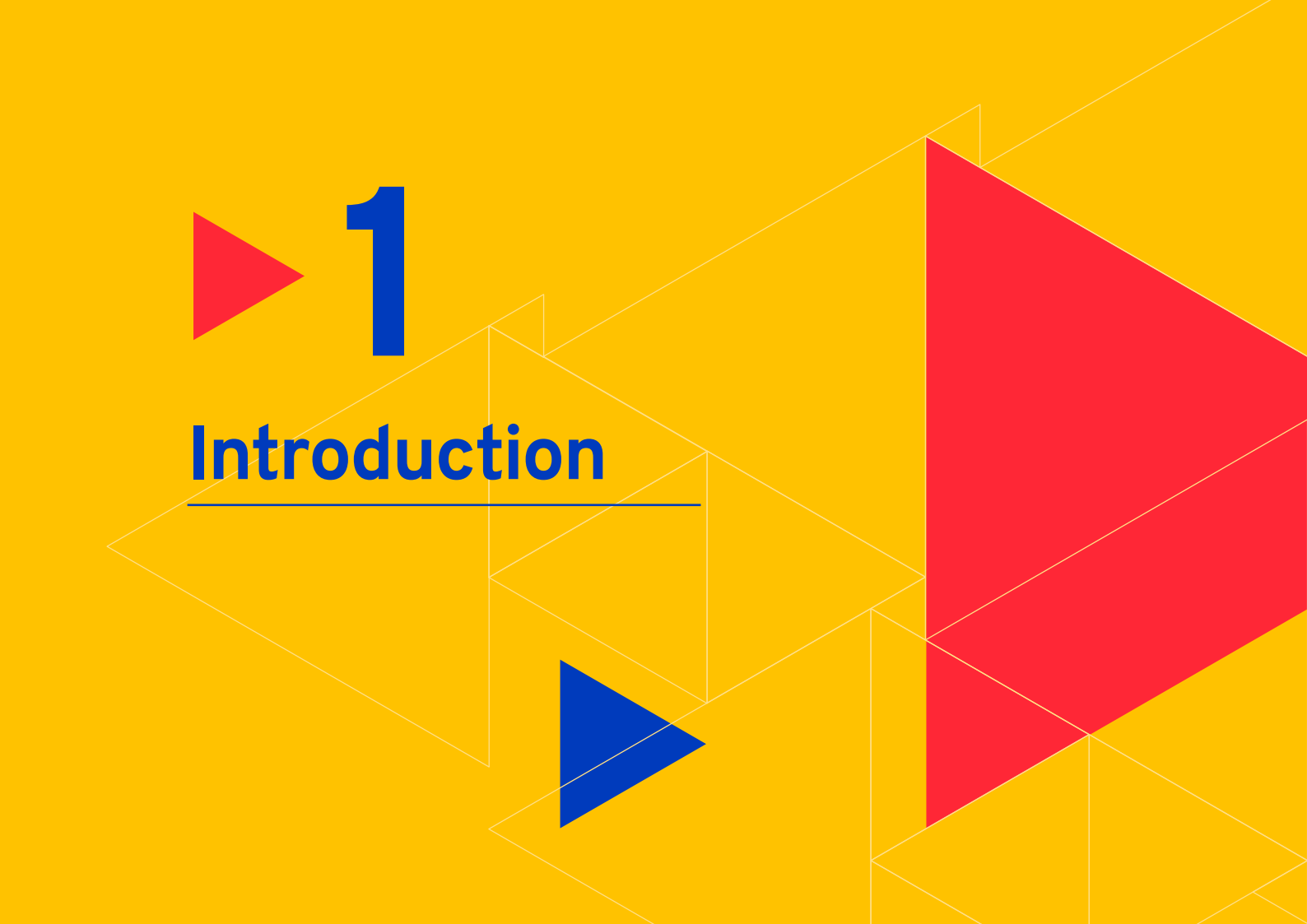
for both domestic and overseas employment. The course is also limited in its geographic reach and delivery formats, reducing access for many prospective learners.

- Access to training is unequal, especially for rural, informally and non-formally trained workers. Flexible and modular delivery options remain limited and the RPL system is not yet widely utilized for domestic workers, despite its potential to facilitate certification for experienced or returning migrant workers.
- Bilateral Labour Agreements (BLAs) with several Gulf countries exist but do not currently ensure mutual recognition of qualifications or competencies obtained in Tanzania's training system, limiting access to decent job opportunities and increasing migrant domestic workers vulnerability.
- Reliable data on domestic workers and their training is lacking. Current household survey and administrative systems do not provide accurate estimates of the sector's size or characteristics, limiting evidence-based planning and monitoring.

In response, the report offers a set of integrated, time-bound and system-aligned recommendations:

- Develop a nationally recognized, modular curriculum for NVA Levels 1–3, led by VETA and regulated by NACTVET, to provide a formal foundation for domestic worker training. This curriculum should provide structured progression and form the basis for certification and future specialization.
- Expand curriculum content to include both technical and rights-based skills and link certification to broader career pathways.
- Strengthen Recognition of Prior Learning (RPL) systems to enable certification of experienced and returnee domestic workers.
- Strengthen labour migration governance by improving the integration of skills development within Bilateral Labour Agreements and exploring opportunities for recognition of training and competencies.
- Integrate rights-based and legal protections into the domestic work training curriculum, ensuring that modules explicitly reflect national labour protections, gender equity principles, and recognition of domestic work as a formal profession, in line with the 2023 Education and Training Policy.
- Strengthen data collection systems on domestic work. Future surveys and administrative processes should adopt clearer definitions and improve coverage to provide a more accurate evidence base for policy and training reforms.

Tanzania is well-positioned to build a coherent, inclusive and rights-based system for domestic workers. With clear institutional mandates, strong policy direction and growing stakeholder commitment, the implementation of recommendations in this report can enhance employment outcomes, strengthen labour protection and improve migration experiences for one of the country's most essential yet vulnerable labour groups.



1

Introduction

Domestic work is a critical but often undervalued source of employment in Tanzania, employing a large number of women and young people, both within the country and abroad. Labour migration to the Gulf Cooperation Council (GCC) countries has grown steadily, with domestic work representing the majority of occupations for Tanzanian migrant workers. While Bilateral Labour Migration Agreements (BLMAs) have been established with several countries, including Saudi Arabia, UAE and Qatar, skills development is not included in these agreements; yet, limitations on access and quality of training for domestic workers remain a key concern for employers both at home and in destination countries. Strengthening domestic workers' competencies through structured training and certification is essential to enhance their employment outcomes and safeguard their rights.

The domestic work sector is characterized by low formalization, limited career progression and vulnerability to exploitation. Evidence shows that workers with structured training, particularly in childcare, cleaning and communication, are more likely to access decent jobs, earn better wages and transition into higher-skilled roles (Cirillo, 2023). Training also helps align worker expectations with employer demands and reduces conflict and early return. Both national and international instruments, including ILO Convention No. 189 (ILO, 2011) and Recommendation No. 195 (ILO, 2004), emphasize the importance of skills development as a means to ensure decent work, social protection and gender equity in domestic work.

This consultancy aimed to conduct a gap analysis and review of Tanzania's domestic worker training systems. It maps the existing occupational standards and curricula, compares them with selected international benchmarks and generates actionable recommendations for improvement. The work supports Tanzania's obligations under global frameworks such as ILO C189 and Sustainable Development Goal (SDG) 8 on decent work and economic growth (UN, 2015), while also contributing to ongoing efforts to operationalize the National Skills Development Strategy and improve labour migration governance.

The analysis in this report is guided by the ILO's *Theory of Change on Decent Work through Skills Development for Domestic Workers* (ILO, 2024). The framework outlines how interventions in skills development, certification and recognition, employment and empowerment interact to support decent work outcomes for domestic workers. It underscores the importance of viewing training, occupational standards and labour protection as mutually reinforcing components of an integrated skills system. This framework provides the analytical basis for assessing Tanzania's current arrangements and identifying areas for improvement in line with international good practice.

The report also draws on the *East African Community (EAC) Regional Competency Framework for Domestic Workers* (EAC, 2024), which provides a harmonized reference for skills recognition and occupational classification across EAC Member States. As the framework is pending formal approval, it is cited here as a draft reference document, particularly in discussions on occupational standards and skills comparability.

The report is structured into eight sections. Following this introduction, Section 2 outlines the objectives and scope of the assessment, drawing directly from the Terms of Reference. Section 3 describes the methodology used, including document review, stakeholder consultations and comparative analysis. Section 4 provides an overview of the domestic work sector and the broader skills development ecosystem in Tanzania. Section 5 examines occupational classification and standards, identifying gaps and implications for curriculum development. Section 6 reviews labour market demand and skills needs in both destination and domestic markets. Section 7 presents the key findings from the comparative curriculum analysis. Section 8 provides the overall conclusions and recommendations arising from the assessment.



2

Objectives and Scope of the Study

This consultancy was commissioned to address critical gaps in the training systems for domestic workers in Tanzania. The primary aim is to enhance the quality and relevance of skills development for domestic workers by ensuring better alignment with both local and overseas labour market demands. This focus is particularly timely given the growing trend of Tanzanian women migrating to work in domestic roles in the Gulf countries under Bilateral Labour Agreements (BLAs).

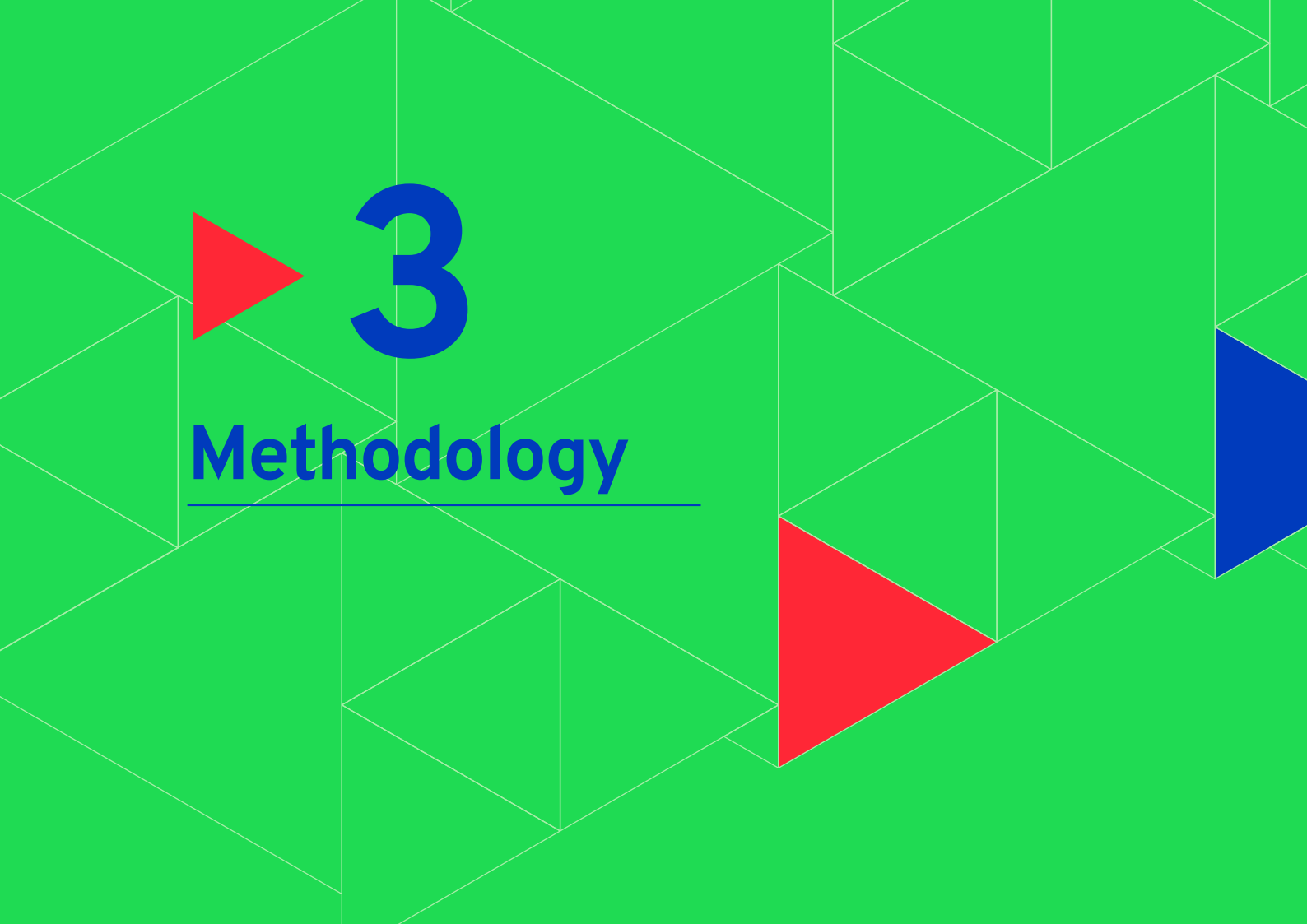
The specific objectives of the assignment, as defined in the Terms of Reference, are as follows:

1. To map, review and compare existing domestic work occupational standards and curricula in Tanzania with those of four comparator countries—one from Asia, two from Africa, and one from the Gulf region.
2. Based on this mapping and review, to produce a brief but concise report with a comparability matrix that clearly identifies gaps and provides recommendations for improvements.
3. To review and upgrade the tailor-made vocational skills curriculum for domestic work to ensure alignment with good practices and labour market dynamics, both locally and internationally.

The study focuses on Tanzania while drawing comparisons with selected countries that represent different institutional and labour market contexts. The analysis integrates insights from national regulatory frameworks, technical and vocational training systems and labour migration pathways, particularly those governed by BLAs. It includes institutional actors such as PMO-LER, VETA, NACTVET, CHODAWU, ESU, recruitment agencies, NGOs and international development partners.

The scope of the assessment is thematic, covering four major areas: occupational classifications and the absence of domestic worker-specific occupational standards in Tanzania; existing vocational training curricula; the availability and implementation of certification pathways, including Recognition of Prior Learning (RPL); and the degree of alignment between national training systems and international employment standards.

While comprehensive, the study is subject to certain limitations. These include the absence of formal occupational standards for domestic workers in Tanzania, gaps in data on informal or NGO-led training initiatives, and the limitations of obtaining standardized training curricula in most Gulf destination countries. Despite these constraints, the report provides an evidence-based foundation for improving the training ecosystem for domestic workers and enhancing their preparedness for both domestic and overseas employment.



3

Methodology

This section outlines the methodological approach used to conduct the gap analysis and review of domestic work (DW) training programmes in Tanzania. The assessment focused on two interrelated areas: the current status of occupational standards and the domestic work training curriculum. Data collection and analysis drew on a combination of desk-based document review, stakeholder consultations and comparative benchmarking with international best practices. These methods informed the identification of systemic gaps and the development of actionable recommendations to improve the quality, relevance and accessibility of training for domestic workers. The following subsections detail the steps and tools used throughout the assessment process.

3.1 Overall Approach

This gap analysis employed a mixed-methods approach to examine the domestic worker training landscape in Tanzania and identify areas for improvement. The methodology integrated desk review and stakeholder consultations to ensure a comprehensive understanding based on both evidence and practical insights.

The desk research involved an extensive review of relevant literature, including the Tanzania Standard Classification of Occupations (TASCO), which provides occupational classifications relevant to domestic work. Additionally, the review covered the existing training curriculum developed by VETA in collaboration with CHODAWU and CVM Tanzania, as well as policy documents and legal frameworks governing domestic work and labour migration in Tanzania. Reports and publications from organizations such as the ILO and relevant NGOs were also analyzed to gain insights into domestic worker training and labour migration.

Stakeholder consultations were conducted with key actors, including representatives of government agencies (PMO-LER, ESU, Ministry of Home Affairs and NACTVET), training providers (for example, VETA), worker representatives (CHODAWU and TUCTA), and domestic workers with training or work experience. These consultations provided critical perspectives on the effectiveness and gaps in existing training and orientation programmes.

A comparative analysis was carried out to draw lessons from international best practices in domestic worker training from selected comparator countries. Findings from desk research and stakeholder engagements were synthesized to identify strengths, gaps and opportunities for improvement in the Tanzanian context.

The following sections provide a detailed account of each component of the methodology as applied to occupational standards and the training curriculum.

3.2 Qualitative Data Collection

To assess the domestic worker training curriculum, a qualitative data collection process was conducted. This began with a desk review of relevant documents, including the Tanzania Standard Classification of Occupations (TASCO), existing training curricula and available reports. This review provided essential background information for subsequent data collection.

Key Informant Interviews (KIIs) were conducted with a range of stakeholders in Tanzania to explore strengths, weaknesses and areas for improvement in domestic worker training and pre-departure orientation programmes. Stakeholders included CHODAWU, VETA, NACTVET, PMO-LER, ESU, recruitment agencies and employers. Interview guides, developed in alignment with ILO objectives and refined based on ILO feedback, were tailored to each respondent's role and expertise. These interviews were

conducted with training providers, government officials, private recruitment agencies and domestic workers. Snowball sampling was used through private recruitment agencies. Interviews were conducted at their workplaces. All interviews were audio recorded and transcribed, with detailed notes also taken. Additional documentation from relevant organizations was reviewed to ensure data validity. Informed verbal consent was obtained from all participants before data collection.

A national validation workshop was subsequently held to verify the preliminary findings and gather additional input from stakeholders. The workshop brought together representatives from government institutions, training providers, worker organizations and recruitment agencies. The discussion confirmed areas of consensus, clarified institutional expectations and helped refine the implications for occupational standards and long-term curriculum development. Insights from the workshop were incorporated into the final analysis.

3.3 Mapping, Review, and Comparison

This phase involved a systematic mapping and comparative review of Tanzania's domestic work training and regulatory framework, including occupational classifications and curricula. These were benchmarked against those from five comparator countries: Ethiopia, South Africa, the Philippines, Oman and Argentina. The countries were selected for their relevance to Tanzania as labour-sending or labour-receiving countries, diversity in migration governance models and the availability of documented standards and curricula.

A document collection process gathered occupational standards, curricula and policy documents from Tanzanian agencies (for example, VETA, PMO-LER) as well as from ministries, training institutions and NGOs in the comparator countries. Notably, interviews with private recruitment agents revealed that some destination countries, for example, Oman, lack a formalized post-arrival orientation system, with most skill transmission occurring informally within households, post-arrival.

The review employed a standardized analytical framework to assess each country's approach to domestic work training and regulation, referencing international benchmarks such as ILO Convention No. 189. A comparison matrix was developed to visualize similarities, gaps and divergences across countries in terms of occupational standard setting, training structure and alignment with labour market demands.

As part of the mapping exercise, efforts were made to obtain official occupational standards for domestic work from Tanzania and the five comparator countries. While some countries, such as Argentina and the Philippines, have developed formal occupational standards specifically for domestic work, others—like Oman—do not have publicly accessible or formalized standards. In Tanzania, although domestic work is classified under TASCO (for example, Unit Groups 9111 and 5152), no occupational standards defining tasks, competencies, or performance levels were identified. For few existing training programme/curricula developed, the occupational standards were co-opted from related courses but do not have the full contextual relevance as that of a private home. This gap has implications for training standardization, recognition and professional mobility.

3.4 Selection of Comparator Countries

To support the mapping, review and comparison of domestic work occupational standards and training curricula, five countries were selected as comparators: the Philippines (Asia), Ethiopia and South Africa (Africa), Oman (Gulf Region) and Argentina (South America). The initial shortlist included four countries—the Philippines, Ethiopia, South Africa and Oman—based on regional relevance, migration ties and diversity in training systems. Following stakeholder consultations during fieldwork, Argentina was added to enhance comparative insights into rights-based and structured training systems for domestic workers.

Each country was selected based on its relevance to Tanzania's domestic work sector, either as a destination for Tanzanian migrant domestic workers or as a model for training and regulatory frameworks that could inform national reforms. Table 1.1 below presents the comparator countries and provides the justification for their inclusion in the analysis of domestic work training curricula and occupational standards.

► Table 1.1: Comparator Countries and Their Relevance for DW Training Curriculum Analysis

Continent	Country	Justification for Selection
Asia	The Philippines	The Philippines has a well-established system for training and certifying domestic workers, anchored in the Technical Education and Skills Development Authority (TESDA). Its curriculum integrates both technical and soft skills, with structured certification ensuring workers are well-prepared for overseas employment. This makes it a valuable benchmark for Tanzania in designing competency-based training for domestic workers.
Africa	Ethiopia	Ethiopia has developed domestic worker training programmes in response to its long-standing labour migration links to the Middle East. Its curriculum reforms provide lessons on integrating occupational standards, certification and regulatory oversight in a context with socio-economic similarities to Tanzania.
Africa	South Africa	South Africa has a structured vocational training system and established occupational standards for various sectors, including domestic work. Its diverse labour market and strong regulatory frameworks offer valuable insights into effective training, worker protections and certification processes that Tanzania can adapt to strengthen its own domestic work curriculum.
Gulf Region	Oman	Oman is a key destination for Tanzanian domestic workers, making it crucial to align training programmes with employer expectations. Although Oman does not operate a domestic worker training curriculum of its own, reviewing its legal protections, employment conditions and skill requirements provides important insights. These demand-side lessons help ensure Tanzania's training adequately prepare workers and align with Gulf labour standards.
South America	Argentina	Argentina recognizes domestic work as formal employment under progressive labour laws and has developed vocational training programmes to support worker rights, fair wages, and professional growth. Its inclusion was based on stakeholder recommendations during fieldwork, ensuring the analysis benefited from additional insights into rights-based and structured training systems. Argentina's approach provides valuable lessons for Tanzania on linking training to worker protections and career advancement.

Source: Author's compilation from multiple curriculum documents (see Section 7 and Appendix 1).

In summary, the methodological approach combined desk research, qualitative data collection and comparative analysis to build a comprehensive picture of the domestic worker training landscape in Tanzania. The integration of national-level consultations with insights from international comparators ensured that the analysis reflected both local realities and global good practices. Although challenges such as the absence of formal occupational standards for domestic workers in Tanzania limited the available evidence, triangulation across multiple sources helped to strengthen the validity of the findings. The next section presents the results of this analysis, beginning with an overview of the domestic work sector and the broader skills development ecosystem in Tanzania.

4

Overview of Domestic Work and Skills Ecosystem in Tanzania

4.1 Definition of Domestic Worker

The International Labour Organization (ILO) defines domestic work as “work performed in or for a household or households,” and a domestic worker as “any person engaged in domestic work within an employment relationship” (ILO, 2011). This work includes tasks such as cleaning, cooking, caregiving, laundry, gardening, guarding and household driving. Domestic workers may be live-in or live-out, full-time or part-time and either nationals or migrants.

Tanzania has not ratified ILO Convention No. 189 and thus does not formally adopt this broad definition. Nonetheless, the concept of domestic work appears in several national instruments. For example, the Labour Institutions (Minimum Wages and General Conditions of Employment) Order, 2013 defines a domestic worker as someone “engaged in domestic work within an employment relationship,” and explicitly excludes casual or sporadic employment (URT, 2013). The VETA short course curriculum similarly defines domestic work as “work performed in a household/for a household,” though it does not enumerate specific duties like gardening or pet care (VETA, 2023, p. 9).

Occupationally, Tanzania Standard Classification of Occupations (TASCO) offers more detail by classifying domestic work roles under Unit Group 9111 (Domestic Cleaners and Helpers), Unit Group 5152 (Domestic Housekeepers), and personal care under Sub-major Group 53 (Personal Care Workers) (URT, 2021). These groups include tasks such as sweeping, vacuuming, cooking, washing linen, meal preparation and organizing household activities. However, pet care, gardening and driving are not explicitly recognized under these units. The scope reflected in these national classifications suggests a narrower functional scope of domestic work compared to the ILO definition, with significant implications for curriculum design and certification scope.

The urgency of broadening this recognition is reinforced by recent jurisprudence. In *Lydia Festo Mwambashi v. Sammy Mathale, Revision Application No. 7462 of 2024, High Court of Tanzania, Labour Division, Dar es Salaam (12 August 2024)*, Justice B.E.K. Mganga observed that “domestic workers, though in most cases are regarded as less important, they are the most important employees in our lives. They are keeping our families safe in our absence and preparing our meals sometimes in our presence or absence” (p.16–17). The Court further stressed that Tanzania has no specific policy or law regulating domestic workers. However, domestic workers are regulated by general labour laws, primarily the Employment and Labour Relations Act (ELRA) of 2004 and the Regulation of Wages and Terms of Employment Order of 2010, which extend to them the same rights as other employees. The Judge urged that “in the absence of specific law and policy, domestic workers will continue to be exploited and mistreated” (p.17), therefore the need for Tanzania to enact specific laws to protect domestic workers given the unique workplaces (private homes).

This recognition by the judiciary strengthens the case for formalizing domestic work through nationally recognized occupational standards and curricula. The establishment of such standards is necessary to close regulatory gaps, elevate domestic work into a recognized profession, safeguard the dignity of workers, and create structured pathways for career development.

4.2 Social Context and Demand for Domestic Workers in Tanzania

In Tanzania, domestic work is predominantly performed by women and girls who migrate from rural areas to urban centres in search of income-generating opportunities (Kawambwa, 2024; Cirillo, 2023). Many are school dropouts or have low levels of formal education, and most are recruited informally without written contracts or legal protections (ILO, 2021; Human Rights Watch, 2017). While the Employment and Labour Relations Act (2004) theoretically extends labour protections to domestic workers, implementation remains limited due to the privatized nature of domestic settings and lack of labour inspection capacity (URT, 2018).

Societal framing of domestic workers in Tanzania has given rise to a variety of terms that reflect social norms, historical and cultural influences. Swahili expressions such as *mfanyakazi wa nyumbani* (“home worker”) or *mfanyakazi wa ndani* (“indoor worker”) are increasingly used in formal and rights-based discourse. More colloquially, however, domestic workers are frequently referred to as *dada wa kazi* (“work sister”), a term that suggests familial belonging rather than a professional role. This naming convention reflects a widespread perception that domestic workers are part of the household, albeit in a subordinate

position (Cirillo, 2023). Informal arrangements grounded in the notion of *undugu*, in which domestic workers are treated as members of the extended family rather than as formal employees, continue to shape many employment relationships. These arrangements reinforce weak contractual protections and limit recognition of domestic work as a professional occupation (Kiaga, 2011).

The enduring use of colonial-era terms like ‘housegirl’ and ‘houseboy’ continues to reinforce the informal and hierarchical status of the work. This is evident not only in everyday speech but also in advertisements and job postings by placement agencies. For example, agencies like Wadada Consultant Centre market their services using titles such as *Dada wa Kazi wa Mapishi* (professional female domestic cook), combining both Swahili and English phrases to appeal to middle- and upper-class urban employers. These choices underscore the embeddedness of colonial and gendered norms in the construction of domestic worker identities (Wadada Consultant Centre, 2024a, 2024b; Cirillo, 2023).

As Cirillo (2023) notes, “the continued use of ‘housegirl’ and the term ‘dada wa kazi’ raises critical questions about how colonial legacies shape the way contemporary patterns of domestic service are defined, performed, and conceived” (p. 9). These naming practices are not merely linguistic; they condition expectations around deference, availability, and emotional labour and thereby influence the nature of training, regulation and rights enforcement in the sector.

According to the 2020/21 Integrated Labour Force Survey (ILFS), an estimated 252,280 persons (3.6 per cent of the informal workforce) were reported under the category titled “*Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use*” (NBS, 2022, p. 52). Although this category provides a partial indication of the presence of domestic work, it groups multiple household-based activities together, making it impossible to determine how many of these individuals are domestic workers. The limited visibility of domestic workers in both the census and labour force statistics, therefore, reflects a structural measurement problem rather than a small sector and raises questions about the reliability of these estimates.

Despite these statistical limitations, qualitative and administrative evidence consistently indicate that domestic work is widely used across urban households in Tanzania. Studies show that domestic workers remain a common feature of middle- and upper-income households, with many families employing one worker and, in some cases, two or more to manage childcare, cleaning, and food preparation (Cirillo, 2023). Demand is driven by rapid urbanization, rising female labour force participation, and the reduced availability of unpaid family caregiving. Although the exact scale cannot be established from national datasets, the widespread reliance on domestic workers in urban centres underscores the importance of developing structured training and certification systems that respond to both local household needs and international labour market expectations, as further discussed in Section 5 on occupational standards and curriculum alignment.

4.3 Migration and Mobility Dynamics

Domestic work in Tanzania is shaped by complex patterns of internal, regional, and international migration. Rural-to-urban migration remains the most common, driven by poverty, gendered expectations, and limited education and livelihood opportunities in rural areas (Kawambwa, 2024; ILO, 2021). Young women and adolescent girls, in particular, leave home in search of domestic employment in urban households, often relying on family and informal networks or brokers to find work, frequently without contracts or protection coverage.

Regionally, Tanzania is also a destination for domestic workers from neighbouring countries such as Burundi, Rwanda, and the Democratic Republic of Congo. These cross-border flows, most visible in urban centres such as Dar es Salaam and Kigoma, are largely undocumented and unregulated, complicating efforts to enforce labour standards and monitor working conditions (PMO-LER, 2024).

Internationally, Tanzania is increasingly a country of origin for female migrant domestic workers, particularly to Gulf countries. Between July 2023 and April 2024, a total of 2,467 Tanzanians migrated abroad through official channels, 95.5% of whom went to Oman, Qatar, and the United Arab Emirates. Of these, 1,878 were women entering domestic work roles (TaESA, 2024). These figures represent Tanzanians who migrated through official, regulated channels, primarily via licensed recruitment agencies and under the oversight of TaESA. It is widely acknowledged that not all labour migration follows formal pathways.

Informal and less regulated routes also exist, though their scale and characteristics are not yet fully documented for Tanzania.

The growth of domestic work as a source of wage employment for many, both within and beyond Tanzania, has intensified the urgency of developing structured skills training. A nationally recognized curriculum that reflects both local household needs and international labour market expectations would help prepare workers more effectively, reduce their vulnerability and support professional mobility across different employment contexts.

4.4 Institutional and Policy Landscape

The skills ecosystem for domestic workers in Tanzania involves a range of institutions with fragmented mandates. At the national level, the Vocational Education and Training Authority (VETA) implements vocational training programmes, including the pilot domestic worker curriculum, while the National Council for Technical and Vocational Education and Training (NACTVET) oversees the broader qualifications and quality assurance system. However, domestic work has only recently been acknowledged as a legitimate occupation eligible for structured training and certification and this emerging recognition is creating space for more coordinated system development.

The Prime Minister's Office Labour, Employment and Relations (PMO-LER) provides overall policy direction on employment and support skills development initiatives that operate outside the formal training pathways, including initiatives relevant to labour mobility (PMO-LER, 2024). Within PMO-LER, the Employment Services Unit (ESU, formerly TaESA) is responsible for connecting workers to employment opportunities both within the country and abroad. These functions contribute to the wider employment and migration governance landscape. Their mandates operate alongside, rather than within, the curriculum development processes led by VETA and regulated under NACTVET, which remain the central mechanisms for developing and accrediting training for domestic workers.

Tanzania has signed Bilateral Labour Migration Agreements (BLMAs) with Saudi Arabia, Qatar, and the United Arab Emirates, establishing guidelines for fair recruitment, minimum employment conditions, and dispute resolution mechanisms. Despite this legal infrastructure, implementation remains weak due to limited inter-agency coordination and minimal regulation of private recruitment agencies (URT, 2022; ILO, 2021). Although these agreements reflect the international demand for Tanzanian workers, their effectiveness depends on complementary systems such as standardized training, clear competency requirements, and reliable recruitment oversight.

The Education and Training Policy of 2023 provides an additional anchor in the skills and policy landscape. The policy emphasizes that curricula should be inclusive, gender-responsive, and market-relevant, with explicit recognition of equity in access for disadvantaged groups, particularly women and those with limited formal education (URT, 2023). While the policy enables the development of training programmes for all occupations, including domestic work, a nationally accredited curriculum and level-based qualification for domestic workers has not yet been established. As a result, workers in this sector currently face restricted opportunities to access structured training and obtain recognized credentials that support mobility and career progression.

4.5 Training and Skills Development for Domestic Workers in Tanzania

Skills training for domestic workers in Tanzania is minimal and uncoordinated. The majority of domestic workers, whether employed locally or abroad, enter employment without structured training. Some NGOs and faith-based organizations offer short-term programs focused on labour rights, emotional resilience, or cultural orientation, but these are neither standardized nor formally certified (Cirillo, 2023; ILO, 2016a).

There is currently no overarching skills development strategy specifically targeting or integrating domestic work. PMO-LER acknowledged that the current National Skills Development Strategy does not include domestic work as a priority sector, though this is under review (PMO-LER, 2024). As a result,

domestic worker training initiatives remain fragmented, short-term, and disconnected from the national qualifications framework.

These gaps underline the need for a comprehensive formal training framework that defines the competencies, levels, and certification pathways for domestic workers. Such a framework would support structured training for both local and international employment, ensure that workers can access recognized qualifications, and create opportunities for career progression within the sector.

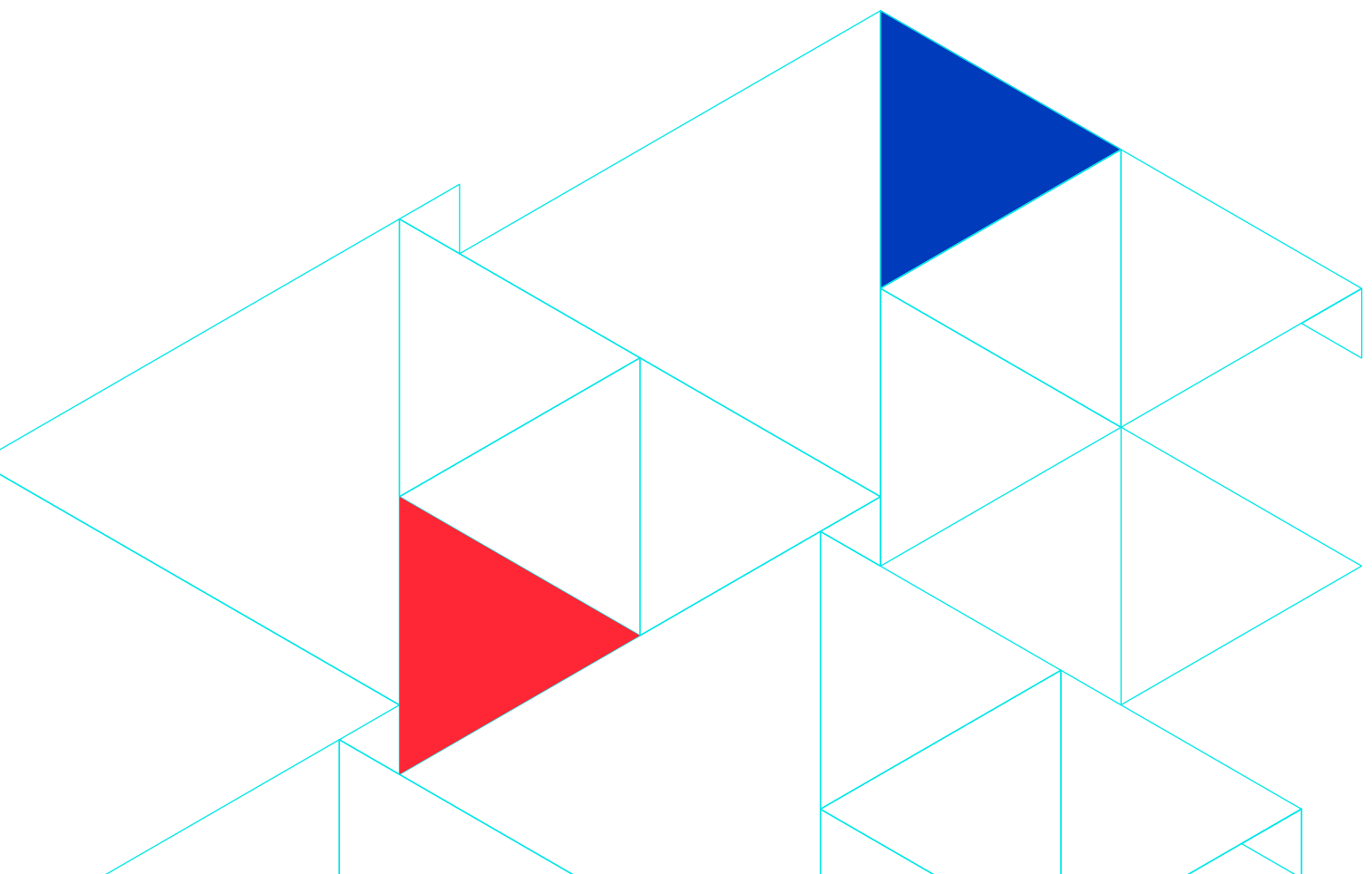
4.6 VETA's Domestic Work Curriculum

In response to the growing need for formalized training in the domestic work sector, the Vocational Education and Training Authority (VETA), in collaboration with the NGO Comunità Volontari per il Mondo (CVM), developed a competency-based short course curriculum for domestic workers in 2024. The curriculum was designed as a one-month, practical training program for individuals seeking to enter household employment locally or abroad. It includes modules on cleaning, food preparation, caregiving, hygiene, interpersonal communication, and customer service (VETA, 2023).

As a short course, the program is not required to undergo the full occupational standards development process mandated for long-term or level-based programs under NACTVET. In the absence of dedicated occupational standards for domestic work, the curriculum drew on related standards from areas such as housekeeping, cooking, and food production. This approach is appropriate for a pilot initiative, but it limits the depth and progression of the competencies that can be offered.

The main limitations of the curriculum, therefore, relate to its short duration, its inward-looking focus on local household tasks, and its limited grounding in labour market analysis, particularly regarding employers' expectations in destination countries where many Tanzanian domestic workers seek employment. While the curriculum provides useful foundational skills, it does not yet capture the broader range of competencies needed for labour mobility, including language skills, rights awareness, emotional resilience, cultural adaptation, and specialized caregiving tasks.

Taken together, the VETA curriculum represents an important starting point, but further development would require integration of more robust labour market evidence, clearer linkages to future occupational standards, and expansion toward a more structured and accessible training pathway that prepares workers for both local and international roles.





5

Occupational Classification and Standards for Domestic Work in Tanzania

Domestic work is recognized in both international and national classification systems, but Tanzania still lacks dedicated occupational standards and a structured competency framework for this sector. This gap limits the country's ability to design market-relevant training, certify workers, or align domestic work with the national skills development system.

5.1 Occupational Classification of Domestic Work: ISCO and TASCO

At the international level, the International Standard Classification of Occupations (ISCO 2008) places domestic workers primarily under Major Group 9 (Elementary Occupations), with specific unit groups such as Domestic Cleaners and Helpers, Cooks, and Childcare Workers (ILO, 2012). These classifications distinguish the general nature of work and minimum expectations for employment but do not define detailed competencies or learning outcomes.

Tanzania's national system, the Tanzania Standard Classification of Occupations (TASCO 2014), mirrors the ISCO structure but contains additional national adaptations. For domestic work, TASCO includes groups such as Domestic Cleaners and Helpers (9111) and Domestic Housekeepers (5152) (URT, 2021). However, these categories also remain descriptive rather than competency-based. They outline broad occupational functions but do not specify the skills, performance standards, or progression levels needed to support training or certification. TASCO is designed primarily for labour market classification and statistical reporting, and not as a tool for curriculum development. Its descriptive nature is consistent with this purpose. Therefore, TASCO can only inform curriculum design when complemented by a dedicated occupational standard or competency framework that translates job categories into measurable competencies. A comparison of ISCO and TASCO classifications for selected domestic work roles is provided in Table 5.1 to illustrate areas of alignment and divergence in occupational categorization.

► **Table 5.1: Alignment of TASCO and ISCO Classifications for Domestic Work Roles**

Occupational Role	ISCO 2008 Unit Group	TASCO 2014 Unit Group	Observations
Domestic Cleaner	9111	9111	Fully aligned in classification and job function
Domestic Housekeeper	5152	5152	Aligned in scope, although TASCO places some supervisory duties within this group
Child Care Worker	5311	5311	Broadly aligned, although TASCO does not distinguish teacher aides from childcare roles as clearly as ISCO
Home-Based Personal Care Worker	5322	5322	Fully aligned
Housekeeping Supervisor	5153	5152.30	Not separately recognized in TASCO; grouped under the broader 5152 category
Launderer	9121	9111	TASCO combines laundry services with general domestic cleaning rather than treating them as separate roles

Source: ILO, 2012; URT, 2021

5.2 Gaps in Current Classification and Implications for Standards Development

The absence of occupational standards for domestic work in Tanzania represents a significant gap in the technical and vocational education and training system. Without explicit competency standards, training providers lack agreed benchmarks to guide curriculum design, assessment, or recognition of prior learning. This also restricts the development of structured career pathways and prevents the integration of domestic work into the National Qualifications Framework.

A comparison of TASCO and ISCO shows that while both classifications recognize domestic work, neither defines the competencies or performance criteria needed for skills development. This means that classification systems alone cannot drive professionalization. For Tanzania, the priority is therefore to develop occupational standards that translate TASCO job categories into measurable competencies and levels of proficiency. These standards would provide a foundation for curriculum development and for future accreditation of domestic work training programmes.

5.3 Policy Foundations for Occupational Standards in Tanzania

The development of occupational standards for domestic workers aligns with national policy directions. The Education and Training Policy of 2023 emphasizes that skills development must be inclusive, gender responsive, and market relevant, especially for groups with limited access to formal education (URT, 2023). Although domestic work is not yet formalized within the national TVET system, the policy provides a mandate for creating structured training opportunities in the sector.

The Competency-Based Education and Training (CBET) guidelines issued by NACTVET (2023) further require that curricula articulate learning outcomes, credit levels and assessment criteria. In the absence of occupational standards for domestic work, it is not possible to design accredited or level- based programmes that meet these requirements. Establishing national standards would therefore enable the creation of portable and certifiable qualifications and strengthen alignment with national training regulations.

Regionally, the draft East African Community (EAC) Regional Competency Framework for Domestic Work offers an emerging reference point for defining skills that meet both local and migration-related labour demands. While still awaiting formal approval, it provides a useful benchmark for Tanzania as it considers the structure and content of future occupational standards.

5.4 Implications for Curriculum Development and the Skills System

The review of occupational classifications and training arrangements highlights a structural limitation in Tanzania's domestic work sector: domestic worker occupations are not yet supported by nationally endorsed occupational standards. While TASCO provides a useful categorization of roles such as domestic cleaners, housekeepers, childcare workers, and personal care workers, it does not describe the competencies, task expectations, or levels of proficiency required for these occupations. This is expected for a classification system designed primarily for labour statistics. However, it also means that training providers do not have an agreed competency reference point for designing curricula or assessment tools.

This absence becomes more significant when situated within Tanzania's Competence-Based Education and Training (CBET) regulatory framework. According to NACTVET, all new long-term or modular curricula must be developed through a structured process that begins with a situational analysis, followed by the formulation of occupational standards, and later the development of detailed competency-based curricula. Without nationally validated occupational standards for domestic work, the sector cannot be fully integrated into this system. As a result, existing short courses, including those piloted in Tanzania, remain outside the national qualifications structure and cannot support certification, progression or recognition of prior learning.

Recent regional developments offer a useful point of reference. The East African Community has prepared a draft Regional Competency Framework for Domestic Work, which describes core functions, competencies and performance expectations for selected domestic roles. Although still pending formal approval, the document provides a structured illustration of how domestic work can be articulated within a competency framework. The existence of this draft framework does not imply a gap on Tanzania's part but rather presents an emerging regional resource that can be adapted when Tanzania initiates the development of its own national occupational standards. Drawing selectively from the EAC framework, while grounding decisions in national labour market needs, would ensure that future standards are regionally harmonized yet responsive to the Tanzanian context.

International experience reinforces the value of establishing clear occupational standards before curriculum development. Countries such as the Philippines and South Africa have used competency-based occupational definitions to strengthen their domestic worker training systems, improving portability of qualifications, creating structured learning pathways and enhancing the credibility of training in both domestic and overseas labour markets. Their experience suggests that without national standards, training remains fragmented, qualifications are not widely recognized and skills development may not respond effectively to employer expectations.

For Tanzania, developing occupational standards for domestic work would therefore serve several purposes. It would establish a shared understanding of job roles and competencies, provide a foundation for designing long-term or modular curricula, support the introduction of certification pathways, and create opportunities for workers to progress or specialize. Situating these standards within Tanzania's CBET framework, while drawing from regional and international experience where appropriate, would strengthen the quality, consistency and credibility of training across the sector. This would ultimately contribute to better employment outcomes for domestic workers and greater alignment with labour market demand both in Tanzania and abroad.



6

Labour Market Demand and Skills Needs for Domestic Workers in Destination and Local Markets

This section examines labour market demand and skills requirements for domestic workers in key destination countries, with a particular focus on the Gulf Cooperation Council (GCC) region. While previous sections analyzed Tanzania's domestic work ecosystem (Section 4) and occupational standards (Section 5), the present section shifts attention to what foreign employers—especially in Oman, Saudi Arabia, the UAE, and Qatar—expect from the domestic workers they recruit. This demand-side perspective is essential for assessing the relevance and adequacy of Tanzania's current training, certification and migration preparation systems. In addition, the section also considers skills required in the Tanzanian domestic work market to ensure that training reforms address both international and local employment contexts.

Understanding what drives demand in destination countries is critical for designing training systems that are fit for purpose and aligned with labour mobility trends. In the GCC, demographic and social changes—including declining fertility, ageing populations, urbanization, increased labour force participation of women and the erosion of extended family caregiving—continue to generate sustained demand for migrant domestic workers. At the same time, employer expectations are becoming more complex, extending beyond cleaning and food preparation to include childcare, eldercare, guest handling, language proficiency and the ability to operate in culturally sensitive environments with minimal supervision.

This section draws on regional literature, analysis of migration data, job contracts and stakeholder interviews to identify the core competencies, behavioural attributes and interpersonal skills valued by employers abroad. It also highlights the informal segmentation of domestic work roles by nationality and explores how certification and Recognition of Prior Learning (RPL) can strengthen access to safer and better-paid employment. By synthesizing these demand-side signals, the section supports the development of a responsive and internationally aligned domestic worker training system in Tanzania that is responsive to international expectations and enables safe, decent and dignified labour migration.

6.1 Labour Market Demand of Domestic Workers in Destination Countries

The demand for domestic workers in Gulf Cooperation Council (GCC) countries—particularly Saudi Arabia, the United Arab Emirates (UAE), Kuwait, Oman, and Qatar—has grown steadily over the past two decades and shows no signs of decline. It is driven by intersecting demographic, socioeconomic and cultural dynamics that are both structural and enduring. These include declining fertility, rising female labour force participation, ageing populations and reduced reliance on extended family caregiving.

Across the region, families are undergoing a shift from extended to nuclear arrangements, especially in urban areas. This has eroded the availability of unpaid caregiving from relatives and increased the reliance on paid domestic workers to meet care and household needs. In Oman, for example, the fertility rate declined sharply from 8.6 in 1988 to 3.3 in 2008, a transition driven not by contraception but by delayed marriage and rising women's education and employment (Islam, 2020, pp. 38–42). Similar trends are evident in other Gulf countries (Lansford et al., 2020, p. 2).

At the same time, the labour force participation of women—particularly among nationals and skilled expatriates—has increased significantly. In Kuwait, for instance, female labour force participation exceeds 40%, and in the UAE, dual-income households are the norm (Tayah & Assaf, 2018, p. 22). This shift has heightened time poverty and triggered a surge in demand for workers to provide childcare, eldercare, cooking, and housekeeping support.

Domestic work in the Gulf is not only growing—it is becoming institutionalized as part of household functioning. In the UAE, for example, over 94% of Emirati families employ at least one domestic worker, with many households employing several. This pattern has been referred to as “Khadama Dependency Syndrome”—a form of social dependency in which domestic workers are considered indispensable to family functioning (Malit et al., 2018). Demand is not limited to nationals: dual-income expatriate families across income levels also contribute significantly to the market.

These demand dynamics can be analyzed through a macro–micro framework (Malit et al., 2018). At the macro level, the absence of formal care systems, liberalized immigration policies, and state retrenchment from eldercare and childcare provision creates structural demand. At the micro level, increasing female workforce participation, growing housing space, rising wealth, and evolving aspirations (including the association of live-in help with middle-class prestige) reinforce household-level demand.

This demand also shapes Tanzania's migration landscape. Administrative data from the Tanzania Employment Services Agency (TaESA) show that 4,379 domestic workers were placed in Gulf countries between 2022 and 2024, with most going to Oman, Bahrain, the United Arab Emirates, and Qatar. These trends illustrate Tanzania's increasing participation in this labour market and highlight the need for national training and migration systems that prepare workers for the expectations in destination households.

Despite this rising participation, Tanzanian domestic workers continue to face barriers to quality placement. Many migrate without access to standardized pre-departure training or certification, leaving them ill-prepared for the linguistic, cultural and legal expectations in destination households. The growing volume of migration, when paired with persistent gaps in training and orientation, highlights the urgency of aligning Tanzania's systems with the evolving skill demands of Gulf employers. Table 6.1 below summarizes the key demographic and institutional drivers shaping domestic worker demand in selected GCC countries.

► **Table 6.1: Key Drivers of Demand for Domestic Workers in Selected GCC Countries**

Country	Demographic and Social Drivers	Institutional/Cultural Drivers
Saudi Arabia	Ageing population, persistent high fertility	No formal eldercare system; social norms encourage live-in help
Kuwait	High FLFPR, nuclear families, wealth concentration	Normalization of employing 2–3 DWs per household
UAE	Declining fertility, dual-income households, large homes	“Khadama Dependency Syndrome” among Emirati families
Oman	Fertility transition, increased female education and employment	Weakening kinship care networks
Qatar	Urbanization, smaller families, dual-career expatriates	DWs are symbolically linked to modern family life

Source : Author's compilation based on Islam (2020), Lansford et al. (2020).

Nationality and gender segmentation are also key features of the GCC domestic work market. According to the Gulf Labour Markets and Migration (GLMM) program, women account for over 95% of all domestic workers in the GCC, and employment is heavily stratified by nationality (GLMM, 2023). Filipino workers dominate caregiving and guest service roles in the UAE and Qatar, largely due to their English fluency and structured pre-departure training. Employers frequently perceive them as more professional, obedient, and emotionally responsive (Ivanova, 2020). In contrast, workers from Ethiopia, Kenya, and—according to Tanzanian recruitment agencies consulted during fieldwork—Tanzania are increasingly recruited into general household support and cleaning roles, particularly in Oman and Saudi Arabia.

The rationale behind these patterns can be understood through a macro–micro demand framework (Malit et al., 2018). At the macro level, policy liberalization, lack of public eldercare, and broader labour market strategies in the Gulf labour markets drive household reliance on DWs. At the micro level, cultural preferences, gender norms, housing arrangements, and prestige associated with employing live-in help reinforce demand at the household level. These dynamics are not only persistent—they are also expanding in scale and complexity.

In addition to understanding what drives demand, it is equally important to examine what domestic workers are actually expected to do once employed. While some households hire domestic workers to perform general household duties, others assign them to specialized roles, such as childcare, eldercare, cooking, or even tutoring. In wealthier homes—particularly in the UAE and Kuwait—multiple workers may be employed, each responsible for a distinct set of tasks. By contrast, lower-income households typically expect a single worker to handle a broad range of responsibilities, often without any formal role differentiation (Tayah & Assaf, 2018, p. 26). Table 6.2 below illustrates common roles and segmentation across selected GCC countries.

► **Table 6.2: Common Roles of Domestic Workers in the GCC Countries**

Country	Primary Roles	Role Characteristics
Saudi Arabia	Elder care, child minder, cleaner	Expected to multitask; often in large, extended households
Kuwait	Housekeeper, nanny, cook	Workers frequently perform multiple roles within a single household
UAE	Cook, nanny, maid, elderly support	Multiple DWs with clearly segmented tasks are common
Oman	Domestic helper (general duties)	One DW per household managing a wide range of tasks
Qatar	Tutor-nanny, cook, domestic manager	Preference for English-speaking and caregiving-skilled workers

Source: Adapted from Tayah and Assaf (2018).

Finally, the scale and momentum of this demand is evident in employment trends across the region. The sector continues to grow rapidly—both in absolute numbers and in its institutional and economic role. In Saudi Arabia, for example, the number of domestic workers tripled from 830,000 in 2007 to over 2.4 million by 2017. Oman experienced a 207 per cent increase over roughly the same period. In Kuwait, 87 per cent of households employ domestic workers, and the average may exceed two workers per home (Ivanova, 2020, p. 153; Tayah & Assaf, 2018). These trends are captured in Table 6.3 below.

► **Table 6.3: Emerging Trends in the Domestic Work Sector in GCC Countries**

Country	Observed Trends	Evidence or Indicators
Saudi Arabia	Tripling of DWs from 2007–2017	From 830,000 to 2.4 million DWs (Tayah & Assaf, 2018, p. 20)
Kuwait	One of the highest DW-to-household ratios globally	87% of households employ DWs (Ivanova, 2020, p. 153)
UAE	Strong institutionalization of domestic work	94% of Emirati families employ DWs (Malit et al., 2021)
Oman	Fastest-growing market for domestic workers in the GCC	207% growth since 2008 (Tayah & Assaf, p. 25)
Qatar	Increasing reliance on skilled domestic support	11% annual sector growth from 2006–2016 (Tayah & Assaf, p. 24)

Source: Adapted from Tayah and Assaf (2018); Ivanova (2020).

These findings confirm that domestic work is no longer a peripheral or informal phenomenon in the Gulf. It has become a core pillar of the care economy, supporting national development goals and responding to social transitions. Yet, despite this centrality, the sector remains informal, unequal, and stratified by race, class, and nationality—factors that must be considered in Tanzanian efforts to prepare domestic workers for employment abroad.

6.2 Skills Needs for Domestic Workers in Destination Countries

Domestic workers in Gulf countries are increasingly expected to perform a wide range of tasks with competence, discretion, and minimal supervision. While traditional roles such as cleaning and laundry remain central, employers now often require workers to take on more complex responsibilities—such as child and elder care, guest handling, operation of household appliances, and, in some cases, pet care. These evolving expectations reflect shifts in household structures, rising income levels, and growing demand for individualized, home-based services.

Employers in the GCC rarely offer formal job advancement opportunities, but they do informally stratify workers based on perceived competencies. These perceptions are often shaped by nationality, language ability, and the presence or absence of training and certification (Tayah & Assaf, 2018; ILO, 2017). Domestic workers from the Philippines, for example, are frequently favoured for childcare and supervisory roles, as they are viewed as better-trained, English-speaking, and emotionally adaptable. By contrast, workers from newer sending countries—including Tanzania—are typically hired into generalist roles and assigned tasks involving basic cleaning and household support duties (Malit et al., 2021).

Job contracts used by recruitment agencies in Gulf countries confirm this segmentation. Common responsibilities listed include indoor cleaning, bed-making, laundry, food preparation and service, appliance use, and receiving guests. Roles requiring greater autonomy or caregiving responsibility, such as infant care, elderly support, or tutoring, are more often reserved for workers from countries with established vocational training systems, like the Philippines or Sri Lanka. This stratification is not only a matter of preference but also of perceived preparedness. Employers often associate workers from countries without formal domestic work training (or Recognition of Prior Learning systems) with limited ability to manage tasks independently. This perception affects wages, trust, and even the type of household where workers are placed (ILO, 2017; Ivanova, 2020).

Field interviews with Tanzanian recruitment agencies support this view. While Tanzanian domestic workers are increasingly placed in Oman, Qatar, and Saudi Arabia, they are rarely considered for roles involving child supervision or elder care. Instead, they are confined to supportive tasks such as cleaning and meal service. These placements reflect not only employer bias but also gaps in language proficiency, caregiving exposure, and cultural orientation among workers prior to departure. Table 6.4 below presents a summary of skill domains expected by employers in the Gulf, reflecting both routine responsibilities and emerging expectations.

► **Table 6.4: Key Skills Expected of Domestic Workers in GCC Countries**

Skill Area	Examples of Competencies	Why It Matters
Household Operations	Cleaning, bed-making, safe use of appliances, kitchen management and hygiene	Maintains health, hygiene, and household standards
Meal Preparation & Service	Food handling, serving etiquette, and preparing meals according to dietary requirements	Expected in both national and expatriate households
Caregiving	Basic child/elder care, feeding, mobility support, first aid basics	Especially in homes with elderly or young children
Communication	Basic English or Arabic, following instructions, polite and clear language	Essential for safety, autonomy, and avoiding miscommunication
Cultural Adaptation	Awareness of religious rules, privacy, obedience, observing gender norms	Key to successful integration into conservative households
Guest Handling	Greeting visitors, managing door calls, communicating courteously with visitors	Relevant in affluent homes with frequent visitors
Emotional Regulation	Patience, adaptability, managing stress, calm conflict response	Crucial in live-in settings and during long working hours
Pet Care (emerging)	Feeding, walking, and basic hygiene for household pets	Not formally required, but growing among high-income households

Source: Author's synthesis from ILO (2017); Tayah and Assaf (2018); field interviews.

While some of these skills can be acquired informally on the job, many employers now prefer or demand certified training. Workers from countries with structured pre-departure orientation and training programs—such as the Philippines' TESDA framework—are more likely to receive higher salaries, retain employment longer, and be trusted with higher-responsibility roles (ILO, 2017).

To meet the evolving expectations in Gulf households, Tanzania's domestic worker training and certification system must be restructured to be fit-for-purpose. This includes establishing tiered training pathways aligned with distinct occupational roles such as housekeeper, caregiver, or guest service assistant. Training content should address core competencies including household communication, safe appliance use, hygiene, food handling, and guest etiquette, all reflecting real-life job requirements. Recognizing the linguistic context of Gulf households, basic Arabic and English language modules should be integrated into the curriculum. To improve practical readiness, the training should also adopt scenario-based simulations and role-play exercises, particularly for live-in environments.

Although Tanzania has an existing Recognition of Prior Learning (RPL) system administered by VETA, it is not currently adapted to domestic work. A dedicated RPL pathway tailored to domestic work should be developed to formally assess and certify both experienced domestic workers and returnees, enabling them to leverage their skills, gain formal recognition, and access safer, higher-paying opportunities both abroad and locally.

► **Table 6.5: Fit-for-Purpose Training System for Tanzanian Domestic Workers**

Training Element	Description and Justification
Tiered Training Pathways	Align modules to specific roles (for example, cleaner, caregiver, guest assistant) to enable targeted placement and career progression
Household Skills Modules	Cover communication, appliance use, kitchen hygiene, and guest reception to reflect real household demands
Language Training	Include functional Arabic and English to reduce language barriers and improve daily communication in destination households
Scenario-Based Simulations	Use role-play and real-life simulations, especially for live-in and caregiving-intensive contexts
Recognition of Prior Learning (RPL)	Certify experienced workers without formal training; support mobility, wage negotiation, and recognition of returnee skills

Source: Author's synthesis based on assessment findings, interviews, curriculum review, and international benchmarks.

Together, these training elements provide a framework for building a professional, market-responsive system for domestic workers in Tanzania. By integrating tiered pathways, practical skill modules, language training, simulations, and a dedicated RPL track, Tanzania can strengthen worker preparedness, improve employment outcomes abroad, and lay the groundwork for evidence-based policy recommendations presented in the next section.

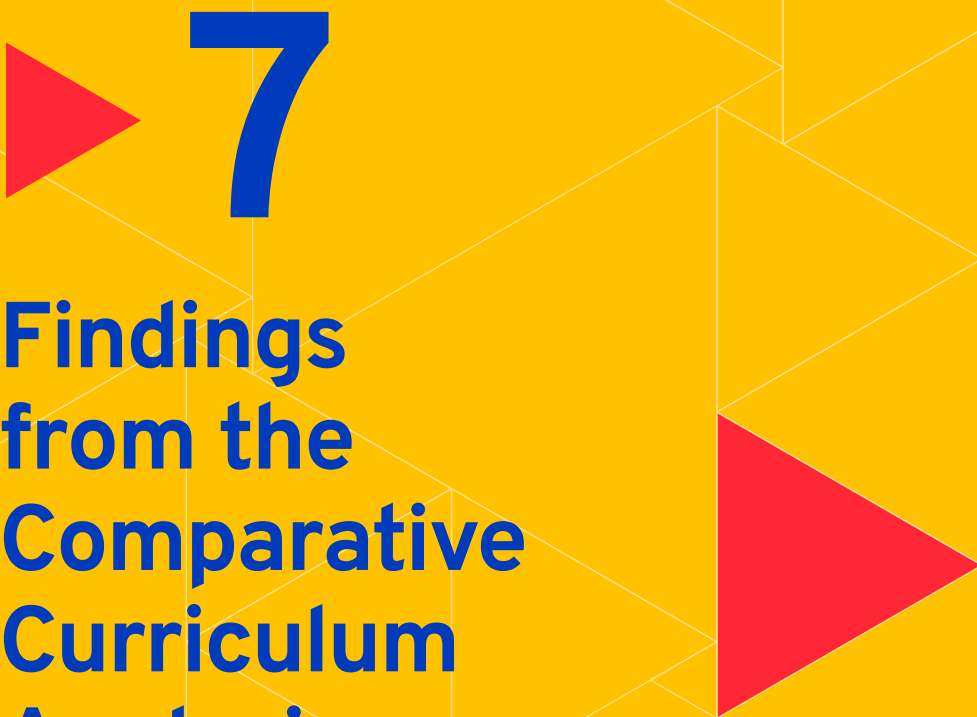
6.3 Skills Demanded in the Tanzanian Domestic Work Market

Demand for domestic workers in Tanzania continues to grow, particularly in urban centres where middle- and high-income households rely on paid care and household support to manage work and family responsibilities. Available evidence indicates that employers prioritize a combination of core household management skills, childcare competencies, and personal attributes that ensure reliability and trustworthiness. Job adverts commonly request abilities such as cleaning, laundry, food preparation, and basic household organization, which aligns with the short domestic work curriculum offered by VETA. These expectations also reflect the findings of the Situational Analysis of Domestic Workers in Tanzania (ILO, 2016a), which observed that most employers seek workers who can maintain hygiene standards, follow instructions, and manage daily routines with minimal supervision.

Beyond these core tasks, the skills demanded by households vary according to income level, household composition, and the age of children or dependents. Employers with school going children emphasize support with preparing children for school, escorting them to school buses, or supervising homework. Households with toddlers or elderly dependents require competencies in basic childcare, safe lifting, feeding, and constant supervision. In interviews conducted for this assessment, several employers stressed the importance of maturity, patience, and communication skills when assigning workers to caregiving roles.

A recurring theme in employer interviews is the expectation that domestic workers should contribute to the stability of the household in the employer's absence. As one employer noted, "I need someone who can assure me that my household runs smoothly and safely when I am not at home." This expectation reflects a demand for organizational skills, problem-solving, and the ability to manage household tasks without direct oversight.

Despite these expectations, employers consistently report that many domestic workers enter employment with limited prior training. As a result, most households provide in-house orientation or task-specific coaching to bridge skill gaps rather than because they prefer this method. This pattern suggests that the market demand for trained domestic workers is higher than the supply currently available and that structured training and certification systems could play a significant role in improving job quality and matching workers to employer needs.



7

Findings from the Comparative Curriculum Analysis

This section presents the comparative review of domestic worker training curricula in Argentina, Ethiopia, the Philippines and Tanzania. The purpose of the comparison is not to evaluate Tanzania's short course against fully accredited long-term curricula, but rather to illuminate the structural components and competency domains typically found in mature domestic work training systems. These insights help clarify the direction that Tanzania may take as it prepares to develop a long-term qualification and the supporting occupational standards. The analysis also incorporates the ILO Theory of Change on Decent Work Through Skills Development for Domestic Workers (ILO, 2024), which highlights the interconnected roles of training, certification, employment pathways, and worker empowerment in strengthening decent work outcomes.

7.1 Comparative Structure and Competency Coverage

The domestic worker curricula in the comparator countries share several common features. They are long-term, structured programmes situated within national qualification frameworks and supported by established occupational standards. These curricula typically articulate clear learning outcomes, map competencies across modules, and include standardized assessment methods. They also cover a broad range of job domains, including childcare, eldercare, cooking, cleaning, household management, communication, health and safety, financial literacy, and workers' rights. In the Philippines, for example, the Technical Education and Skills Development Authority (TESDA) provides a competency-based program that includes mandatory national certification for workers migrating abroad (TESDA, 2022). Ethiopia's Level 2 Household Service program similarly integrates theory, practice, and national assessment, supported by defined occupational standards.

Tanzania's one-month short course, by contrast, offers only introductory household skills and was intentionally designed as a pilot rather than a full qualification program. Its scope and structure reflect

the characteristics of short courses, which do not require the full occupational standards development process mandated for long-term programmes. The curriculum, therefore, provides foundational skills while drawing on related standards from housekeeping and food production, as noted by VETA and NACTVET. The purpose of this comparison is therefore not to evaluate Tanzania against these long-term programmes, but to illustrate the range of competencies that a future Tanzanian qualification might incorporate once occupational standards and a longer and more structured curriculum pathway are developed. Table 7.1 below summarizes selected areas of alignment and divergence in competency content across the countries reviewed.

► **Table 7.1: Domestic Worker Curriculum Comparison Matrix**

SN	Country	Qualification level	Duration	Modules Covered	Assessment & Certification	Inclusion of Rights/ Gender
1	Tanzania	Not accredited; short course pilot (VETA)	1 month (pilot)	Cleaning, caregiving, hygiene, food prep	No formal national certification; pilot level assessment methods	Minimal, not systematically integrated
2	Argentina	Part of national TVET; recognized through Ministry of Labour	Varies; short-term programs	Cleaning, caregiving, rights, financial literacy, social dialogue	Practical and written; government certification	Integrated into modules (gender, legal rights, social dialogue)
3	Ethiopia	TVET Level 1: entry-level, non-modular	4-6 weeks	Cleaning, caregiving, basic household tasks	Competency-based assessment; TVET certification	Limited rights education
4	Philippines	TESDA NC II; Level 2 qualification	218 hours	27 modules incl. safety, caregiving, first aid, employer relations	Practical, written, observation, TESDA certificate	Included: labour rights, gender, financial literacy
5	South Africa	NQF Level 1; accredited, RPL-enabled	Up to 8 weeks	Cleaning, nutrition, hygiene, HIV/AIDS, finance	RPL, portfolio, written & oral; NFQ-aligned	Strong inclusion: rights, HIV/AIDS, worker safety

Source: Author's synthesis based on curriculum analysis and international benchmarks (see detailed discussion in this section).

7.2 Competency Depth, Assessment Systems, and Certification Pathways

Countries with advanced domestic work curricula exhibit a depth of competency coverage that supports both specialization and career progression. In the Philippines, for example, national certification is mandatory for migrant domestic workers and includes both theory and practice-based assessments. Argentina incorporates rights education, employment contracts, and financial literacy as core components of skills development. Ethiopia's curriculum includes competencies such as eldercare, routine household management, and conflict resolution, reflecting the needs of diverse household structures.

These systems demonstrate how training contributes to the ILO Theory of Change for decent work by strengthening worker preparedness, enhancing employability, and enabling structured pathways into better quality jobs. Certification also plays a central role in labour mobility. By contrast, Tanzania's short course does not currently include standardized assessment rubrics, national certification, or modular progression. These limitations reflect its short duration and its position outside the National Technical Awards and National Vocational Training Awards frameworks. They also point to the need for a more coherent skills system that links training to assessment, recognition of prior learning, and certification.

7.3 Rights Education, Labour Protection, and Worker Empowerment

Across all comparator countries, labour rights and worker protection form an integral part of the curriculum. In Argentina and the Philippines, domestic worker legislation and protections are embedded within training modules, reinforcing the importance of rights-based education. Ethiopia also integrates content on communication, conflict management, and cultural adaptation. These elements reflect the ILO Theory of Change, which emphasizes that skills development must be complemented by empowerment, awareness of rights, and the ability to navigate complex employment relationships.

In Tanzania, rights education is not fully integrated into the current short course, and many domestic workers continue to rely on informal arrangements with limited legal awareness. The comparative analysis highlights the importance of incorporating rights, communication and psychosocial skills into future curricula as Tanzania seeks to strengthen protection and improve the quality of employment for domestic workers.

7.4 Thematic Insights from the Comparative Review

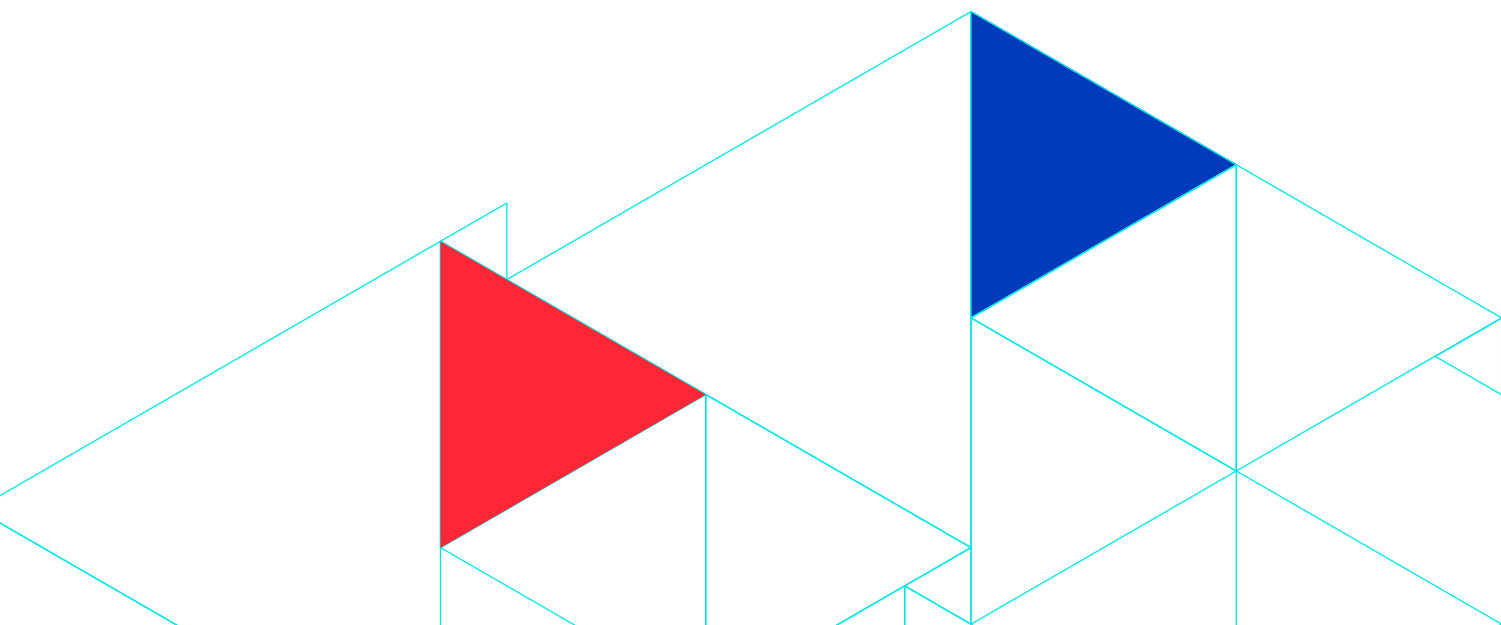
The comparative review highlights three overarching insights that are particularly relevant for Tanzania as it considers developing a long-term domestic work curriculum.

The first insight is that comprehensive occupational standards are foundational to all advanced programmes. They define the competencies, performance criteria and qualification levels required for domestic work and provide the basis for curriculum development, assessment and certification. Tanzania currently lacks occupational standards for domestic work. The development of these standards will therefore be a necessary step and forms part of the established CBET process required before designing a long-term curriculum.

The second insight is that long-term curricula require structured modularization, progressive learning levels, and standardized assessment systems. This is consistent with the ILO Theory of Change, which emphasizes the need for training systems that enable workers to advance, specialize and obtain formal recognition of their skills. Tanzania's short course provides a useful initial platform, but a more comprehensive curriculum will be needed to support career progression and labour mobility.

The third insight is that effective domestic worker curricula integrate both technical and non-technical competencies, including communication, emotional resilience, cultural adaptation and labour rights awareness. These domains are vital for both local household contexts and international migration pathways. The comparator countries illustrate how these elements enhance worker preparedness and contribute to decent work outcomes.

Taken together, these insights provide a direction for Tanzania as it considers how to strengthen domestic worker training. The comparison is not intended to establish benchmarks that Tanzania must meet immediately, but to show the structural components that typically underpin professional domestic work training systems and to inform the next steps toward developing a coherent long-term qualification.





8

Conclusions and Recommendations

8.1 Conclusions

This assessment shows that Tanzania's domestic work sector operates without a long-term, nationally recognized curriculum or occupational standards. While the short course developed by VETA represents an important initial step toward professionalizing the sector, it remains limited in scope, duration and labour market relevance. The absence of formal occupational standards, a clear competency structure and integration into the national qualifications framework constrains the system's ability to prepare workers for both local and international employment.

International benchmarking demonstrates that countries with established domestic work training systems—such as Ethiopia, the Philippines and Argentina—have built their programmes on occupational standards, modular curricula and formal assessment and certification. These components work together to support career progression, enhance worker protection and strengthen labour mobility. Tanzania's short course was not designed to serve as a full qualification program, yet the comparison illustrates the direction needed to establish a credible, future-oriented training system for domestic workers.

Stakeholders consulted throughout the assessment, including VETA, NACTVET, PMO-LER, training institutions, and recruitment agencies, expressed a shared need for a long-term curriculum at foundational levels that is accessible to women and young people with limited formal education. The validation workshop reaffirmed the broad consensus that such a curriculum should be developed through NACTVET's established CBET process, beginning with situational analysis and continuing through occupational standards and curriculum design. This approach aligns with national expectations and ensures that domestic work is integrated within the revised National Qualifications Framework, creating clearer pathways from NVA to NTA levels.

The findings also highlight the importance of a curriculum that reflects a broader understanding of domestic work, one that combines technical competencies with rights-based capabilities, safety, communication and preparedness for migration. Stakeholders identified modules such as financial

literacy, emotional resilience, SRHR, time management and safe migration as essential for supporting both decent work and labour market responsiveness. These priorities are consistent with the 2023 Education Policy, which emphasizes equity, inclusiveness and relevance.

Finally, the assessment indicates that expanding access to training and certification will require flexible delivery formats and strengthened pathways for Recognition of Prior Learning. Such measures are particularly relevant for experienced workers, returnees and those currently operating in informal or unregulated environments. With coordinated implementation and alignment across key institutions, Tanzania has a strong opportunity to build a coherent system that positions domestic work as a dignified, protected and upwardly mobile profession.

8.2 Recommendations

Based on the findings and stakeholder consultations, the following recommendations are proposed.

8.2.1 Develop an accredited, long-term domestic work curriculum

VETA, in coordination with NACTVET, should lead the development of an accredited long-term curriculum for domestic workers that provides a structured progression from foundational to advanced competencies. The qualification should be responsive to both local and international labour market needs and should include household management, care work, sanitation, communication, migrant readiness, and rights-based content. Clear progression pathways will support career development and strengthen the professional standing of domestic work.

8.2.2 Ensure curriculum development is supported by labour market evidence

The design of the long-term curriculum should be informed by systematic labour market analysis that captures the skills demanded by households in Tanzania and by employers in destination countries. This will ensure that training content reflects real job expectations, including childcare, eldercare, household safety, appliance use and interpersonal competencies.

8.2.3 Expand curriculum content to include both technical and rights-based modules

Training should address the full range of competencies required for safe, dignified and productive domestic work, including labour rights, occupational safety, financial literacy, emotional resilience, communication and safe migration. This will help ensure that domestic workers are prepared for both the technical and relational dimensions of the job.

8.2.4 Introduce flexible and modular delivery approaches

To increase accessibility, the long-term curriculum should offer varied delivery formats, including part-time, weekend, and modular training. Such flexibility will allow prospective domestic workers, especially women balancing household responsibilities, to participate in training without disruption.

8.2.5 Integrate Recognition of Prior Learning to certify experienced workers

Once the new curriculum and competencies are established, Recognition of Prior Learning mechanisms should be incorporated to acknowledge experienced domestic workers who have acquired skills informally. This will enhance mobility, wage negotiation and professional recognition, especially for returnee migrant workers.

8.2.6 Strengthen access through licensed delivery partners

Implementation of the long-term curriculum should leverage accredited private, community and NGO training providers to increase geographic reach and support quality assurance. This will expand training opportunities beyond major urban centres and improve equity in access.

8.2.7 Improve data systems for monitoring domestic work

Government agencies should strengthen national data systems to capture accurate information on domestic workers, including employment patterns, skills needs, migration pathways and workplace outcomes. Improved administrative and survey data will support planning, targeting training, certification systems and overall monitoring of sector trends.



9

References

Andrew Paterson, Zahraa McDonald, Amarech Mekonnen, Hazel Mugo, Zaahedah Vally, Noxolo Xaba, and James Keevy (2022). *Skills Recognition Mechanisms for Selected Occupational Profiles of Migrant Workers in Ethiopia, Kenya, and South Africa: Feasibility Study*. International Labour Organization.

Annamarie K. Kiaga (2012). *The Undugu Conundrum: Can a formal Employment Relationship Save Domestic Work in Tanzania?*

Cirillo, S. (2023). *Conceptualizing Care Practices in Women's Lives. A Domestic Work Case Study in Ethiopia and Tanzania*, *Anuac*, 12 (1) 3-28. <https://doi.org/10.7340/anuac2239-625X-5207>

East African Community. (2024). *Regional competency framework for domestic workers (Final draft)*. Arusha, Tanzania: EAC Secretariat.

Escobar-Mendez, S., Albarazi, Z., & Varia, N. (2021). *Empowering Domestic Workers in the Gulf States: First Steps Towards Organizing*. International Domestic Workers Federation (IDWF).

GAN Argentina & Unión Industrial Argentina. (2021). *Snapshot of technical and vocational education and training in Argentina*.

Gulf Labour Markets and Migration (GLMM). (2023). *Domestic Workers in the GCC: A Diverse Population*. <https://gulfmigration.grc.net/domestic-workers-in-the-gcc-a-diverse-population/>

High Court of Tanzania, Labour Division. (2024, August 12). Lydia Festo Mwambashi v. Sammy Mathale (Revision Application No. 7462 of 2024) [2024] TZhCLD 126. <https://tanzlii.org/akn/tz/judgment/tzhcld/2024/126/eng@2024-08-12>

Human Rights Watch. (2017). *“Working like a robot”: Abuse of Tanzanian domestic workers in Oman and the United Arab Emirates*. <https://www.hrw.org/report/2017/11/14/working-robot/abuse-tanzanian-domestic-workers-oman-and-united-arab-emirates>

International Labour Organization (ILO). (2004). *Human Resources Development Recommendation, 2004* (No. 195). https://normlex.ilo.org/dyn/nrmlx_en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R195

International Labour Organization (ILO) (2016a). *A situational analysis of domestic workers in Tanzania*. ILO Country Office Dar es Salaam. Dar es Salaam, Tanzania.

International Labour Organization (ILO). (2012). *International Standard Classification of Occupations: ISCO-08. Volume 1: Structure, group definitions and correspondence tables*. Geneva: ILO.

International Labour Organization (ILO) (2016b). *Promoting decent work for migrant domestic workers in the Philippines*. ILO Regional Office for Asia and the Pacific.

International Labour Organization (ILO) (2017). *Domestic Workers and Employers in the Arab States: Promising practices and innovative models*. ILO Regional Office for Arab States.

International Labour Organization (ILO) (2021). *Pre-Departure Orientation Guidelines for Migrant Workers*. Geneva: ILO.

International Labour Organization. (2021). *Trayecto formativo. Servicios en casas particulares: Material de apoyo para la formación del personal de casas particulares*. Oficina de país de la OIT para la Argentina.

International Labour Organization (ILO) (2011). *Convention No. 189 on Decent Work for Domestic Workers*. Geneva: ILO.

International Labour Organization (ILO). (2024). *Theory of change on decent work through skills development for domestic workers*. Geneva.

Islam, M. M. (2020). Fertility Transition in Oman. In Lansford, J. E., Ben Brik, A., & Badahdah, A. M. (Eds.), *Families and Social Change in the Gulf Region* (pp. 34–47). Routledge. <https://doi.org/10.4324/9781003037996>

Ivanova, N. (2020). Social Impact of Foreign Female Domestic Workers in the Gulf. In Lansford, J. E., Ben Brik, A., & Badahdah, A. M. (Eds.), *Families and Social Change in the Gulf Region* (pp. 152–158). Routledge. <https://doi.org/10.4324/9781003037996>

Kawambwa, A. (2024). *Are domestic workers' rights protected under labour legislation in Tanzania?* The Digest. <https://www.digest.tz/are-domestic-workers-rights-protected-under-labour-legislation-in-tanzania/>

Kiaga, A.K. and Kanyoka, V. (2011) Decent Work for Domestic Workers: Opportunities and Challenges for East Africa. A Consolidated Report of Tripartite Consultation Workshops in Kenya, Uganda and Tanzania. ILO Country Office, Dar es Salaam.

Lansford, J. E., Ben Brik, A., & Badahdah, A. M. (2020). Families in the Gulf Region. In Lansford, J. E., Ben Brik, A., & Badahdah, A. M. (Eds.), *Families and Social Change in the Gulf Region* (pp. 1–7). Routledge. <https://doi.org/10.4324/9781003037996>

Malit, F. T., Al Awad, M., & Alexander, K. (2018). The “Khadama Dependency Syndrome”: Determinants and prospects for the future of domestic work demand in the United Arab Emirates. *Arabian Humanities*, (10). <https://doi.org/10.4000/arabianhumanities.3695>

Migrant-Rights.org. (2023). *Know your rights: Oman domestic worker regulations*. https://www.mrrors.org/wp-content/uploads/2023/09/Know-Your-Rights_Oman-Domestic-Worker-Version_As-of-Sep-17.pdf

Ministry of Labour and Skills (Ethiopia). (2022). *Domestic Worker Curriculum Level II*. Addis Ababa, Ethiopia

Ministerio de Trabajo, Empleo y Seguridad Social. (2010). *Trayecto formativo: Servicios en casas particulares – Documento curricular*. Secretaría de Empleo, Formación Continua.

National Bureau of Statistics (NBS) [Tanzania]. (2022). *Tanzania Integrated Labour Force Survey 2020/21*. Dodoma, Tanzania: NBS.

National Council for Technical and Vocational Education and Training. (2023). *Information on competence-based curriculum development*. Dodoma: NACTVET.

Pereyra, F. (2020). *When the expansion of rights is possible: Domestic workers and social dialogue in Argentina* (Working Paper No. 26). International Labour Organization, Country Office for Argentina.

Tanzania Employment Services Agency (TaESA). (2024). *Labour Migration Statistics: Domestic Workers in Gulf Countries, 2022–2024*. Field data compiled from licensed recruitment agencies. [Unpublished internal data].

Tayah, M.-J., & Assaf, H. (2018). *The future of Domestic Work in the Countries of the Gulf Cooperation Council: A Study Commissioned by the Secretariat of the Abu Dhabi Dialogue Among the Asian Labour-sending and Receiving Countries*. International Labour Organization.

Tersia Susara Wessels (2006). *The Development Impact of the Domestic Workers Skills Development Project On Its Participants*. Master's Thesis. University of South Africa.

United Nations (UN). (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. <https://sdgs.un.org/2030agenda>

United Republic of Tanzania. (2023). *Sera ya elimu na mafunzo ya elimu ya mwaka 2014 (toleo la mwaka 2023)*. Dodoma: Ministry of Education, Science and Technology.

United Republic of Tanzania (2016). *National Skills Development Strategy 2016/17 – 2025/26*. Ministry of Education, Science and Technology, and Prime Minister's Office, Labour, Youth, Employment and Persons with Disabilities. Dar es Salaam, Tanzania

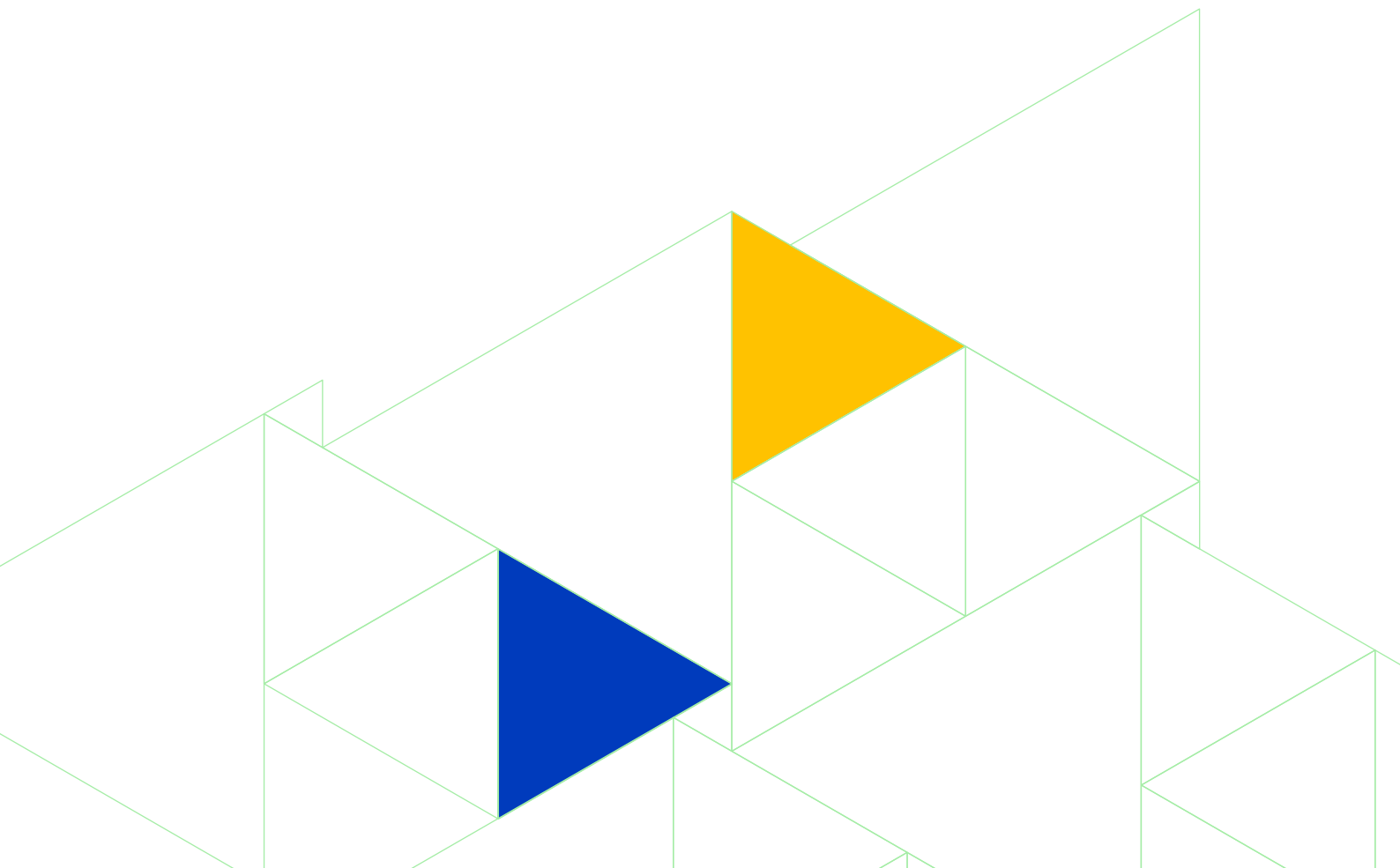
United Republic of Tanzania (URT). (2013). *Labour Institutions Wage Order, 2013 (GN No. 196 of 28 June 2013)*. Dar es Salaam: Ministry of Labour and Employment.

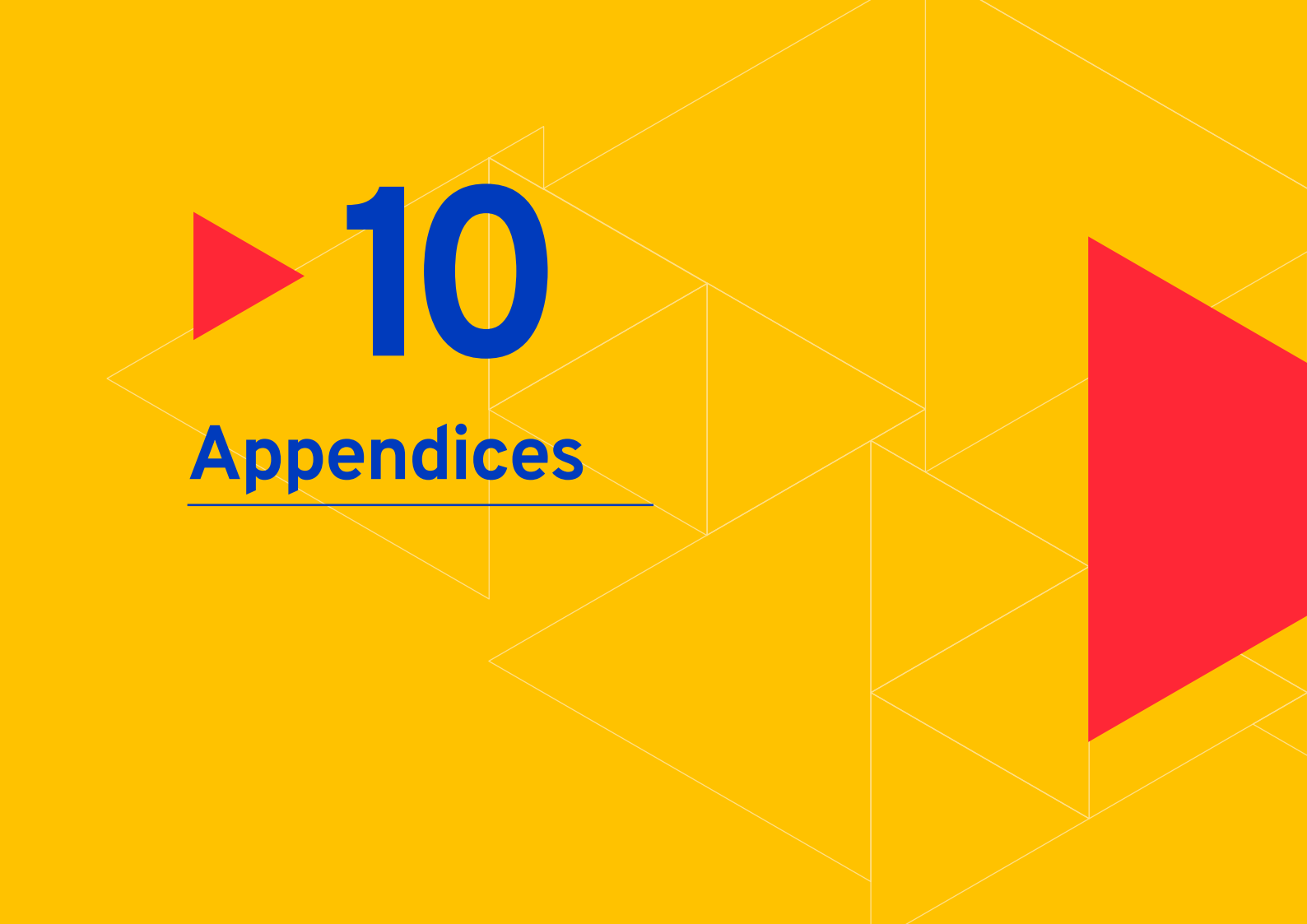
United Republic of Tanzania (URT). (2021). *Tanzania Standard Classification of Occupations (TASCO)*. Dar es Salaam: National Bureau of Statistics.

Vocational Education and Training Authority [VETA]. (2023). *Domestic Worker Training Curriculum* (Pilot Draft).

Wadada Consultant Centre. (2024a). Instagram business profile. Retrieved April 2025, from https://www.instagram.com/wadada_consultant_center/?hl=en

Wadada Consultant Centre. (2024b). Advertisement for live-in professional cook. Retrieved April 2025, from <https://www.instagram.com/p/DH-orjHtq0E/?hl=en>





10

Appendices

10.1 Country Narratives on Domestic Worker Training Curricula

10.1.1 Domestic Worker Training Curricula in Argentina

Argentina has developed a structured, rights-based approach to training domestic workers, anchored in its broader commitment to formalizing labour and promoting decent work. The national training programme for domestic workers, known as *Trayecto Formativo para el Personal de Casas Particulares*, is part of the country's vocational education system and delivered under the supervision of the Ministry of Labour and the National Institute for Vocational Education and Training (INFD).

The training programme typically spans 200 hours and leads to a nationally recognized certificate. It is categorized as an initial vocational training programme designed for adult learners who seek either employment or formal recognition of their domestic work experience. The curriculum covers a wide range of modules, including cleaning techniques, food preparation, childcare, elderly care and first aid. It also integrates cross-cutting skills such as communication, interpersonal relations, and knowledge of workers' rights and responsibilities. Pedagogically, the training combines classroom instruction with practical hands-on experience, aiming to enhance both the technical and social dimensions of domestic work (ILO, 2021; Ministerio de Trabajo, Empleo y Seguridad Social, 2010).

Assessment is competency-based, with participants required to demonstrate practical application of their learning. Certification is issued by authorized vocational institutions and endorsed by the Ministry of Labour. The curriculum design is aligned with Argentina's National Vocational Qualifications Framework (GAN Argentina & Unión Industrial Argentina, 2021), which facilitates progression pathways for domestic workers into other care-related occupations.

The training also includes explicit modules on gender equality, financial literacy and labour rights, addressing the intersectional vulnerabilities often faced by women in domestic work. Social dialogue has played a critical role in shaping this curriculum. The tripartite Domestic Workers Commission—comprising government, employers, and trade unions—has actively contributed to the design, implementation, and oversight of training programmes, ensuring they reflect both worker needs and labour market demands (ILO, 2021; Pereyra, 2020).

Overall, Argentina's model illustrates how structured training and institutional collaboration can enhance the status, skills, and protections of domestic workers while promoting their integration into the national education and labour systems.

10.1.2 Domestic Worker Training Curricula in the Philippines

The Philippines is internationally recognized for its structured and institutionalized system for training and deploying migrant domestic workers. Overseen by the Technical Education and Skills Development Authority (TESDA), the country has established competency-based training and certification for domestic workers under the Domestic Work NC II qualification. This programme is aligned with the Philippine Qualifications Framework (PQF) and conforms to standards under the ASEAN Mutual Recognition Arrangements, ensuring comparability with international labour markets (TESDA, 2019).

The Domestic Work NC II curriculum includes a combination of core competencies—such as cleaning living spaces, washing and ironing clothes, cooking and caring for infants, children, and the elderly—and common competencies like observing personal hygiene, responding to emergencies, and practising occupational health and safety. The curriculum spans 216 hours and includes both institutional and workplace-based learning. It is designed for individuals with at least a basic education, and trainees must undergo assessment to receive the national certificate (TESDA, 2019).

A distinctive feature of the Philippines' approach is its strong integration of rights-based training. The curriculum incorporates modules on gender sensitivity, financial literacy, labour rights, communication and emotional resilience. These modules are supported by broader pre-departure orientation programmes mandated by the Philippine Overseas Employment Administration (POEA), which ensure that workers are equipped not only with technical skills but also with knowledge of their rights, entitlements, and the cultural expectations of destination countries (ILO, 2016b).

Certification through TESDA is a mandatory requirement for overseas deployment, particularly to countries in the Middle East, including Saudi Arabia, UAE and Qatar. The regulatory ecosystem is further strengthened by the presence of accredited training centres, strict licensing requirements for

recruitment agencies, and systematic monitoring of worker deployment. Despite this comprehensive system, challenges persist in quality assurance across training providers and ensuring that employer expectations are regularly fed into curriculum updates (ILO, 2016b; Decent Work Philippines, 2022).

Nonetheless, the Philippines' model represents a best practice in preparing domestic workers for both national and international employment. It demonstrates the importance of competency-based frameworks, labour rights education and integration of skills development into a broader labour migration strategy.

10.1.3 Domestic Worker Training Curricula in Ethiopia

Ethiopia has made notable strides in developing structured vocational training for domestic workers, driven largely by the country's high volume of female labour migration to the Middle East. The training programme for domestic workers falls under the umbrella of the country's National TVET Strategy, which emphasizes competency-based training, employability, and alignment with labour market needs (MoE, 2018).

The Domestic Work Level I and II curriculum was developed by the Federal Technical and Vocational Education and Training Institute (FTVETI), targeting individuals with limited formal education and those preparing for employment abroad. The Level I programme focuses on basic household tasks such as cleaning, laundry and kitchen maintenance, while the Level II curriculum introduces modules on caregiving for children, the elderly, and persons with disabilities, as well as customer service, safety, and communication skills. The training is designed to be practical and modular, with classroom sessions complemented by simulations and workplace-based learning (Domestic Worker Curriculum LII, 2021).

Assessment is outcomes-based, involving continuous competency checks and final evaluations. Graduates receive nationally recognized certificates aligned with the Ethiopian Occupational Standard Framework. The programmes are delivered primarily through public TVET colleges and are linked to the Ethiopian government's migration governance system. Completion of the training is often a requirement for labour migration facilitated by licensed recruitment agencies, especially for domestic work in Gulf countries (UN Women, 2023).

In addition to vocational content, the curriculum incorporates soft skills such as financial literacy, time management and cultural orientation—particularly regarding destination countries. The programme also emphasizes gender awareness and the prevention of workplace abuse, recognizing the vulnerabilities faced by migrant domestic workers. However, challenges remain. Despite having a well-articulated curriculum, implementation is inconsistent, with gaps in funding, trainer capacity, and alignment with employer expectations in destination countries (MoE, 2018; UN Women, 2023).

Overall, Ethiopia's training framework for domestic workers represents a well-conceived system that bridges national employment and international labour mobility. The integration of skills development with migration policy underscores the country's commitment to enhancing the preparedness, dignity, and safety of its outbound domestic workforce.

10.1.4 Domestic Worker Training Curricula in South Africa

South Africa provides a unique context for domestic work training, distinguished by a progressive legal framework that formally recognizes domestic workers as employees entitled to labour protections under the Basic Conditions of Employment Act (BCEA) and the Labour Relations Act (LRA). While South Africa does not have a single national curriculum specifically dedicated to domestic work, it has developed a modular training model through Skills Development Providers (SDPs) and Sector Education and Training Authorities (SETAs), especially under the Services SETA (SERVSETA) and Local Government SETA (LGSETA) (SERVSETA, 2016).

Training is delivered via Short Learning Programmes (SLPs) designed to enhance job-specific competencies among domestic workers. These programmes cover modules such as cleaning and hygiene, childcare, basic cooking, home management and communication skills. The SLPs are typically non-credit bearing but are part of a broader Recognition of Prior Learning (RPL) strategy. They often serve as a pathway for

domestic workers to access National Qualifications Framework (NQF) levels, particularly at Levels 1 and 2 (DHET, 2020).

A key aspect of South Africa's model is its emphasis on worker empowerment and formalization. The Domestic Workers Skills Development Project, supported by the South African Domestic Service and Allied Workers Union (SADSAWU) and various NGOs, aims to improve access to training and enhance the employability of domestic workers while supporting their transition into the formal economy. Training providers also incorporate soft skills, labour rights education, and personal development content—particularly on health and safety, interpersonal relationships, and financial literacy (SADSAWU, 2020).

However, training provision in South Africa is highly decentralized and market-driven, with much of it offered by private providers. This limits uniformity in curriculum content, duration, assessment and certification. In many cases, employers sponsor or request specific training, making the system responsive but uneven. Despite these gaps, the country's integration of domestic work into national labour laws, its use of RPL and the ability of workers to access formal NQF-aligned pathways remain significant strengths (ILO, 2016b; Department of Higher Education and Training, 2020).

Overall, South Africa's experience underscores the importance of combining legal recognition, modular training approaches and mechanisms for skill certification and mobility within a regulated labour market framework.

10.1.5 Domestic Worker Training in Oman

Unlike the other comparator countries, Oman does not have a formal, state-managed vocational training curriculum for domestic workers. As a labour-receiving country, Oman imports domestic labour primarily from countries such as Tanzania, the Philippines, India, Indonesia and Ethiopia. The training of domestic workers destined for Oman is therefore undertaken in the countries of origin, typically through pre-departure orientation or vocational short courses facilitated by sending country governments, recruitment agencies, or non-governmental actors (ILO, 2016; Migrant-Rights.org, 2023).

In Oman, the responsibility for preparing domestic workers rests with private employers and recruitment agencies. There are no recognized qualifications or certification frameworks specific to domestic work that apply to either Omani nationals or foreign workers. Skill development is typically informal and occurs on the job. Employers often request specific competencies—such as proficiency in childcare, use of modern appliances, and familiarity with hygiene standards—but these expectations are communicated individually and not standardized across the sector (ILO, 2021).

The “Know Your Rights” guide, developed through international cooperation, provides essential information to domestic workers arriving in Oman. It includes sections on employment contracts, complaint mechanisms, freedom of movement, and expected living and working conditions. However, this guide serves an informational rather than educational purpose and does not substitute for structured training (ILO & Ministry of Labour, Oman, 2017).

Unlike the UAE, Oman does not operate centralized Tadbeer centers—government-supervised labour recruitment hubs that provide unified service standards and training in some Gulf countries. Instead, the domestic worker recruitment process in Oman remains largely privatized, with variable oversight over agency practices. This decentralization has contributed to inconsistencies in job readiness and working conditions among migrant domestic workers (ILO, 2019; UN Women, 2020).

Although Oman has ratified certain ILO conventions relating to labour standards, it has not yet extended full labour protections to domestic workers under its Labour Law. The 2011 Royal Decree No. 113 provides some regulatory guidelines, but domestic workers remain excluded from many core protections, such as limits on working hours, rest days and occupational safety. Recent reforms have made incremental progress in addressing abusive recruitment practices and promoting contract standardization, but gaps remain in enforcement and skills recognition (ILO, 2021).

For Tanzania, Oman's model underscores the importance of pre-departure training and certification within the country of origin, as destination countries like Oman are unlikely to provide structured vocational training. This reality reinforces the need for Tanzania to establish standardized occupational standards and robust, job-relevant training curricula aligned with labour market demands in the Gulf.

10.2 Data Collection Tools

10.2.1 Interview Questions for Migrant Domestic Workers

Introduction

Thank you for taking the time to speak with me today. As part of a review of the pre-departure orientation training for domestic workers in Tanzania, I am conducting interviews to better understand the experiences of domestic workers from Tanzania who have migrated for work. This includes learning about your training background, your experiences with the pre-departure orientation programme, and your perspectives on how well-prepared you felt for the work. Your feedback is valuable and will help us improve the training and overall support for future domestic workers.

1. Knowledge and Skills

- 1.1 Can you describe the topics covered in the pre-departure orientation training you participated in?
- 1.2 What were some of the most important things you learned from the training?
- 1.3 How well did the training equip you with the knowledge and skills you needed for your work in your destination country? Can you share any examples?
- 1.4 In what ways did the training help you understand your rights and responsibilities as a domestic worker?
- 1.5 How did the training prepare you for the cultural differences you might encounter in a destination country? Can you share any specific examples of how the training was helpful, or not helpful?

2. Training Materials and Delivery

- 2.1 What did you think of the training materials used in the programme? Were they easy to understand and helpful?
- 2.2 How would you describe the training delivery? Was it engaging and interactive?
- 2.3 Did the trainers provide adequate support and guidance?

3. Impact and Relevance

- 3.1 How did the training impact your overall experience as a migrant domestic worker?
- 3.2 Can you share any specific situations where the training proved to be useful or where you felt it was lacking?

4. Suggestions for Improvement

- 4.1 What are your suggestions for improving the pre-departure orientation training?
- 4.2 What topics or information do you think should be added or emphasized?
- 4.3 What could be done to make the training more engaging and effective?
- 4.4 Is there anything else you would like to share about your experience with the pre-departure orientation training?

Thank you again for your time and valuable feedback.

10.2.2 Interview Guide for VETA Representative

Introduction

Thank you for taking the time to speak with me today. I am reviewing the domestic worker training and pre-departure orientation programmes in Tanzania. Your insights as a representative of VETA are crucial in helping us understand the design, implementation and effectiveness of these programmes, particularly the training curriculum for domestic workers.

1. VETA's Role and Expertise

- 1.1 How does VETA identify the skills gaps and training needs within the domestic work sector?
- 1.2 What is VETA's specific role in training and preparing domestic workers? How do your programmes address those identified needs?
- 1.3 How does VETA collaborate with other stakeholders, such as PMO-LER, CHODAWU and training centres, in the development and delivery of this curriculum?

2. Domestic Worker Training Curriculum

- 2.1 Can you provide an overview of the development of the domestic worker training curriculum, including its objectives, content and target audience?
- 2.2 How was the curriculum developed and who were the key contributors to its design?
- 2.3 What were the main sources of information and expertise used in developing the curriculum?
- 2.4 How does the curriculum align with national occupational standards (if available) and international best practices in domestic worker training?
- 2.5 What are the key strengths and weaknesses of the curriculum, in your view?
- 2.6 Does it take into account the migrant domestic workers' specific context and or potential destination countries?

3. Training Delivery and Assessment

- 3.1 How is the domestic worker training curriculum delivered (for example, duration, modes of delivery, training materials)?
- 3.2 What are the qualifications and experience of the trainers who deliver the training?
- 3.3 How are trainees assessed, and what are the certification requirements?
- 3.4 Are there any mechanisms for monitoring and evaluating the effectiveness of the training programme?
- 3.5 What range of qualifications are available for domestic worker training?
- 3.6 How are domestic workers sourced?

4. Challenges and Opportunities

- 4.1 What are the main challenges faced by VETA in the design and implementation of the domestic worker training curriculum?
- 4.2 What are the key opportunities for improving the curriculum and its delivery to better meet the needs of domestic workers and the labour market?

5. Collaboration and Partnerships

- 5.1 How does VETA collaborate with employers and recruitment agencies to ensure that the training curriculum is aligned with labour market needs?
- 5.2 Are there any skills development partnerships with organizations or institutions in destination countries to support the recognition and placement of Tanzanian domestic workers?

6. Suggestions for Improvement

- 6.1 What are VETA's recommendations for improving the domestic worker training curriculum and its delivery, including those domestic workers going abroad for work?
- 6.2 What role can the ILO and other partners play in supporting these improvements?
- 6.3 What are the key priorities for future curriculum development and skills training in the domestic work sector?
- 6.4 Is there anything else you would like to share about VETA's role in the training and preparation of domestic workers in Tanzania?

Thank you again for your time and valuable insights.

10.2.3 Interview Guide for PMO-LER Representative

Introduction

Thank you for taking the time to speak with me today. I am conducting a review of the domestic worker training and pre-departure orientation programs in Tanzania. Your insights as a representative of the Prime Minister's Office–Labour, Youth, Employment and Persons with Disabilities (PMO-LER) are crucial in helping us understand the government's perspective on these programs and their role in supporting labour migration and skills development.

1. PMO-LER's Role and Responsibilities

- 1.1 Can you describe PMO-LER's mandate and responsibilities related to labour migration and skills development in Tanzania?
- 1.2 How does PMO-LER contribute to the development and implementation of policies and regulations related to domestic work and labour migration? What policy frameworks currently provide guidance on DW recruitment/employment, training and migration?
- 1.3 What are PMO-LER's key priorities and concerns regarding the training and preparation of domestic workers for employment, both locally and abroad?

2. National Skills Development Strategy

- 2.1 How does the training and pre-departure orientation of domestic workers align with the National Skills Development Strategy?
- 2.2 Are there any specific policy objectives or targets related to the skills development and employment of domestic workers?
- 2.3 What role does PMO-LER play in monitoring and evaluating the effectiveness of skills development programs, including those for domestic workers?

3. Collaboration and Coordination

- 3.1 How does PMO-LER collaborate with other stakeholders, such as the Ministry of Education, VETA, ESU, and CHODAWU, recruitment agencies to ensure a coordinated approach to skills development and labour migration? collaboration with destination countries on DW employment, training and so on.
- 3.2 Are there any challenges or opportunities for improving inter-ministerial collaboration in this area?

4. Training Curriculum and Pre-Departure Orientation

- 4.1 From your perspective, how effective are the current training curriculum and pre-departure orientation programs in preparing domestic workers for their roles?
- 4.2 What are the strengths and weaknesses of these programs in terms of content, delivery, and relevance to the needs of domestic workers?

5. Occupational Standards and Certification

- 5.1 What is PMO-LER's position on the development and implementation of occupational standards for domestic workers in Tanzania?
- 5.2 How can occupational standards and certification contribute to improving the recognition, protection, and working conditions of domestic workers?

6. Bilateral Labour Migration Agreements (BLAs)

- 6.1 Can you provide an overview of the Bilateral Labour Migration Agreements (BLAs) that Tanzania has signed with other countries?
- 6.2 What are the key objectives and provisions of these agreements?
- 6.3 Which countries are currently covered by BLAs, and are there plans to expand agreements with other countries?
- 6.4 Do these BLAs specifically address skills development or training for migrant workers, particularly in the domestic work sector?
- 6.5 If so, what are the key provisions related to skills development and training?
- 6.6 How are these provisions being implemented and monitored?
- 6.7 From PMO-LER's perspective, how effective are the BLAs in promoting safe and responsible labour migration for Tanzanian domestic workers?
- 6.8 What are the main challenges and opportunities in implementing these agreements?
- 6.9 How does PMO-LER collaborate with other stakeholders, such as training providers and destination countries, to ensure that the skills development and training of domestic workers align with the requirements of the BLAs?
- 6.10 Are there any plans to review or update the BLAs to strengthen the provisions related to skills development and pre-departure orientation for domestic workers?

7. Support for Migrant Domestic Workers

- 7.1 What specific measures are in place to support and protect the rights of Tanzanian domestic workers who migrate for employment?
- 7.2 Is training and certification a requirement for domestic workers in Tanzania, both for those employed within the country and those working abroad?
- 7.3 How does PMO-LER collaborate with Tanzanian embassies and consulates in destination countries to address the needs and concerns of migrant domestic workers?
- 7.4 Are there any plans to establish labour attachés in countries with a high concentration of Tanzanian domestic workers?

8. Suggestions for Improvement

- 8.1 What are PMO-LER's recommendations for improving the training and pre-departure orientation programs for domestic workers in Tanzania?
- 8.2 What role can the ILO and other partners play in supporting these improvements?
- 8.3 What are the key priorities for future policy development and programme implementation in the domestic work sector?

9. Closing

- 9.1 Is there anything else you would like to share about PMO-LER's perspective on the training and preparation of domestic workers in Tanzania?

Thank you again for your time and valuable insights.

10.2.4 Interview Guide for TaESA (currently ESU) Representative

Introduction

Thank you for taking the time to speak with me today. I am conducting a review of the domestic worker training and pre-departure orientation programmes in Tanzania. Your insights as a representative of TaESA are crucial in helping us understand the current landscape of labour migration and the effectiveness of these programmes in preparing domestic workers for overseas employment.

1. TaESA's Role and Responsibilities

- 1.1 Can you describe TaESA's role in facilitating and regulating labour migration from Tanzania?
- 1.2 What specific services does TaESA provide to domestic workers who are planning to migrate for employment?
- 1.3 How does TaESA collaborate with other stakeholders, such as PMO-LER, training providers, and recruitment agencies, to ensure the fair and responsible recruitment and placement of domestic workers?

2. Data and Trends on Labour Migration

- 2.1 Can you share any data or statistics on the number of Tanzanian domestic workers migrating for employment annually?
- 2.2 What are the main destination countries for Tanzanian domestic workers?
- 2.3 Have there been any notable trends or changes in labour migration patterns in recent years?
- 2.4 What are the most common challenges faced by Tanzanian domestic workers abroad, based on the information TaESA collects?

3. Training and Pre-Departure Orientation

- 3.1 How does TaESA assess the adequacy of the existing training and pre-departure orientation programmes for domestic workers?
- 3.2 Are there any specific skills gaps or knowledge areas that you have identified among migrant domestic workers?
- 3.3 Does TaESA provide any guidance or recommendations to domestic workers regarding training and pre-departure orientation before they migrate?

4. Collaboration with Training Providers

- 4.1 How does TaESA collaborate with training providers to ensure that the training curriculum and pre-departure orientation programmes are aligned with the needs of the labour market and the requirements of destination countries?
- 4.2 Are there any mechanisms for quality assurance or monitoring of training providers?

5. Policy and Legal Framework

- 5.1 How does TaESA contribute to the development and implementation of policies and regulations related to labour migration and the protection of migrant domestic workers?
- 5.2 Are there any specific policy gaps or challenges that need to be addressed to improve the working conditions and rights of Tanzanian domestic workers abroad?

6. Suggestions for Improvement

- 6.1 What are TaESA's recommendations for improving the training and pre-departure orientation programmes for domestic workers?
- 6.2 How can these programmes be better aligned with the needs of the labour market and the requirements of destination countries?
- 6.3 What role can the ILO and other partners play in supporting these improvements?
- 6.4 Is there anything else you would like to share about TaESA's role in supporting and protecting Tanzanian migrant domestic workers?

Thank you again for your time and valuable insights.

10.2.5 Interview Guide for CHODAWU Representative

Introduction

Thank you for taking the time to speak with me today. I am reviewing the domestic worker training and pre-departure orientation programmes in Tanzania. Your insights as a representative of CHODAWU are crucial in helping us understand the programmes strengths and weaknesses from the perspective of domestic workers and their union.

1. Union's Role and Perspective

- 1.1 Can you describe CHODAWU's role in advocating for the rights and welfare of domestic workers in Tanzania?
- 1.2 How is CHODAWU involved in the development and implementation of training and pre-departure orientation programmes for domestic workers?
- 1.3 What are CHODAWU's key priorities and concerns regarding the training and preparation of domestic workers for employment, both locally and abroad?

2. Training Curriculum and Pre-Departure Orientation

- 2.1 From your perspective, how effective are the current training curricula and pre-departure orientation programmes in preparing domestic workers for their roles?

- 2.2 What are the strengths and weaknesses of these programmes in terms of content, delivery, and relevance to the needs of domestic workers?
- 2.3 Are there any specific gaps or areas for improvement that you have identified?
- 2.4 How well do the programmes address the specific challenges and needs of migrant domestic workers, particularly those migrating to the Gulf countries?

3. Occupational Standards and Certification

- 3.1 What is CHODAWU's position on the development and implementation of occupational standards for domestic workers in Tanzania?
- 3.2 How important is certification for domestic workers, and what role should CHODAWU play in the certification process?
- 3.3 Do you believe that certification can improve the recognition and protection of domestic workers' rights and working conditions?

4. Collaboration and Advocacy

- 4.1 How does CHODAWU collaborate with other stakeholders, such as government agencies, training providers, and employers, to improve the working conditions and professional development of domestic workers?
- 4.2 What advocacy efforts is CHODAWU undertaking to address the challenges faced by migrant domestic workers, such as exploitation, abuse and lack of access to support services?

5. Suggestions for Improvement

- 5.1 What are CHODAWU's recommendations for improving the training and pre-departure orientation programmes for domestic workers in Tanzania?
- 5.2 What role can the ILO and other partners play in supporting these improvements?

6. Closing

- 6.1 Is there anything else you would like to share about CHODAWU's perspective on the training and preparation of domestic workers in Tanzania?

Thank you again for your time and valuable insights.

10.2.6 Interview Guide for TUCTA Representative

Introduction

Thank you for taking the time to speak with me today. I am conducting a review of the domestic worker training and pre-departure orientation programmes in Tanzania. Your insights as a representative of the Trade Union Congress of Tanzania (TUCTA) are crucial in helping us understand the broader labour movement's perspective on these programmes and their role in promoting decent work and protecting the rights of domestic workers.

1. TUCTA's Role and Priorities

- 1.1 Can you describe TUCTA's overall mandate and its role in representing workers' rights and interests in Tanzania?
- 1.2 What are TUCTA's key priorities and concerns regarding the domestic work sector?
- 1.3 How does TUCTA engage with the government, employers and other stakeholders to promote fair labour practices and decent work for domestic workers?

2. Domestic Worker Training and Representation

- 2.1 Is TUCTA directly involved in the training or representation of domestic workers in Tanzania? If so, how?
- 2.2 What are your views on the current level of unionization and representation of domestic workers in Tanzania?
- 2.3 What are the main challenges faced by domestic workers in terms of accessing their labour rights and protections?

3. Fair Recruitment and Workers' Rights:

- 3.1 What is TUCTA's perspective on recruitment practices in the domestic work sector?
- 3.2 How does TUCTA advocate for the rights of domestic workers, including the right to proper training and pre-departure orientation?
- 3.3 What efforts has TUCTA made to influence the policy framework for domestic workers, including migrant domestic workers?
- 3.4 How does TUCTA work to ensure that migrant domestic workers' rights are protected in destination countries?
- 3.5 What specific initiatives or campaigns has TUCTA undertaken to address the challenges faced by migrant domestic workers, such as exploitation and abuse?

4. Training Curriculum and Pre-Departure Orientation

- 4.1 From your perspective, how effective are the current training curricula and pre-departure orientation programmes in preparing domestic workers for their roles, both locally and abroad?
- 4.2 What are the strengths and weaknesses of these programmes in terms of content, delivery and relevance to the needs of domestic workers?
- 4.3 Are there any specific gaps or areas for improvement that TUCTA has identified?

5. Occupational Standards and Certification

- 5.1 What is TUCTA's position on the development and implementation of occupational standards for domestic workers in Tanzania?
- 5.2 How can occupational standards and certification contribute to improving the recognition, professionalization and working conditions of domestic workers?

6. Labour Migration and Migrant Domestic Workers

- 6.1 What are TUCTA's views on labour migration and its impact on Tanzanian workers, particularly in the domestic work sector?
- 6.2 What are the main challenges faced by Tanzanian domestic workers who migrate for employment?
- 6.3 How can pre-departure orientation programmes be strengthened to better prepare domestic workers for the challenges of working abroad?

7. Collaboration and Advocacy

- 7.1 How does TUCTA collaborate with other stakeholders, such as government agencies, training providers and employers' associations, to address issues related to the domestic work sector?
- 7.2 What advocacy efforts is TUCTA undertaking to promote decent work and protect the rights of domestic workers, both locally and abroad?

8. Suggestions for Improvement

- 8.1 What are TUCTA's recommendations for improving the training and pre-departure orientation programmes for domestic workers in Tanzania?
- 8.2 What role can the ILO and other partners play in supporting these improvements?
- 8.3 What are the key priorities for future policy development and programme implementation in the domestic work sector?
- 8.4 Is there anything else you would like to share about TUCTA's perspective on the training and preparation of domestic workers in Tanzania?

Thank you again for your time and valuable insights.

10.2.7 Interview Guide for TRAA Representative

Introduction

Thank you for taking the time to speak with me today. I am conducting a review of the domestic worker training and pre-departure orientation programmes in Tanzania. Your insights as a representative of the Tanzania Recruitment Agencies Association (TRAA) are crucial in helping us understand the recruitment landscape and how well these programmes are preparing domestic workers for international employment, particularly in the Gulf countries.

1. TRAA's Role and Responsibilities

- 1.1 Can you describe TRAA's role in representing and regulating recruitment agencies in Tanzania?
- 1.2 What are TRAA's key priorities and concerns regarding the fair and responsible recruitment of domestic workers for overseas employment?
- 1.3 How does TRAA engage with the government and other stakeholders on issues related to labour migration, recruitment practices and the protection of migrant workers' rights?

2. Recruitment Practices and Challenges

- 2.1 Can you describe the typical recruitment process for domestic workers seeking employment abroad?
- 2.2 What are the main challenges faced by recruitment agencies in finding and placing qualified domestic workers in international markets?
- 2.3 Are there any specific challenges related to the recruitment of domestic workers for the Gulf countries?
- 2.4 How does TRAA ensure that its members adhere to fair recruitment practices and protect the rights of migrant workers?

3. Training and Pre-Departure Orientation

- 3.1 What role do recruitment agencies play in ensuring that domestic workers receive adequate training and pre-departure orientation before migrating for employment?
- 3.2 Do you have any partnerships or collaborations with training providers?
- 3.3 What are your views on the effectiveness of the existing training and pre-departure orientation programmes in preparing domestic workers for overseas employment?
- 3.4 What suggestions do you have for improving the content and delivery of these programmes to better meet the needs of both migrant workers and employers?

4. Labour Market Information and Demand

- 4.1 What are the current trends and demands in the international labour market for domestic workers?
- 4.2 Are there any specific skills or qualifications that are in high demand?
- 4.3 How can training and pre-departure orientation programmes be better aligned with the evolving needs of the international labour market?

5. Collaboration and Partnerships

- 5.1 How does TRAA collaborate with other stakeholders, such as government agencies, training providers and employers' associations, to address issues related to the recruitment and employment of domestic workers?
- 5.2 What role can TRAA play in strengthening the links between training providers and recruitment agencies to ensure that training programmes are aligned with labour market needs and international standards?

6. Suggestions for Improvement

- 6.1 What are TRAA's recommendations for improving the training and pre-departure orientation programmes for domestic workers in Tanzania?
- 6.2 What role can the ILO and other partners play in supporting these improvements?
- 6.3 What are the key priorities for future policy development and programme implementation in the domestic work sector, particularly regarding labour migration and recruitment?
- 6.4 Is there anything else you would like to share about TRAA's perspective on the training and preparation of domestic workers for international employment?

Thank you again for your time and valuable insights.

10.2.8 Interview Guide for Private Training Institution Representative

Introduction

Thank you for taking the time to speak with me today. I am conducting a review of the domestic worker training and pre-departure orientation programmes in Tanzania. Your insights as a representative of a private training institution are crucial in helping us understand the role and contribution of the private sector in providing skills development for domestic workers.

1. Institution's Background and Programmes

- 1.1 Can you provide an overview of your institution's mission, objectives and target audience?
- 1.2 How do you source job opportunities for domestic workers (that is, what format are the job offers in, and are there any qualifications or job descriptions that specify the profile of a domestic worker required and the tasks they will perform once hired? If yes, please share. If no, how do you determine the right domestic worker to send?
- 1.3 Are you familiar with the occupational profile of domestic workers in the countries of destination? If yes, can you describe common occupational tasks?
- 1.4 Do you offer any training?
- 1.5 What types of training programmes do you offer for domestic workers? (for example, general domestic skills, specialized care, pre-departure orientation)
- 1.6 What is the duration, structure and cost of these training programmes?
- 1.7 How do you ensure the quality and relevance of your training programmes?

2. Curriculum and Training Delivery

- 2.1 Can you describe the curriculum used in your domestic worker training programmes?
- 2.2 How do you ensure that the curriculum is aligned with labour market needs and international standards?
- 2.3 What training methods and materials do you use?
- 2.4 How do you assess the learning and skills development of trainees?
- 2.5 Do you offer certification upon completion of your training programmes? If so, please describe the certification process.

3. Accreditation and Quality Assurance

- 3.1 Is your institution accredited by any relevant authorities or bodies? If so, please provide details about the accreditation process and standards.
- 3.2 What internal quality assurance mechanisms do you have in place to ensure the quality of your training programmes?
- 3.3 How do you ensure that your trainers are qualified and competent?
- 3.4 Do you gather feedback from trainees and employers to evaluate and improve your programmes?

4. Trainers and Resources

- 4.1 What are the qualifications and experience of your trainers?
- 4.2 What kind of training facilities and resources do you have available for domestic worker training?

5. Collaboration and Partnerships

- 5.1 Do you collaborate with any other organizations or stakeholders in the domestic work sector (for example, government agencies, NGOs, employers, training providers)?
- 5.2 If so, how do these collaborations contribute to the quality and effectiveness of your training programmes?

6. Challenges and Opportunities

- 6.1 What are the main challenges you face as a private training institution in providing skills development for domestic workers?
- 6.2 What are the key opportunities you see for enhancing your training programmes and contributing to the improvement of the domestic work sector in Tanzania?

7. Market Demand and Sustainability

- 7.1 How do you assess the demand for domestic worker training in Tanzania?
- 7.2 How do you ensure that your training programmes incorporate the essential skills, knowledge and attitudes that are in demand in the labour market? Can you provide specific examples of how your curriculum addresses these needs?
- 7.3 How do you assess the attitudes and soft skills of trainees, such as communication, teamwork and problem-solving? Do you provide specific training or guidance on these aspects?
- 7.4 What strategies do you use to ensure the sustainability and financial viability of your training programmes?

8. Suggestions for Improvement

- 8.1 What are your recommendations for improving the overall training and pre-departure orientation landscape for domestic workers in Tanzania?
- 8.2 What role can the government, the ILO and other partners play in supporting private training institutions like yours?
- 8.3 Is there anything else you would like to share about your institution's experience in training domestic workers in Tanzania?

Thank you again for your time and valuable insights.

10.2.9 Interview Guide for Private Recruitment Agencies

Introduction

Thank you for taking the time to speak with me today. I am conducting a review of the domestic worker training and pre-departure orientation programmes in Tanzania, focusing on how well they prepare workers for international employment, particularly in the Gulf countries. Your insights as a private recruitment agency are crucial in helping us understand the recruitment landscape and identify areas for improvement in the training and preparation of domestic workers.

1. About Your Agency

- 1.1 Can you briefly describe your agency's mission and objectives related to the recruitment and placement of domestic workers?
- 1.2 What is the primary focus of your agency (for example, local placements, international placements, specific destination countries)?
- 1.3 How long has your agency been operating in the domestic worker recruitment sector?
- 1.4 Can you describe your agency's typical recruitment process for domestic workers?

2. Labour Market Information

- 2.1 Can you describe the current demand for domestic workers in both local and international labour markets?
- 2.2 What are the key skills and qualifications that employers are looking for in domestic workers?
- 2.3 Are there any specific skills gaps or areas where you see a growing demand?
- 2.4 How do the requirements for domestic workers differ between local and international markets?
- 2.5 What are the typical wages and working conditions offered to domestic workers in different markets?
- 2.6 Are there any significant differences in wages or working conditions between local and international placements?
- 2.7 What are the main challenges and opportunities you see in the domestic work labour market in Tanzania?
- 2.8 How can training and pre-departure orientation programmes be adapted to address these challenges and opportunities?

3. Collaboration with Training Providers

- 3.1 Do you collaborate with any training providers to ensure that domestic workers have the necessary skills and qualifications before being placed in employment?
- 3.2 If so, what is the nature of these collaborations?
- 3.3 Do you provide any feedback or input to training providers on the skills and competencies that are in demand?
- 3.4 Do you have any preferences for working with specific training providers or programmes?
- 3.5 If so, what are the reasons for these preferences?
- 3.6 What are the main challenges and opportunities you see in collaborating with training providers to improve the skills and employability of domestic workers?

4. Suggestion for Improvements

- 4.1 How do you ensure that your recruitment practices are fair and responsible?
- 4.2 What are your views on the existing training and pre-departure orientation programmes for domestic workers in Tanzania?
- 4.3 What suggestions do you have for improving these programmes to better meet the needs of both migrant workers and employers?

Thank you again for your time and valuable insights.



International
Labour
Organization

**ILO Country Office for Ethiopia, Djibouti,
Somalia, Sudan and South Sudan**

Menelik II Avenue,
ECA Congo Building, 5th and 6th Floor
P.O Box 2788,
Addis Ababa, Ethiopia