



REVIEW OF **TVET POLICY IMPLEMENTATION** IN TANZANIA



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INTRODUCTION:

Technical and Vocational Education and Training (TVET) is viewed as a tool in implementing and promoting sustainable development in Tanzania. TVET institutions are major suppliers of workforce who will be in the forefront in dealing directly with sustainable issues. It is an integral part of the whole education system in the United Republic of Tanzania and aims at guiding and promoting the development of citizenship and an appreciation of the cultures, customs, and traditions of Tanzania. In particular, TVET programmes aim to enable and expand the acquisition of life skills needed to meet the changing needs of industry and the economy.

TVET is among the five (5) Education subsectors in Tanzania. It is composed of Technical Education and Training (TET) and Vocational Education and Training (VET). TET and VET form a ten (10) level qualifications framework whereby VET takes the lowest three levels i.e., Level 1 – 3. TET begins from Level 4 – 10. TET provides alternative educational opportunities after O-Level and A-Level secondary education. TET graduates are equipped to play roles requiring higher levels of skill, knowledge and understanding, in which they take responsibility for respective areas of specialization as technicians, associate professionals and professionals, as appropriate. Essentially, TET is part of higher education obtained in a non-university institution (Figure 1).

Upon successful completion, TET graduates are awarded Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctorate degree as appropriate. To join the lower level in TET requires graduates from ordinary and advanced secondary schools, depending on the programme to be pursued, as well as a lower TET qualification for progression within the TET qualification framework. According to the enabling legal instrument, VET in Tanzania is defined to mean training leading to a skilled occupation. Learners in VET centres are hence pursuing competence-based training to become skilled workers for meeting the specific requirements of occupations and upon successful completion they are awarded competency certificates - National Vocational Awards (NVA) Levels I – III for the relevant trades. Entry qualifications to the long VET courses vary from primary to secondary school education, depending on the course, and also through progression within the VET qualifications. VET graduates with NVA III may also be eligible for progression into TET.

Although they have distinct frameworks so far, Technical Education and Training (TET) together with Vocational Education and Training (VET) provide what is referred to as Technical and Vocational Education and Training (TVET). Both TET and VET are provided by Public and Private Institutions. The Private TVET Institutions include; Non-government Organizations (NGOs), Community Based Organizations (CBOs), Faith Based Organizations (FBOs), Companies and Individuals. Public TVET Institutions are owned by different government ministries, departments and agencies.

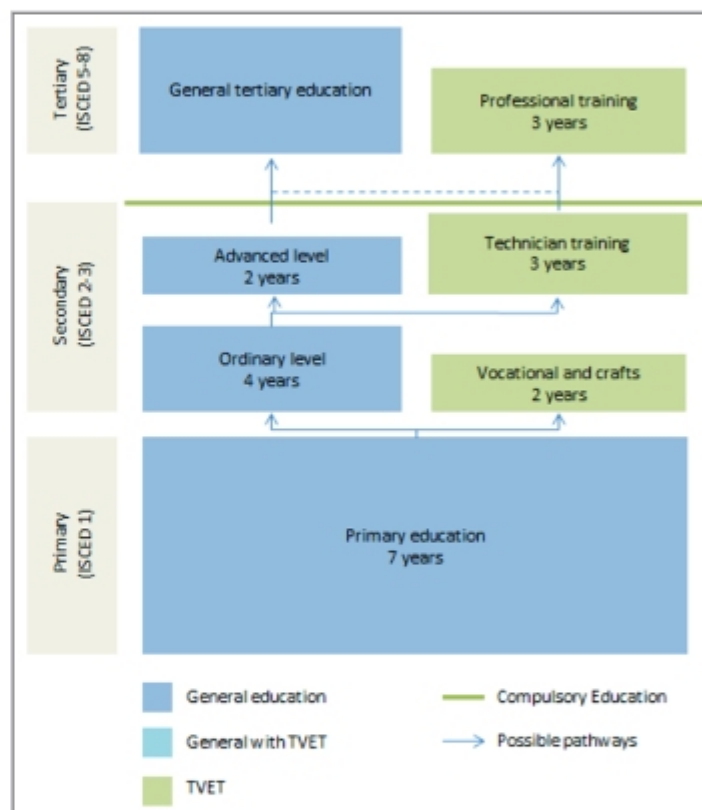


Figure 1. TVET Formal, non-formal and Informal

Provision of TVET is enshrined in global and national policies, programmes and strategies. These include Development Goals 2030; Tanzania Development Vision (TDV) 2025; the Five-Year Development Plan (FYDP)II 2016/2017-2020/2021, NSDS 2017; Education and Training Policy 2014; Technical Education and Training Policy 1996; Vocational Education and Training Act 1994; Technical and Vocational Training Programme TVETDP 2014-2018; TVETDP 2021-2026; the Ruling Party Election Manifesto 2020 -2025 and NACTVET Act 2021. All these policies, strategies and visions focus on bringing equitable access and quality of TVET in Tanzania.

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The Technical and Vocational Education and Training Development Programme (TVETDP) 2013/2014 – 2017/2018 in particular, was developed and implemented in line with Education Sector Development Plan (ESDP) 2007/08 – 2016/17 a ten-year plan guiding the implementation of all education. The TVETDP 2013/2014 – 2017/2018 focused on the four priority areas namely: (i) Access and equity in TVET; (ii) Quality of outputs; (iii) Capacity to provide quality TVET; and (iv) Monitoring and Evaluation of TVET. This presentation reviews key results and challenges of implementation of these policies and strategies for development of TVET in Tanzania.

IMPROVING ACCESS AND EQUITY IN TVET:

Students Enrolment and Graduation

The overall goal of TVETDP 2013/2014 – 2017/2018 was to increase enrolment of students from 112,447 in TET and 121,348 in VET in 2011/12 to 400,946 and 1,012,967 in 2017/18 (both long and short course for VET), respectively. As indicated in Tables 1(a) and 1(b), students' enrolment in both technical and vocational training institutions has continued to increase yearly. Increase in students' enrollment in TVET institutions has provided equal opportunity to learn, develop and enhance knowledge, skills and competences and contributed in creating trans-formative changes and development in the national economy.

Table 1 (a). Number of Students Enrolled and Graduated from VET Centres in Tanzania

| Year | Enrolment | | | Graduates | | |
|---------|-----------|---------|---------|-----------|---------|---------|
| | Male | Female | Total | Male | Female | Total |
| 2010/11 | 52,027 | 50,190 | 102,217 | NA | NA | NA |
| 2011/12 | 64,499 | 56,849 | 121,348 | NA | NA | NA |
| 2012/13 | 78,372 | 67,139 | 145,511 | NA | NA | NA |
| 2013/14 | 100,835 | 63,242 | 164,077 | NA | NA | NA |
| 2014/15 | 109,146 | 80,541 | 189,687 | NA | NA | NA |
| 2015/16 | 120,742 | 75,349 | 196,091 | 111,154 | 68,776 | 179,930 |
| 2016/17 | 80,135 | 49,944 | 130,079 | 69,369 | 42,656 | 112,025 |
| 2017/18 | 80,050 | 39,134 | 119,184 | 75,041 | 40,503 | 115,544 |
| 2018/19 | 120,249 | 102,434 | 222,683 | 60,889 | 29,960 | 90,849 |
| 2019/20 | 202,718 | 117,425 | 320,143 | 190,731 | 103,089 | 293,820 |

NA-Not available

Table 1(b). Number of Students Enrolled and Graduated from TET Institutions

| Year | Enrolment | | | Graduates | | |
|-----------|-----------|--------|---------|-----------|--------|---------|
| | Male | Female | Total | Male | Female | Total |
| 2015/16 | 57,895 | 59,172 | 117,067 | 42,246 | 44,088 | 86,334 |
| 2016/17 | 70,665 | 57,456 | 128,121 | 63,910 | 50,746 | 114,656 |
| 2017/18 | 68,973 | 59,967 | 128,940 | 15,540 | 13,375 | 28,915 |
| 2018/19 | 57,375 | 56,052 | 113,427 | 32,869 | 32,531 | 65,400 |
| 2019/20 | 76,334 | 75,045 | 151,379 | 43,163 | 43,384 | 86,547 |
| 2020/2021 | 111,244 | 99,531 | 210,775 | 68,916 | 63,969 | 132,885 |

Female Participation in TVET:

The overall target for TVETDP 2013/14 – 2017/18 was to improve the participation of Female in TVET. According to the plan the target was to increase the overall enrolment of female learners from 46.8% and 47.9% for in VET and TET in 2011/12 to at least 50% for both cases in 2017/18. Also, the Plan aimed to increase the enrolment of female learners in Science and Technology programmes in both VET and TET from about 11-19 % in 2011/12 to at least 35% for all such programmes by 2017/18. The data reveals that 48.2% and 32.8% of females were enrolled in Technical Education and Vocational Education and Training in 2017/18 respectively. In comparison to the set target the achievement is 96.4% and 65.6% for technical education and Vocational Education and Training respectively.

Enrolment of learners with disability:

The target was to increase the opportunities for access of learners with disabilities from about 20% in VET and 3% in TET in 2011/12 to at least 50% of all such potential candidates in VET and 35% in TET by 2017/18. However, the actual achievement in 2017/18 was 3% for Technical Education and 4.45% for Vocational Education and Training.

IMPROVING THE CAPACITY TO PROVIDE QUALITY TVET.

TVET Teaching Staff.

The goal was to attain the ratio of students to teaching staff in conventional full time residential programmes at 8:1 in TET and 16:1 in VET by 2015/16 and the same maintained afterwards. This entails increasing the number of teaching staff from 4,590 in TET and about 3,010 in VET in 2011/12 to 20,048 in TET and 16,530 in VET by 2017/18.

However, the estimated number of teaching staff is 10,000 and 5,357 for TET and VET which is 46% and 32.4% achievement of the targets respectively, indicating that there is a huge challenge of teaching staff in TVET institutions.

Infrastructure Development:

The overall target was to ensure adequacy of buildings and related physical infrastructure for meeting the enrolment targets and adopted training strategies. This entails availing the following square metres of building constructions by 2017/18. On vocational training, there were less than 672 VET centers in 2013, but today there are more than 822 vocational training centers in Tanzania.

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Table 2. Targeted Square Metres of Building Constructions

| | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|------|---------|-----------|-----------|-----------|-----------|-----------|
| TET | 232,634 | 298,195 | 434,034 | 524,034 | 723,296 | 902,135 |
| VET | 420,185 | 995,537 | 1,218,056 | 1,542,773 | 1,828,553 | 2,279,176 |
| TVET | 646,820 | 1,293,732 | 1,652,114 | 2,066,807 | 2,551,849 | 3,181,312 |

In order to increase equitable access and quality of technical education, the number of registered and accredited institutions and programmes offered has increased. Currently, a total 440 institutions distributed across the three Subjects Boards; Business, Tourism and Planning (BTP), Health Allied Sciences (HAS) and Science Allied and Technologies (SAT) have been registered. Number of technical institutions registered increased from 334 in 2017/2018 to 440 in 2021, representing an expansion of 32%. During this period, there was a general expansion of provision of technical education across all subject boards. However, pronounced expansion was observed in Health and Allied Sciences (Figure 1). The expansion in registration of Health and Allied Sciences colleges was in a response to initiatives of the Government in improving health-care sector in Tanzania.

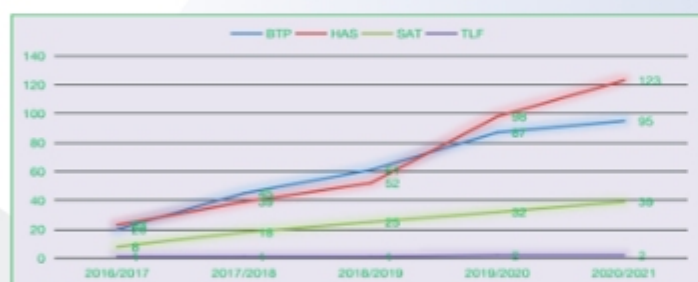


Figure 2: Trend of Registration of TIs

Improving the Quality of TVET Graduates

To respond to the growing skills mismatch and skills gap, the Government of Tanzania in collaboration with other partners including employers have established a national-wide internship and apprenticeship program which provides opportunity to young graduates to acquire relevant skills at workplaces. The Prime Minister's Office (PMO) for example implements its own workplace-based skills development programmes, in areas such as internships for graduates, formal apprenticeships, recognition of prior learning through informal apprenticeships, skills upgrades and other modular or short-term programmes.

Through the implementation of the National Skills Development Program, 22,899 youths have been provided with skills that enable them to become self-employed or employed. Of these, 14,440 young people, including 349 young people with disabilities, have been trained for vocational training in 72 technical colleges and institutions in the country.

Another 3,600 young people have been trained to modernize agriculture using home nursery technology and 2,644 have been trained to formalize the skills they acquired through the informal system. Similarly, the Government has enabled 2,215 graduates to receive on-the-job training in private and public institutions.

TVET FINANCING

Skills Development Levy (SDL) makes up for the largest share of the VET Fund (81%). SDL is payable by employers with four or more employees as a monthly fee at 4.5% of the total employee payroll. The Tanzanian Revenue Authority collects the levy and gives a third of the money collected to VETA. The other two thirds go to the Government. TET is financed through cost sharing between providers and clients (students, parents, communities, and private institutions). TET providers mainly rely on internally generated funds through consultancy, production, maintenance and international students exchange programmes.

CHALLENGES

In order to enhance TVET programme, key actions are identified to address the current challenges facing TVET, including:

- Strengthen TVET's coordinating mechanisms as regulatory and quality assurance bodies still face difficulties in adjusting training courses to the demands of the labour market and target populations;
- Coordinate and harmonize the TVET programmes offered by the various providers and ensure a continuation between the vocational and technical curricula;
- Balance financing between technical non-higher education funding (57% of all TVET resources) and vocational training (37% of TVET resources);
- Define a funding formula to institutionalize the allocation of resources amongst technical institutions to limit the variations in the costs of courses offered by institutions;
- TVET subsector still does not consider marginalized groups such as disabled and women due to gender stereotype in some programmes such as in Science, Technology, Engineering and Mathematics (STEM)
- In order to reduce skills mismatch and skills gap, inclusion of stakeholders (employers, academia and policy makers) is of great paramount.

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