

Education for Employment , Developing Skills for Vocation

Hon. Philipo Augustino Mulugo
Deputy Minister of Education and
Vocational Training, Tanzania





**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

“Education for Employment: Developing Skills for Vocation in Tanzania”

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Presentation Outline



1. Introduction;
2. Education System in Tanzania;
3. Skills Development Policies;
4. Education for Employment (EFE) Project;
5. Other Initiatives in Skills Development;
6. Challenges in Skills Development;
7. Way Forward; and
8. Conclusion.



1.0 Introduction

- ❖ The United Republic of Tanzania is located on the east coast of Africa;
- ❖ Tanzania was formed in 1964 by unifying the Indian Ocean Islands of Pemba and Zanzibar and the mainland territory formerly known as Tanganyika;





1.0 Introduction Cont...

- ❖ Tanzania covers an area of 945,200 sq.km with an estimated population of about 45 million. (33 million, last census 2002)
- ❖ Tanzania borders with Kenya, Uganda, Rwanda, DRC, Zambia, Malawi and Mozambique and Indian Ocean on the east.
- ❖ Agriculture is the major economic activity and employs majority of Tanzanians.



2.0 Education System in Tanzania

- ❖ The Tanzania education system is composed of:
 - General Education System of 2 – 7 - 4 – 2 – 3+ system. (2 years of pre-primary, 7 years of primary, 4 years of ordinary secondary, 2 years of advanced secondary and 3 years plus of higher education);
 - TVET System of 2-7-(Craftsmen)-4(Craftsmen/Technician)-3+(Technologist)
- ❖ In Tanzania, TVET covers training of craftsmen, technicians, engineers/technologists;



2.0 Education System in Tanzania Cont...

- ❖ TVET is offered by public, private and non-Government institutions;
- ❖ Quality control and assurance and accreditation of institutions and approval of programmes is done by:
 - Vocational Education and Training Authority (VETA) at craftsmen level; and
 - National Council for Technical Education (NACTE) for technician and engineers' levels.



3.0 Skills Development Policies

- ❖ To ensure that education and training meets employment needs, the following policies have been developed and implemented:
 - Vocational Education and Training Policy of 1993;
 - Education and Training Policy of 1995;
 - Technical Education and Training Policy of 1996; and
 - The National Employment Policy of 2008.



3.0 Skills Development Policies Cont....

- ❖ Other documents which as well ensure alignment between education and employment in Tanzania include:
 - The Tanzania Vision 2025;
 - The National Strategy for Growth and Reduction of Poverty; and
 - Millennium Development Goals.
- ❖ Currently, the Education Training Policy of 1995 and TVET Policies are being reviewed to address recent socio-economic, technological and environmental changes.



4.0 Education for Employment (EFE) Project

- ❖ To ensure that education and training meets employment needs, the following initiatives have been implemented:-
 - Establishment of Education for Employment Project in collaboration with Association of Canadian Community Colleges and funded by CIDA; and
 - Education for Employment Project covers Mining, Tourism and Agriculture subsectors which are major drivers of the economy.



4.1 EFE Achievements

- ❖ So far in the span of three years of implementation of this project, the following achievements have been realized: -
 1. Conducted Capacity building for our trainers in CBET Best Practices and Labor Market Information Analysis;
 2. Established and strengthened linkages between industry (Employers) and institutions;
 3. Involved private sector in training the trainers of the institutions on issues pertaining to private sector's needs;



4.1 EFE achievements Cont...

1. Conducted workshops to build Capacity of TVET managers and Staff in Leadership and Entrepreneurship;
2. Facilitated partnerships between Canadian and Tanzanian TVET institutions; and
3. Strengthened active working relationships between the two regulatory bodies (i.e. National Council for Technical Education and Vocational Education and Training Authority)



5.0 Other Initiatives

- ❖ Other initiatives taken to ensure that education and training meet employment needs include: -
 - Adoption of Competence-Based Curricula in all TVET institutions
 - Developed a vertical progression pathway (Awards) for students in TVET institutions;
 - Development of TVET Qualifications Framework which is divided into two parts as follows: -
 - National Vocational Awards (NVAs); and
 - National Technical Awards (NTAs).



5.0 Other Initiatives Cont...

- ❖ National Vocational Awards – levels 1-3 are under the mandate of Vocational Education and Training Authority(VETA);
- ❖ National Technical Awards – levels 4 – 10 are under the mandate of National Council for Technical Education (NACTE);
- ❖ Establishment of District Vocational and Training Centers; and
- ❖ Establishment of Regional Vocational Training and Services Centers for purpose of developing skills for vocation in Tanzania.



TVET Qualifications Framework

S/No.	QUALIFICATION LEVEL	MINIMUM ENTRY LEVEL	QUALIFICATION AWARD
1	National Vocational Award Level 1	Standard VII	Certificate of Competence Level I
2	National Vocational Award Level 2	Certificate of Competence Level I	Certificate of Competence Level II
3	National Vocational Award Level 3	Certificate of Competence Level II	Certificate of Competence Level III
4	National Technical Award Level 4	Form IV/Certificate of Competence Level III	Basic Technician Certificate
5	National Technical Award Level 5	Basic Technician Certificate	Technician Certificate
6	National Technical Award	Technician Certificate	Ordinary Diploma



6.0 Challenges

- Challenges which face the TVET system in developing skills for vocation in Tanzania include:
 - Inadequate Enrolment Capacity of TVET Institutions due to expansion in primary and secondary education;
 - Cost implication in running Competence Based Education and Training;





6.0 Challenges Cont...

- Trainers of TVET institutions lacking Competence Based Education and Training delivery skills;
- Lack of labour market survey skills among the TVET trainers which is a pre requisite for development of demand driven curriculum.



6.0 Challenges Cont...

- Reluctance of industries to participate in CBET by:-
 - Not offering field attachments to TVET tutors
 - Not offering field attachments to students pursuing TVET Programmes
- Outdated and almost Obsolete equipment
- Inadequate Teaching and Learning materials.





7.0 Way Forward

In order to ensure that, education and training in Tanzania meets employment needs, the following is going to be implemented: -

1. Finalizing the review process and implementation of the TVET Policy;
2. Implementation of TVET Development Programme (TVET DP);
3. Strengthen the linkages between training institutions and industries;
4. Strengthen Labour Market Information Skill of TVET staff; and
5. Strengthen participation of employers in the curricula development process.



8.0 Conclusion

Since TVET Systems have big role in developing skills for vocation, there is need to review, upgrade and remodel TVET Systems in order to stay relevant and responsive to the needs of the school leavers, industry and community at large.



Thank you Very Much for your Attention



Hon. Philipo Mulugo (MP)

Deputy Minister of Education and Vocational Training

Ministry of Education and Vocational Training

Magogoni Street, P.O. Box 9121

Tel: +255-22-212 7535, *Cell:* +255-754 315 922

DAR-ES-SALAAM

TANZANIA

e-mail: mulugoaphilipo@yahoo.com

Website: www.moe.go.tz