

Vocational Education and Skills Training in Mainland Tanzania for National Development: A Review of the Literature from a Historical Perspective

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Abstract: *The development of any country Tanzania included depends on availability and effective utilization of human resources, which in turn are predicated on the level, quantity and quality of education, especially vocational and technical education and skills attained through formal and informal education, living and working contexts which have the role of improving productivity and enhancing per-capita income of the individual and the nation at large. Human resources transform the economy as well as the society itself through wealth creation and value added to primary produce. Vocational training develops skills of the individual human being culminating into the accumulated knowledge and technical skills that are needed for national development. Skilled personnel constitute the most important resource for national development. This paper has traced the development of vocational education and skills training and acquisition in Tanzania and its contribution to the development of Tanzania. Starting from the colonial governments (the German and British administration), the missionaries provided both vocational education and skills training; a role carried over to the post-independence period during which policies for improvement of vocational education and skills training were given even greater emphasis by the newly acquired national government. This paper assesses the influence vocational education has contributed to the development of Tanzania. Prior to independence, initiatives for vocational education and skills provision came largely from both the government and the various religious denominations. The goals for establishment of vocational education were to construct and service their respective premises for various activities including their own accommodation, churches for religious ceremonies, conference halls, and workshops halls, as well as for the benefit of trainees own houses. The colonial government's interest in vocational education and skills training focused more on the construction and provision of equipment for Government premises, road repairs including bridges which were termed public works. The thrust for vocational education and skills expansion took place after independence especially after the policy of Education for Self-Reliance; which was fully backed by both the government and the Rulling Party as reflected in the Musoma resolution as well as the policy of liberalization of Education and in the Education and Training Policy of 1995. The ESR Policy led to the establishment of Post Primary Technical Centrrers, Folk Development Colleges, Diversification of Secondary Education Curricula while liberalization of education encouraged private sector providers of vocational education and skills training especially for profit making. The establishment of VETA to register all institutions providing*

vocational education to follow identified curricula and standardizing the assessment served to improve the quality of Vocational Education and Skills acquisition. As per 2010/2011 Tanzania can be proud of having attained gender parity in Folk and Vocational education training. Despite challenges there are good prospects for sustained vocational education provision and skills acquisition for national development.

Keywords: Vocational Education and Skills Training, Diversification, productivity, skilled personnel, lessons, Human Resources, Post Primary Technical Centres, Apprenticeships, Folk Development Colleges and Diversified Secondary Education Curricula.

INTRODUCTION

Vocational education is knowledge, attitudes, values and skills acquired for use in a particular occupation, group of related occupations or functions in any field of economic activity including agriculture, industries, hotels, public and private services (Manyanga, 1977a). Vocational education and skills training can be acquired through formal education and training in institutions and on-the-job training or outside learning institutions (Manyanga, 1977b). Vocational education and skill training commenced during pre-independence and grew gradually focusing on boys and has expanded to the post-independence period with a greater momentum and without gender discrimination through enrolling girls in various trades including masonry.

The overall objective of this study is to trace the development of vocational education and skills training in Tanzania and to describe its contribution to the development of the nation. More specifically, the study intends to describe:

- The pre-Independence growth and development of vocational education and skills training;
- post-independence provision of vocational education and skills training as per (i) Post Primary Technical Centres, (ii) Folk Development Collages (iii) the Diversification of Secondary Education Curricula; (iv) Apprenticeships; and the quality of the contributions for national development.
- The roles of VETA in vocational education and skills training; and
- Lessons learned, challenges experiences and future prospects.

DEFINITION OF TERMINOLOGIES AND CONCEPTS

In order to put the reader at the same wave length with the authors of this paper it is important to make clear what meaning the authors attach to certain terminologies and concepts.

Vocational Education Training

According to Wikipedia Free Encyclopedia (2008) vocational education refers to the teaching procedural knowledge that concentrates on theory and abstract conceptual knowledge, while the later (vocational training) is manifested in the manual or practical activities to develop expertise and skills in a particular group of

techniques or technologies. However, both terminologies are sometimes used interchangeably as having close meaning but more often than not are used complementarily. In this paper vocational education refers to the theoretical dimension while vocational skills refer more to the practical hands on learned skills.

Trade Schools

When we talk of trade schools we have the same notion as formal vocational training centres in the sense that trade schools constitute the old version of vocational schools or vocational training institutions, which provided specializations like carpentry and joinery, book binding, masonry and bricklaying to mention but a few.

Government trade schools

By way of clarification Government Trade Schools are those which were built and run by the colonial government at the material time. Aided Voluntary Mission Trade Schools are those which were built by missionaries and were given grants-in-aid by the government to run them.

Unaided Voluntary Private Trade Schools

Unaided Voluntary Private Trade Schools are those, private schools which did not get any grant from the government to run them.

Rural Industry refers to blacksmithery, vocational specialization in making local agricultural equipments and other related assortment of utensils including bush knives, hoes and such like equipments.

THE GROWTH AND DEVELOPMENT OF VOCATIONAL EDUCATION AND SKILLS TRAINING

The growth and development of Vocational education and skills training has two distinctive periods; first is the pre-independence period when growth was very gradual with little consideration for quality especially prior to independence and the post- independence period during which when growth was rather rapid with measures being taken to enhance both uniformity of fields of training, quality and gender considerations.

Pre-Independence Vocational Education and Skills Training

The growth and development of vocational education and skills training in Tanzania mainland, can be traced way back to 1892 during which the first government school, was established at Tanga by the German colonial society and was formally opened as a government school in 1895. The crafts taught included: printing, carpentry and joinery, book binding, tailoring, blacksmithery and brick layer/stone masonry (Manyanga, 1977a). It became boarding school in 1897 and by 1899 it had three sections: Primary section for standards I –VI; Teacher Training Centre, and Handcraft section. The operationalization of Tanga School, the first vocational school to be established contributed essentially to the achievement of the aims of the colonial government of supplying the required low level skilled labour force for its administration. Its importance was realised at both individual and national level. At the individual level, it provided the literacy and numerical skills to

Tanganyikans, useful for own employment in the lowest positions such as clerical jobs in the colonial government offices. Craftsmen provided technical services including repairs and construction of government and company buildings, supply of furniture needed in the offices by the colonial government or the companies or missionary denominations they served. For the employed ones they earned some income for their living along with their respective families and personal development. At the national level, graduates played the key role of services provision in government offices, institutions, industries/companies and agricultural sectors respectively as well as in the missionary institutions.

Private vocational training schools generally run by missionaries, date back to 1923, when Peramiho vocational training centre was established (Makutika, 1975). Training was focused more on practicals than on theory (Ibid). This approach produced skilled workmen for most of the different needs of the missionaries. Carpentry and joinery, bricklaying and masonry occupied a special place in all the different trades largely because such services were required in the construction of churches, missionaries' houses conference rooms, schools and general buildings. According to Makutika (*Ibid*) the Roman Catholic brothers under the leadership of the German Benedictine Fathers, were vocational skills instructors in addition to their other functions at the mission stations. Private vocational training existed also at Mwanza, Bukoba, Sikonge, Bagamoyo, Iringa and Rukwa (*Ibid*). In many cases they imparted rudimentary knowledge and skills, which were at the material time adequate for the type of work they were called upon to discharge (Makutika 1975).

Table 1: Vocational Training Enrolees in Government, Aided Missionary and Private Vocational Training Schools by 1938

– means data were not available

Source: Makutika (1975)

Institution Field of Study	Course/Field of specialization						Total
	Carpentry	Tailoring	Masonry	Metal work	Printing	Rural Industry	
Government Trade Schools	95	34	4	14	19	9	175
Aided voluntary Mission Trade Schools	54	8	-	-	-	-	62
Unaided voluntary Private Trade Schools	154	38	14	1	4	-	215
Grand Total	309	80	18	15	23	9	452

Formal vocational education and training was introduced in the then Tanganyika by the British Colonial Government during the nineteen fifties (1950s). The colonial government planned for the construction of two Trade schools which were Ifunda and Moshi (URT, 1983). Trade schools were to provide training for skilled artisans

in the various trades such as electrical installation, masonry, painting and decorations. Ifunda trade school began its operationalization in 1950, using building premises, which were formerly used by the Overseas Food Corporation of the colonial government (Makutika 1975). The overseas Food Corporation operated a large Groundnut scheme at Ifunda. The scheme had little yield due to unfavourable soil and weather conditions for good yield production. Hence the scheme was abandoned. A Special Committee was then set up by the colonial government in 1949 to study the situation and recommend how the buildings could be better used (*ibid*). The committee recommended that the building premises could be used for educational purposes. It was then decided to establish a trade school in those company premises.

Courses lasted for three years and ended with periods of two years of 'on- job-training' in an employer's establishment. According to Makutika (*ibid*) courses provided at Ifunda Trade School were, General Fitters, Vehicle Mechanics, Blacksmithery, Carpentry, Boot/Shoe making, Tailoring, Plumbing and Pipe fitting, Electrical Installation, Bricklaying, Welding and Painting. Moshi Trade School began to operate in 1957. Both, Ifunda and Moshi were later transformed into Technical Secondary Schools (Makutika, 1975). During the same year (1957) the Dar es Salaam Technical Institute was built with the main objective of providing vocational training for the country.

The two Trade Schools ceased to operate as trade schools immediately after they were transformed into Technical Secondary Schools. According to Athuman (1977) the transformation of Ifunda and Moshi trade schools into Technical Secondary Schools was the outcome of the report by Ford Foundation led by Mr George Tobias in August 1962 (at the request of the independent Tanganyika Government) just a year after independence to identify the size and shape of manpower resources and requirements and to assist in devising programmes that, would meet the identified manpower needs for the new nation. The report recommended among other things that, Moshi and Ifunda Trade Schools should be converted into Technical secondary schools leading to form IV qualifications. Ifunda Trade School was transformed into secondary school in 1965 while Moshi became Technical Secondary School in 1967 respectively (Athuman, 1977).

Trade schools during the colonial period as well as immediately after independence provided skilled manpower in industrial production, agriculture, construction and repairs of roads, office buildings, schools, hospitals, dispensaries, domestic households and furniture production to mention but a few. Through the graduates' activities the society was transformed from traditional into the modern one. Generally, trade schools provided technicians, who were useful for industrial and technological development of the nation. Moreover, technical knowledge and skills acquired by graduates provided opportunities for wage or self- employment in public and private sectors, Incomes earned improved their livelihood, that of their families and of the society at large.

Quality of vocational education and skills acquisition

According to Manyanga (1977a), before 1951 the vocational training system operated in the absence of common methods and standards for recognition of the technician's levels of qualifications and competence acquired from the training they received. Quality of training was therefore not very much stressed by both the government and the private training providers as long as they demonstrated knowledge in the vocational fields. In order to ensure quality of vocational education and skills provided by different training providers including, the Government, missionaries, private training institutions and on-the-job-training (the apprenticeships) the colonial government initiated the establishment of an effective formal apprenticeship and trade testing system, in 1951 (Manyanga, 1977a). Later, in 1952 as a common method and standards of recognising technician's levels of qualifications, the trade testing system was introduced. According to Manyanga (*ibid*) the agreement on methods and standards of trade testing system was initiated to enable the Public Works Department (PWD) to institute departmental trade testing. There was no common curriculum designed to be used by all vocational training institutions/providers. Similarly, vocational graduates from apprenticeships system (on-the- job training) were not recognised to have the same and appropriate knowledge and skills that could be used as a yard stick to secure employment in public or private sectors, even though they were deemed to be competent enough like their counterparts (*ibid*). Under the system of trade testing, both graduates from formal and non-formal vocational training providers qualify to sit for what was known as trade test grade III (the lowest), grade II, and finally grade I (the highest). The trade testing has been an on- going exercise since 1969 (Athuman, 1975).

However, employers applied varied methods in building up competent teams of skilled workers due to inadequacies of skilled instructors and lack of clear cut standards to ensure quality of training provided as there was no common curriculum for each field of specialization. There was not well organized apprenticeship training. What was taught seems to be a series of manual skills necessary to execute specific types of jobs; the more sophisticated works were done by expatriates, who were believed to have the requisite knowledge and skills (Manyanga, 1977a). According to Makutika (*op.cit.*) the lack of uniform curricula, set by the government to meet the needs and requirements of particular types of jobs resulted into youths acquiring sub-standard vocational education and skills as the type and standards of training was rather low and generally the training courses were uneven in quality between vocational training institutions due to the varied methods employed in an attempt at building up competent teams of skilled workers.

POST INDEPENDENCE PROVISION OF VOCATIONAL EDUCATION AND SKILLS

The immediate period following independence continued to provide education along the same lines as it was under colonial rule except for the removal of the discriminative aspects which were effected by the 1961 Education Act which became operational in 1962 and, which provided for uniform education system much as Nyerere had in his speeches indicated the need to expand technical education. In 1954 Nyerere's speech during the 29th session of the Legislative Council made the following observation: "We have a great need for technical

education and I hope that this is going to be expanded. Mention has been made by other speakers of more technical institutes in Tanganyika.” (In: Lema et al., (2004:4).

Vocational and technical education and training gathered a lot of momentum after the enunciation of the policy of Education for Self- Reliance. It was the time when education providers were required to impart knowledge and skills among recipients. Addressing teachers on twenty years of Education for Self-Reliance on the 12th September, 1988 Nyerere underscored the importance of vocational education and technical skills for the development of the country as follows:

Secondly, therefore, I would now give more emphasis to education in science and technology and to general training in skills. Our productivity – as people and as a nation- is suffering very badly through lack of skilled people and the absence of any widespread understanding of scientific principles and their relevance to life. I am told that more than 360,000 young people are completing primary school education and thousands more completing secondary school education without having any particular technical skill, which can help them to begin immediately productive work in society; our failure to emphasize teaching of all kinds and at all levels and especially our indifference to technical and vocational training, is the greatest failure of our education system”(in: Lema et al. 2004).

Nyerere continued and wanted the symposium to include in the conclusion some practical recommendations about how the present abysmal science and skills education can be very rapidly improved (*ibid*). Nyerere acknowledged that very little or almost nothing had been done to tackle the technical and skills illiteracy and that it was not realistic to hope and develop a modern nation unless the problem of lack of technical skills and science education was tackled (Ibid).

The Arusha Declaration and the subsequently emanated policy of Education for Self-Reliance necessitated major socio-economic changes and initiation of policies among, which includes:

- Establishment of the Chang’ombe Vocational Training Centre in 1973 (Athumani, 1975);
- Enactment of Vocational Training Act Number 28 of 1974, in 1974 (Manyanga, 1977a);
- establishment of the National Vocation Training Council (NVTC) and Training Committee in 1974 under the Ministry of Labour and Social Welfare. The Council comprised representatives from employers, employees and government officials;
- introduction of the Post Primary Technical Centres (PPTCs) in 1974 under the Ministry of Education;
- establishment of Tanzania African Parents Association (TAPA) or TAPA Technical Centres (TTCs) for the first time in 1974 in accordance with the National Policy. The Centres were for training youths in basic vocational training at the end of which trade test grade III would be undertaken;
- establishment of the Folk Development Colleges (FDCs) in 1975 under the Ministry of Gender, Children and Community Development (Mushi, 2009);

- the Diversification and Vocationalization of Secondary Education Curricula introduced in 1975; and
- establishment of the National Vocational Training Division under the Ministry of Labour and Social Welfare in 1975.

There were efforts to enhance vocational and technical knowledge and skills for the national development. To address the demand for craftsmen in the country, after independence the government established the National Vocational Training Programme under the Ministry of Labour and Social Welfare in 1968 (Manyanga, 1977a). Its major tasks were to provide vocational training for apprentices, instructors, inspectors and other skilled persons in industries. With regards to its main tasks the following were the objectives of the programme:

- Implement, execute and control vocational training and trade
- draft a legislation for vocational
- ensure an adequate supply of properly trained manpower at all levels in industry; and
- ensure the greatest possible improvement in the quality and efficiency of vocational education and training (URT, 1983). Following the establishment of the National Vocational Training Programme the National Vocational Training Act was enacted in July, 1974 (Manyanga, 1977a). Later, the National Vocational Training Division (NVTD) was established in 1975 with the objectives of ensuring that, enough workers with the requisite knowledge and skills were available to meet effective demand to efficiently do the jobs needed to be done at any time and to provide better opportunities, for individuals, to develop their skills and abilities to the full in the various sectors of the economy. The need to provide vocational education and training in skills was fully backed by the Ruling Party, the then, Tanganyika African National Union (TANU at the material time). Reporting on progress of practicalizing the ESR Policy Nyerere-, the then the Party Chairman and the President of United Republic of Tanzania observed that the National Conference of the Party held in September 1973 noted the progress made in implementing the ESR Policy that a two years course of technical education was introduced to primary school leavers, who did not get a place for secondary education and that the contents of the courses included: Technical skills, Agriculture and Animal Husbandry, Home Economics and Accountancy. Nyerere further reported that plans were at hand for ensuring each secondary school specializes in one or more of subjects offering technical education: Agriculture, Technical, Commerce and Home Economics. These plans were approved by the Conference which directed that they should be implemented immediately without delay and added: “Technical education not only prepares our young men and women to be self reliant and more useful to the nation after their studies, but it can also enable our schools to earn an income which will partly satisfy their own needs” In Lema, et al., (2006:107).

Establishment of post primary technical centres

Post Primary Technical Centres constitute one of the types and public institutions attached to primary schools, which provided vocational education and training in various kinds of skills to pupils, who completed primary education but were not

selected to continue with secondary education. They were introduced in 1974 as an attempt by the government to reduce the problem of the growing unemployment, equip school leavers with knowledge and skills, which they could use in the planned compulsory villages, and to arrest the migration of youths from rural to urban centres in search for jobs (Msekwa and Malyamkono, 1979) which in fact were not there. The policy aimed at establishing an average of four training centres per district, all over the country. A total of 324 centres were expected to be opened throughout the country. This was the period when the compulsory villagelization programme was at its peak and since the people had started settling in planned villages it was assumed that the construction of houses to accommodate the villagers would create effective demand for the services of the graduates from the Post-Primary Technical Centres for the construction of the buildings and their roofing, the supply of furniture, shutters for windows and doors. Initially, enrolment was limited to Carpentry, Masonry and Home Economics to be taught over a period of two years (Athuman, 1975). The candidates were expected to sit for the trade test grade III after two years of their being trained. The extension of basic training to two years was intended to increase the mastery of skills levels. According to Ng'umbi (2006) the performance of the centres since their establishment up to early 1990's was commendable but the real problem was the issue of sustainability because the assumption was that there would be an overall growth of the economy especially in the rural areas, thus inducing them to produce goods and items demanded of the envisaged booming economy. By 1982 there were about 292 (90.1%) Post Primary Technical Centres (PPTCs) established all over the country (URT, 1983). The 292 centres had the capacity to enroll 23,360 trainees, though at the material time there were only 6,500 (28%) enrolled trainees implying that the centre were functioning under capacity and therefore inefficiently.

Burchert (1994) contends that, both internal and external factors plunged the economy into serious economic difficulties throughout the late Seventies but the externally prescribed solutions during the eighties like the structural adjustment measures did not work promptly to re-vamp the economy; a situation which discouraged and undermined resourcing of the centres thus resulting in in-effective demand of their products (*ibid*). Since then their progress and functioning started to decline and lost direction (ILO, 2008). Consequently, its contribution to the development of the country could at best be minimal especially because there have been no tracer studies that have been done on the subject regarding them.

The centres faced a lot of problems: first, only 90 per cent of the centres were established; low capacity utilization involving only 18 per cent of the existing capacity 1983; shortage of 821 teachers by 1984, poor attendance and inadequate equipment (Temu, 1995: 86) These Centres were unpopular among parents because upon completion of their studies students were required to sit for trade test grade III, which were perceived to be a strategy of keeping them in the rural areas, which was in fact true; a thing they did not like given the negative attitudes they had assimilated from experiences of the education for adaptation. Secondly, the assumption that there would be opportunities for employment did not materialize to any considerable extent because of lack of effective demand, and the distances

which students had to cover every day to and from the centres to their own homes was prohibitive. Other reasons included parental hostile attitudes viewing the training as just an extension of primary education; lack of good teachers leave alone their adequacy, inadequate raw materials; and lack of support with capital, which the leavers needed to establish their own projects and enterprises. To a large extent the Post Primary Technical Centre's contribution to the national development was minimal.

Folk development colleges (FDCs)

According to Mushi (2009), Folk Development Colleges (FDCs) are public training centres that provide basic integrated education and production as an aspect of education for liberation and development. Initially, they were introduced in the early 1970s, under the jurisdiction of the Ministry of Education. Initially FDCs, were to train villagers in income generating projects such as canteens, retail shops, vegetable and fruit gardening, sewing, tailoring, animal husbandry and poultry keeping. Mushi (2009) reports that, due to failure of the FDCs to transform traditional farming practices, mismanagement of village funds, poor assessment of village projects, insufficient knowledge of book keeping, and inability to allocate village responsibilities, the government directed that, study courses in the FDCs to match village needs. To this end FDCs were transformed into vocational training institutions like any other centre to provide knowledge and skills in Agriculture, Home Craft and Accountancy but without the essential resources to enable them to take off. In vocational education, students were required to learn carpentry, masonry, blacksmithery, pottery, art, typing, mechanics, and knitting (*ibid*).

Before their decline in the late 1980s Folk Development Colleges had contributed significantly in the implementation of the Arusha Declaration and the subsequent philosophy of Education for Self-Reliance as graduates from these institutions were actually employed in the villages as village managers and clerks in local government, members of the village committees, who were very active in running the villages' economic projects like shops, animal husbandry, village farms; activities, which were carried out almost in all villages and as such, they provided useful services to the village communities albeit temporary (Mushi, 2009).

The Diversification of secondary education curricula

According to Budodi (1977) vocationalization of curriculum is an approach through which academic content is integrated into vocational education context and vocational education content in academic context of the curriculum. Through this approach students were required to achieve both academic and vocational competencies and enable them to enter and succeed in the world of work. The diversification and vocationalization of secondary education curricula was an attempt the government to develop the brains and hands of youths. It was meant to make students love and appreciate the importance of both manual labour and white collar jobs alike for the country's social and economic development. Under the programme of vocationalization, all public secondary schools were to offer at least one kind of vocational training in their regular academic as curriculum addition to academic subjects. The programme started in 1975 with 14 public secondary

schools with biases in Technical, Commercial, Agriculture and Home Economics (ibid). Ten years later, nearly all Government Secondary Schools had a vocational subject bias like Technical, Agricultural, Commerce or Home Economics because the Government had ruled out any establishment of a new Secondary School without a technical bias subject. The Diversification of Secondary Education Curricula was a World Bank supported Programme.

After ten years of its operation it was evaluated by the then World Bank Staff-George Psacharopoulos and William Loxley in 1984/1985. The study was evaluated very narrowly on the basis of rate of returns to investment and the time taken by the graduates to find employment of the vocational and academic tracks alike. The conclusion drawn from the evaluation research report was that countries with weak economies should concentrate on academic programmes while strong economies can diversify their secondary curricula. The study report received a range of criticisms from researchers like Lillis (1984) and King (1984). Tanzania rejected the findings by Psacharopoulos and Loxley (Temu, 1995:87) and, as King (1984) points out there was inadequate differentiation among the school types, severely flawed outcome measures especially the likelihood that the examinations assessed English language competence rather the content supposed to have been tested; as well as inattention to both the choice criteria for student preferences and lack of match between those preferences and ultimate placement.

Ultimately it was found from Jones (1992: 254-5) that the study was meant to justify the World Bank's Policy shift. Jones (*ibid*) asserts "*If the Banks research work is policy driven, it must be appreciated that, in general policies are well in place prior to research, which has its function, the justifying of those policies.*" cited in Temu, (1995: 87). Although the Government of Tanzania rejected the results of the study financial constraints in implementing the programme was increasingly being difficult after the World Bank had withdrawn its support. Unable to finance the programme adequately the Minister of Education was forced, as it were, to Scrap it along with sports and games at a stroke of a pen; a measure, which met a lot of public criticisms which in turn and subsequently led to their restoration by the fourth phase government when it came to power in 2005 and without proper planning or reliable source of funding of both sports and games and the diversification of Secondary curricula. Hitherto no well organized evaluation has been done and as such the only recommendation that can be advanced is to make thorough study of the programme in order to come out with viable recommendations to the government.

Vocational training through apprenticeship scheme

An apprenticeship is a form of vocational training that provides knowledge and skills of particular job training. It is non-formal vocational training, which has existed for many years. Under apprenticeship schemes a youth, who has completed a minimum of primary education and has attained the age of 15 is allowed to enter a contract with an employer. The employment of apprenticeship is based on the availability of facilities, for on-the-job training and the qualifications and experience of an apprentice supervisor. The period for apprenticeship is not to

exceed five years. At the end of the first two years, the apprentice is required to sit for trade test grade III (the lowest grade) and in the remaining two years, is set for accomplishing trade test grade II and I. In this way youths are not only employed but also become craftsmen through on- the-job training (Athuman, 1977). So, the apprentices learn the skills and at the same time contribute productively to the business activity materially or by way of services. The good thing with apprenticeships is the fact the apprentices work in enterprises the services of which already have effective demand; and upon completion either continues working at the enterprise open up own work or seek for employment in large enterprises as may decide.

MAJOR ACHIEVEMENTS OF VOCATIONAL EDUCATION AND SKILLS ACQUISITION IN TANZANIA: 1967 - 1994

According to Sokoine (1977) the provision of vocational education and skills accounted for significant achievement of progress between 1969 and 1976. For example, 2131 were enrolled and graduated in vocational training in various fields including metal, masonry, carpentry, plumbing, painting, tinsmithery, tailoring, shoe making and welding. Moreover, 22,662 craftsmen sat for the trade testing in all levels (grade III-I) as well 9,865 employees attended evening classes under the on-the-job training programmes. In addition, about 546 employees received training in administration and management of vocational training at the village levels. Despite all these claims, these benefits did not live long before they finally collapsed. The viability of the villages plan was doubtful and so the skills training could not be sustained.

There were five vocational training centres (VTCs) under the Ministry of Labour and Social Welfare in 1983. The centres included Chang'ombe, Tanga, Moshi, Mwanza and Dodoma, providing 28 trades with an aggregate training capacity of 1,940 trainees. Training duration comprised one year of full time training and three years of in- plant- training (URT, 1983). Also, in 1983, there were 34 Tanzania Parents Association (TAPA) Technical Centres (TTC'S) with a combined annual in-take of 2,400 trainees. Training duration changed from two years to four-year craft course in nine different trades (URT, 1983). In 1983, there were 40 Mission Trade Schools (MTS's) with the training duration ranging from two to four years and offering 19 trades with combined annual intake of 800 trainees (*ibid*).

There were also seven Company Training Centres (CTCs) offering courses to their employees from two to four years duration. Company training centres are technical training institutions owned by public companies/parastatals such as Kidatu TENESCO Training Centre, which was donated to Moslems by the third phase government but is now the Morogoro Muslim University, (*ibid*). Moreover, the Ministry of Labour and Social Welfare, from 1966 to 1983 had been able to examine 54 trades in trade testing conducted throughout the country.

Table 2 (a): Trade Test for Candidates in Selected Years between 1969 and 1972: Grade Test Levels III and II

Level of Grade Text	Grade III				Grade II			
	Tested	Passed	Failed	Pass Rate	Tested	Passed	failed	Pass Rate
Year								
1969	537	295	242	55%	277	141	130	51%
1970	1099	693	406	63%	445	329	116	74%
1971	2171	1377	794	63%	802	475	327	59%
1972	2042	1064	978	52%	758	230	528	30%
Total	5849	3429	2420	58.6%	2282	1175	1101	51.5%

Table 2(b) : Trade Test for Candidates in Selected Years between 1969 and 1972: Grade Test Level I

Level of Grade Test	Grade Test Level							
	Grade I				Total			
Year	Tested	Passed	Failed	Pass Rate	Tested	Passed	failed	Pass Rate
1969	-	-	-	-	814	436	388	53.0%
1970	-	-	-	-	1544	1022	522	66.3%
1971	17	7	10	41%	2990	1859	1131	62.2%
1972	60	37	23	62%	2860	1331	1529	46.5%
Total	77	44	33	57.2%	8208	4648	3570	56.8

- Means there were no candidates to be tested for grade 1 competency and 1970

Source: Ministry of Labour and Work (1977)

The introduction of Trade tests serves to standardise and gauge the amount and quality of knowledge and skills acquired by vocational trainees. As mentioned above the starting level is Trade Test III for all trainees. Other levels- Trade test grades II and I are sat for as candidates gain experience in their places of work or enrol for training at the appropriate levels. The examination at any one level comprise both theoretical and practical components and trainees must pass both of them. Failure in any one of the components must be re-sat and passed in order for one to pass the trade tests. Table 2 shows that the level at which trainees pass is just about average; the range being from 52 to 63 per cent for Trade Test grade III; 30 per cent to 74 per cent for Trade Test Grade II; and 41 to 62 per cent for Trade Test I. The average performance for four years is 58.6 per cent for Trade Test III; 51.5 per cent for the trade test II and 57.2 per cent for trade test I for the similar period. The picture remains more or less the same when data are disaggregated by each programme as shown on Table 3.

It appears that the reasons why vocational trainees do not pass highly is due to inadequate exposure of the candidates to the English language which is the medium of instruction and which is not well understood and spoken. Most of the trainees are primary school leavers, who use short time in the evening for tuition, a time which is too short to master the content of the vocational content and moreover, the candidates have to pay for the tuition they get and so would not want to take too long time as they will lose a lot of money in preparation for the examinations. In addition, the tuition lessons are poorly organized and attended largely due to other family demands. Many trainees and teachers do not know the curriculum upon which the trade tests are based. Those, who provide the tuition, are trainers from technical Secondary Schools or technicians in particular fields of specialization but not necessary top notch technicians. The trade tests are administered from the Labour Department/VETA. Those from technical Secondary Schools utilize the Curriculum while VETA students apply for the VET Curriculum and those out of school candidates depend on the competence of their tutors during tuition lessons.

Along with the progress achieved in the development of vocational education since independence, the Ministry of Labour and Social Welfare in 1980 prepared the twenty years development plan for vocational training. The proposal was to establish 15 new regional vocational training centres beginning the year 1981/82 – 1990/91. In spite of the training progress made during the First (1964/1965-1969/70 and Second Five Year Development Plans the development of vocational education and training faced various challenges, which included among others failure of the manpower planning and the emergent social, economic and political reforms and changes during the 1970s through the 1980s.

Table 3: Vocational Trainees Performance Trade Tests Levels in the Years 1990 and 1995

Year		1990				1995			
Trade Tested	Tested level	Tested	Passed	Failed	Pass Rate	Tested	Passed	Failed	Pass Rate
Motor	III	2238	1018	1220	45%	2361	1193	1168	51%
Vehicle	II	810	497	313	61%	654	323	326	49%
	I	251	105	146	42%	222	132	91	59%
Fitter	III	371	180	191	49%	96	64	32	67%
Mechanics	II	187	89	98	48%	69	37	32	53%
	I	95	60	35	63%	29	15	14	52%
Welding	III	608	248	360	41%	349	145	204	42%
Black	II	207	103	104	50%	132	62	70	47%
smith	I	87	14	73	16%	40	17	23	42%
Masonry	III	1049	469	580	45%	593	314	279	53%
Bricklaying	II	247	169	78	68%	235	124	111	53%
	I	125	70	55	56%	58	30	28	51%
Tailoring	III	926	306	620	33%	973	399	574	41%
	II	150	95	55	63%	133	83	50	62%
	I	36	12	24	33%	21	11	10	52%
Carpentry	III	1468	718	750	49%	852	617	235	72%
	II	460	241	219	52%	285	134	151	47%
	I	121	36	85	30%	69	34	35	49%
Electrical	III	1135	563	672	50%	1660	920	740	55%
Installation	II	512	387	135	76%	630	302	328	48%
	I	229	125	104	55%	245	111	134	45%

Source: Bunnell *et al.*, (1999)

According to Buchert (1994), the shift of emphasis from education for manpower development, which stressed development of science, technology and vocational skills to Education for Self-Reliance, which stressed the promotion of social commitment and consciousness among the mass of the population, had a blow on vocational training progress. The reforms comprised Structural Adjustment Programmes (SAP) in 1982, the Economic Recovery Programme (ERP) in 1986, and Economic Social Action Programme (ESAP) from 1989 to 1992. The priority and allocation of funds were given to the directly productive sectors such as Industry, Agriculture and Finance in order to increase gross national product. Little was directed for social sectors including education. These reforms and social changes led to the need for the formation of new values, attitudes, and skills.

THE VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA) IN 1994

The development of vocational education under the National Vocational Training Division (NVTD) from 1974 to 1994 provided much experience. The shortcomings of the training system, were identified as being due to the fact that it was mainly provided by the public sector, it was under financed and it focused on labour market requirements. Hence the system of vocational training had to be changed in order to be flexible and to respond to the labour market demands. The need for the government to improve and enhance skills development that respond to both formal and informal labour market became imperative. Therefore, the Vocational Education and Training Act No 1 of 1994 transformed the National Vocational and Skills Training Division (NVTD) into Vocational Education and Training Authority (VETA). VETA's main role is to provide, co-ordinate, regulate, and finance vocational education and training in Tanzania. The core business of VETA is training in vocational skills (Sack, 2003).

The operationalization of VETA since 1994 has resulted into greater progress in the provision of vocational education and skills acquisition in Tanzania. VETA operates in an environment whereby social and economic public reforms are constantly taking place. Among the reforms introduced included the liberalization of education, which means an involvement of the private sector in both education and training. Wort (1998) argues that, the responsibility to reform and review training policies, registration and systems in response to changing demand rests on the shoulders of the state in collaboration with the social partners. Vocational training has gradually expanded due to an increase in the number of training institutions; and hence an increase in enrolment of trainers and trainees to take advantage of emerging courses / trades. In fact the participation of Private Sector training institutions (PSTIs) have substantially increased since the early nineties. The participation of the Private Sector in vocational education and skills training manifests itself in the growth of private training institutions operating as profit-making enterprises (Kondo, 2003). According to Nzali (2007) in 1995, there were 177 nonprofit making vocational institutions and 153 profit making institutions; all of which are part of the VETA because according to VETA Act of 1994 and the Education and Training Policy of (1995) all public and private training institutions are required to be registered by VETA (URT, 1995). Similarly, vocational training

institutions, owned by VETA, NGOs, government institutions, enterprises and individuals increased from 330 in 1995 (Nzali, 2007) to 900 in 2008 (VETA, 2008). Burnell *et al.* (1999) revealed that public VETA training institutions enrolled not more than 10 per cent, while VETA registered private training institutions enrolled 90 per cent of total VETA enrolment in Tanzania. In the 1990s, vocational training institutions for profit making enrolled between 14, 600 and 16, 440 trainees annually. According to Ndunguru (2003), more than 100,000 vocational trainees graduate annually through VETA systems.

VETA also has established national and regional vocational education and skills training Boards as well as Trade Advisory Committees. Further, it has developed modular curriculum known as Competence Based Education and Training (CBET), which is in line with the demand driven and labour market oriented system. CBET has replaced the old VET system known as supply-driven (Malyamkono and Mason, 2006). Above all VETA has introduced the national VETA catalogue published annually, national VETA newsletter bulletin as well as zonal newsletters throughout the country. The aim is to facilitate the co-coordinating role and the supervision of the vocational educational and skills training in the country.

Table 4: Folk and VET Enrolment by Sex, Region and Years 2008-2010

Year Sex Region	Enrolment											
	2008				2009				2010			
	M	F	%	T	M	F	%	T	M	F	%	T
Arush	4076	3736	48	7812	1390	1503	52	2893	2893	2260	46	4943
Dar es Salaam	5988	4575	43	10563	7108	7514	51	14622	17770	18785	51	36555
Dodoma	901	852	49	1753	815	552	40	1367	2315	1638	41	3953
Iringa	2114	1451	41	3565	1893	1317	41	3210	2145	1600	43	3745
Kagera	1578	1353	46	2931	3156	2706	46	5862	5862	3945	46	7328
Kigoma	375	253	40	628	1030	488	32	1518	1153	498	30	1651
Kilimanjaro	3197	2794	47	5991	3648	1037	22	4685	3195	3343	51	6538
Lindi	328	103	24	431	1092	896	45	1988	1090	480	31	1570
Manyara	334	140	30	474	114	988	47	2102	1515	1108	42	2623
Mara	579	396	40	975	1158	792	41	1950	1448	990	41	2438
Mbeya	1261	1042	45	2303	3774	2636	41	6410	2360	2010	46	4370
Morogoro	4336	1438	25	5774	3996	4452	53	8448	3455	2505	42	5960
Mtwara	766	715	48	1481	1481	951	39	2432	3150	2225	41	5375
Mwanza	2444	3013	55	5457	2459	3028	55	5487	6110	7533	55	13643
Pwani	296	198	40	494	531	623	54	1154	393	455	54	848
Rukwa	764	645	46	1409	498	361	42	859	690	418	38	1108
Ruvuma	1437	660	32	2097	2110	902	30	3012	1535	733	32	2268
Shinyanga	1552	3062	66	4614	998	428	30	1426	1288	1228	49	2516
Singida	397	280	41	677	367	281	43	648	753	593	44	1346
Tabora	1442	1553	52	2995	480	515	52	995	1515	1165	44	2680
Tanga	1987	1387	41	3374	1206	664	36	1870	3500	1655	32	5155
Grand Total	36,152	29,645	45	65,798	40,304	32,634	45	72,938	62,008	54,605	47	116,613

Key : M=Males, F=Females, T=Total

Source: percentage of women enrolees computed from URT (2010:104)

In addition, VETA Regional Vocational Education and Training Service Centres (RVTCs) have been established in more than 15 regions throughout the country. Although VETA is essentially an autonomous government agency with its own board, critics like Carmichael (1999) argue that, without clear separation between VETA's role as a regulator and financier on the one hand and training provider as well as support service provider on the other hand, it is likely that, in allocating levy resources VETA will give preference to its own training centres rather than to all registered vocational training institutions. By implication, VETA is most likely to undermine its overall effectiveness. More importantly, is the fact that, since independence to date vocational training sectors and institutions have trained and graduated many technical and manpower required for transformation of the economy.

Enrolment has increased tremendously from a total of 65,798 in 2008 to 116,613 or (77%) in 2010 most of whom were males. The enrolments by region show some fluctuations from one year to another although the overall pattern is that there is rapid growth from one year to another. In terms of gender the surprising thing is that female enrollees remained stagnant at 45 per cent in 2008 and 2009 but grew to 47 per cent of total enrollees in 2010.

Table 5: Folk and VET Graduates by Regions Years 2008 and 2009 and Sex

Year of Graduation Region	Graduands							
	2008				2009			
	M	F	%	T	M	F	%	T
Arusha	3577	3185	47	6762	2460	1239	34	3699
Dar es Salaam	4501	3565	44	8066	11072	5927	35	16999
Dododma	600	498	45	1098	1712	832	33	2544
Iringa	1774	1143	39	2917	1712	1058	38	2770
Kagera	1272	1141	47	2413	1272	1441	47	2413
Kigoma	354	235	40	589	388	192	33	580
Kilimanjaro	2658	2464	48	5122	529	977	65	1506
Lindi	175	60	26	235	458	392	46	850
Manyara	228	72	24	300	294	232	44	526
Mara	506	318	39	824	506	318	39	824
Mbeya	1082	880	45	1962	1983	1102	36	3085
Morogoro	6294	1520	20	7814	1453	1750	55	3203
Mtwara	567	384	40	951	1162	692	37	1854
Mwanza	2322	2829	55	5151	2322	2829	55	5151
Pwani	202	152	43	354	444	462	51	906
Rukwa	237	179	43	416	426	291	41	717
Ruvuma	1327	517	28	1844	1734	718	29	2452
Shinyanga	1178	2684	70	3862	824	317	28	1141
Singida	203	66	25	269	381	352	48	733
Tabora	1260	1293	51	2553	290	321	53	611
Tanga	1470	1037	41	2507	1028	593	37	1621
Grand Total	31,787	24,222	43	56,009	32,450	21,735	40	54,185

Key : M = Males F = Females T = Total

Source: Percentage of Females graduands from URT (2010)

This is not an encouraging situation at all for women although compared to the pre-independence period female participation in vocational education and training there has been tremendous improvement. Shinyanga stands as an outlier in 2008 when female enrollees exceeded that of males by 32 per cent. This was an exceptional year because in the following year enrolment of female trainees in Shinyanga, fell from 66 per cent in 2008 to 30 per cent in 2009 but rose to 49 per cent in 2010. Part of the explanation could be that perhaps female students were highly sensitized. Or that the data are not reliable. An effort to contact the centre for comment on it did not bear fruits. As you can see from table 4 the percentage of female students enrolment in vocational centres has been stagnant for some regions, increasing in some others including Dar es Salaam, Iringa, Mara, Mwanza and Pwani while in some others they portray some unstable fluctuations.

Table 5 shows vocational education and training graduates by year, region and sex. The figures portray that the total number of graduates dropped from 56,009 in 2008 to 54,185 or 3.0 per cent in 2009. Regions with improving percentage of female graduates are Kilimanjaro from 48 per cent to 65 per cent, Morogoro between 20 per cent to 55 per cent Manyara from 24 per cent to 44 per cent while others have remained stagnant like Mwanza at 55 per cent Kagera at 47 per cent and Mara at 39 per cent. The rest of the regions display some intermittent fluctuations with significant percentage rise or fall. The reasons for the variations are not precisely clear but hinge on gender awareness and sensitization, perspectives of the importance of technical and vocational education among some regions and predicated on cultural factors for some of the tribes.

By 2010/2011 female graduates from Folk and Vocational education and training as seen from table 6 reached parity percentage wise; but only eight out of the twenty one regions; namely, Mara, Dodoma, Kilimanjaro, Dar es Salaam, Arusha, Mwanza, Tabora and Tanga. The remaining regions needs more sensitization to induce and attract more female participants; especially Kigoma, Lindi, Manyara, Morogoro, Mtwara, Rukwa, Singida, Iringa and Pwani.

Table 6: Number of Folk and Vocational Education and Training Graduates by Sex Region, and Institutional Training 2010/2011

Region	FDC			VTC			Total Graduates			F%T
	M	F	T	M	F	T	M	F	T	
Arusha	76	30	106	3145	3343	6488	3221	3373	6594	51.2
Dar es Salaam	81	54	135	15487	18563	34050	15568	18617	34185	54.6
Dodoma	68	54	122	578	1010	1588	646	1064	1710	62.2
Iringa	66	237	303	2140	1141	3281	2206	1378	3584	38.5
Kagera	645	279	924	1897	1560	3457	2542	1839	4381	41.9
Kigoma	117	66	183	226	102	328	343	168	511	32.9
Kilimanjaro	42	42	84	3966	4487	8453	4008	4529	8537	53.1
Lindi	18	6	24	159	82	241	177	88	265	33.2
Manyara	42	27	69	415	177	592	457	204	661	30.9
Mara	3	9	12	185	134	519	188	343	531	64.6
Mbeya	57	12	69	619	526	1145	676	538	1214	44.3
Morogoro	0	0	0	670	431	1101	670	431	1101	39.2
Mtwara	35	46		535	380	915	570	391	961	40.7
Mwanza	375	539	914	1416	2021	3437	1719	2560	4351	58.8
Rukwa	26	24	50	337	108	445	363	132	495	26.7
Ruvuma	17	7	24	158	95	253	175	102	277	36.8
Shinyanga	232	48	280	923	532	1455	1155	580	1735	33.4
Singida	177	125	302	747	312	1059	924	437	1361	32.2
Tabora	83	80	163	283	328	611	366	408	774	52.7
Tanga	88	142	230	708	714	1422	796	856	1652	51.8
Pwani	480	312	792	1640	820	2460	2120	1132	3252	34.8
Grand Total	2,728	2,104	4,832	36,234	37,066	73,300	38,962	39,170	78,132	50.1

Note: There are big variations in the number of Folk and VET Graduates ranging from 34,184 in Dar es Salaam to only 265 in Land
 *** Data for FDC Trainees graduates for Morogoro not available. Percentages are computed from the data in the same source.
 Source: URT, (2011:124)

Table 7: Number of Folk and Vocational Education and Training Graduates by Sex, Field of Study and Mode of Delivery, 2010/2011

Field of Study	Full Time			Part Time			Total			F%1
	M	F	T	M	F	T	M	F	T	
Agriculture and Food Processing	444	444	888	71	79	150	515	523	1038	50.4
Auto Motive	5349	781	6130	1514	526	2040	6863	1307	8170	16.0
Business Administration	1263	4080	5343	599	1069	1668	1862	5149	7011	73.4
Clothing and Textiles	1022	4488	5510	65	322	387	1087	4810	5897	81.6
Construction	4416	765	5181	167	16	183	4583	781	5364	14.6
Electrical	2608	638	3246	150	26	176	2758	664	3422	19.4
General Subjects	3471	3810	7281	1510	2092	3602	4981	5902	10883	54.2
Hospitality and Tourism	2555	5171	7726	827	1101	1928	3382	6272	9654	65.0
ICT	3288	3682	6970	6548	8159	14707	9836	11841	21677	54.6
Laboratory Technology	54	92	146	0	0	0	54	92	146	63.0
Mechanical	1349	200	1549	98	35	133	1447	235	1682	14.0
Mining	75	5	80	0	0	0	75	5	80	6.3
Pedagogy/Andragogy/ Training of Trainers	312	433	745	540	665	1205	852	1098	1950	56.3
Painting	107	39	146	560	452	1012	667	491	1158	40.4
Grand Total	26,313	24,628	50,941	12,649	14,542	27,191	38,962	39,170	78,132	50.1

Note: The number of Folk and VET graduates increased from 54, 185 in 2009 to 78,132(44.2%) in 2010

Source: URT, (2011: 124). Percentages are calculated from the data in the same source

In the 2010/2011 Folk and Vocational education graduates in 14 trades increased from 54,185 in 2009 to 78, 132 (44.2%) in 2010. They include full and part time graduates. Mining was the least preferred trade by both females and males but more so by females with an absolute frequency of 5 graduates representing 6.3 per cent of total graduates. The trades in which females excel are clothing and textiles (81.6%), Business Administration (73%), Hospitality and Tourism (65%), Laboratory Technology, (63%) Training of Trainers (56.3%), ICT (54%) and Agricultural and food Processing (50.4%). Unpopular trades among females include: Mining (6.3%), Mechanical (14%) Construction, (14%), Automotive (16.0%), and Electrical (19.5%). Among trades the popularity of which is growing is Printing (42.4%). The most unpopular trades to females appear to be the ones which demand a lot of energy and efforts, those bearing the risk of losing life and those involving getting dirty during executing the tasks. These were and still are male dominated trades.

Table 8: Trend of Folk and Vocational Education and Training Trainees Enrolled and graduated by sex by year from 2006 to 2010/2011

Year	Number of VET Trainees						
	Enrolled			Graduate			
	M	F	T	M	F	T	F%T
2006	44828	34601	79429	40879	31413	72292	43.5
2007	49153	46613	95766	42713	38406	81119	47.9
2008	36152	29646	65798	31787	24222	56009	43.3
2009	40304	32634	72938	32450	21735	54185	40.1
2010	52027	50190	102217	38962	39170	78132	50.1

Source: URT (2011: 125) Percentages calculated from the data provided in the same source

Table 8; shows the pattern of graduates from Folk and Vocational education and training centers which demonstrate a ten points oscillation over the period of 5 years from 40.1 per cent of females relative to males. In 2006 the per cent of females relative males of total graduates was 43.5. The percentage rose to 47.9 per cent in the year 2007 fell to 43.3 per cent in 2008 and further down to 40.1 in 2009 but rose again to 50.1 per cent in 2010. The most encouraging point is that females have managed to reach parity with males. The challenge now is to sustain it.

IMPACT OF VOCATIONAL EDUCATION AND SKILLS TRAINING

Vocational education and skills training is vital to the development of Tanzania because it prepares human resources for enhanced productivity. Development means moving from one step to an improved one through technical “know how.” Skilled persons have important roles to play in transforming various sectors of the economy including, agriculture, industry, construction industry services, in urban and rural areas, schools and many other development activities. Evidence from the past years of vocational skills training achievements, shed some light on the government efforts in investing in skills development. Majority of graduates have since acquired knowledge and skills to enable them engage in productive activities. There is no doubt that, vocational graduates are now working in various areas of the

Tanzanian society both in public and private social and economic life dimensions. However, the question that arises concerns the extent to which the system has been able to evaluate these achievements in terms of its impact on development of the graduates themselves and that of the nation at large. Vocational education and skills training researchers including, Mwinuka *et al.*, (2000) and Fowler, (1990) reveal that, there are few tracer studies which have been carried out by the concerned institutions. In support of the argument Sack, (2003) shows that, the exercise of tracing vocational graduates is a very difficult one and rather expensive one to undertake. One of the co-authors of this paper, Nguliyamali (2011) is undertaking a tracer study of vocational graduates to gauge their impact on the surrounding area of the training centre and that of the graduates themselves. The preliminary results seem to show that the majority of the vocational graduates are engaged in production activities through self-employment using vocational knowledge and skills acquired in formal and informal training including apprenticeships and in the provision of services. However, the study has not been able to trace all graduates due to financial constraints. Hence little is known about the impact of vocational training of individual graduates and the national development at large. Therefore evidence seem to suggests that, there is limited information on evaluation of vocational training achievements in terms of its impact on development although there is every signal to indicate that the impact is impressive.

LESSONS LEARNED, CHALLENGES AND FUTURE PROSPECTS

Lessons learned

1. Vocational education and skills training in Tanzania started during the colonial period and has been growing albeit gradually during pre-independence period but more rapidly after independence when it was hastened through greater government Rulling Party will, interest and support;
2. Vocational knowledge and skills training are very important for the enhancement of human resources productivity;
3. vocational graduates are either employed in the formal sector to service industrial enterprises, engaged in self-employment since they do not work alone they also provide employment to others through on-the-job training;
4. Tthe approach to the provision of vocational education and skills training has mostly been on the supply side until the time they introduced competence based education and training assessment system during which it became ore demand oriented and provided enhanced flexibility;
5. Follow up impact studies of vocational education and skills acquisition by graduates are few and these fail to give a comprehensive and systematic picture of what impact vocational education and skills training have had on the development of both the recipients and the nation at large;
6. The rapid expansion of vocational education and skills training especially after independence and specifically after the policy of Education for Self-Reliance and liberalization of education was based on the assumption that with the practical skills one could be Self- employed. But there are mitigating factors which ought to be considered including how to access capital for the purchase of equipment, how to secure the location of the economic activities, the size of the demand for the services/products, advertisement of the products, the

services provided implying that there is need for entrepreneurship training to be included in the curricula;

7. The fact that vocational education and skills training continues to grow and be sustained, demonstrates the existence of effective demand for them, their usefulness to the individuals, who receive them and to the development of the nation through the construction of premises, pre-fabrication of shutters and frames for windows and doors, provision of facilities, furnitures in offices and in the homes;
8. The growing private sector involvement in the vocational education, skills training and development constituting very important collaborative efforts between the state, private sector and other stakeholders in the development process of the nation;
9. Little efforts have been made by the nation to evaluate the contribution of vocational education and skills to the national development; the only national study which has been undertaken is the one by Psacharopoulos and Loxley (1985), which is criticized for being too narrowly perceived and judged in terms of amount of money earned by its graduates and the propensity to find employment vis-à-vis graduates of purely academic programmes; and
10. There are encouraging efforts to improve the quality of vocational education and skills training though a lot more resources are required to improve the quality of the outputs and outcomes substantially for sustainability.

Challenges

1. Given the many private and public vocational training institutions, which have been established to provide vocational education and skills they pose the challenge of quality assurance at all levels of training including apprenticeships because the very machinery established for ensuring standards is also involved in the provision of vocational education and training skills. It would be more appropriate if that organ, VETA remains with the task of quality Assurance and leave the training to others otherwise self-assessment is always subjective and exaggerated.
2. The second challenge relates to the proportion of technicians to engineers for the development of any country. Too many technicians may create imbalances and unemployment unless the government regulates such education and training. The challenge is how to strike a balance between the manpower needs *vis a vis* supply when education and training is liberalized with no efficient coordination mechanism and unsure of the growth status of the economy;
3. The third challenge relates to the policy of re-diversification of secondary education curricula in the context of the status of the growth of the economy either too gradually or at times stagnant *visa-vis* the increasing costs of technical and agricultural training equipments; within the context of quality vocational knowledge and skills acquisition; and
4. the quality of their final products is not fine enough. The finishing and proper packaging plays an important role in value added the final touches need to be improved so that they look attractive and appealing to customers.

Prospects

There is no doubt that the finding that there is a high rate of enrolment into vocational education and technical skills training centres is suggestive of the popularity of vocational education and skills training among youths. What is critical for them is the need to improve its quality so that they can find a market not only within this country but also beyond its borders. The same should be true for the products produced that they should find a market beyond the borders because of their high quality. In this context entrepreneurship should be part and parcel of the training programme to ensure that they do not operate at a loss otherwise prospects and sustainability are likely to be weak especially because the economy of the nation does not seem to grow quickly enough due to the frequent power cuts and uncertainty of an alternative source of power. There is also the need to mechanize the tools instead of using hand tools which make them tired after a short period of working.

CONCLUSION

The overall objective of this paper was to describe the development of vocational education and skills training and development as well as to assess their contribution to the national development. The approach has been to examine the pre-independence vocational education and skills training for developments. The pre-independence period witnessed the colonial government as well as different Denominations of Missionaries establishing vocational centres which produced craftsmen who were used for the construction of public premises for the government and missionary buildings like churches and schools for the Voluntary Agencies as well to Service them; supply of furniture, roofing works and other facilities under the supervision of the more highly trained colonial counterpart. As early as 1938 carpentry enrolees were 30,980 for tailoring, 18 for Masonry, 15 for metal work 23, for printing and 9 for rural industry, all numbering 452 enrolees.

The post-independence period witnessed the development of vocational education and skills training within a more conducive environment because both the Ruling Party and the post-independence government were supportive of vocational education and skills training especially after the enunciation of the policy of Education for Self-Reliance. In what was perceived as opportunities for practicalizing the policy of Education for Self-Reliance the Government established Post-Primary Technical Centres (PPTCs) in some selected Primary Schools four in every district to enable primary School leavers, who did not have the opportunities to continue with Secondary Education to pursue Vocational Education and Skills training which could enable them to secure employment or self-employ themselves. By 1992 there were 282 PPTCs capable of enrolling 23,630 trainees although they enrolled only 6,500. The government also set up Folk Development Colleges (FDCs) under the Ministry of Education. Originally they were set to train villagers in income generating activities like canteens, retail shops, gardening, tailoring, and animal husbandry, poultry keeping but later were transformed into vocational training institutions providing knowledge and skills in Agriculture, Home Craft, Accountancy Carpentry, Masonry, Mechanics to mention but a few.

The Folk Development Colleges (FDCs) are believed to have contributed a lot as the graduates were employed in the villages to run the village shops, employed as village managers, clerks in local government, run village forms and provided services to the village communities. However, these declined in the eighties largely due to problems which faced them. The then ruling Party under the Musoma Resolutions directed that every Secondary School must have a vocational bias subject from which students must learn practical and life skills and hence the diversification of Secondary Education Curricula. The Secondary Education diversification programme run for a period of ten years before it was evaluated by the World Bank Staff, namely, George Psacharopoulos and William Loxley (1985). The results of the evaluation were very disappointing as they run contrary to the politicians' expectations of reducing unemployment. Instead the evaluation was based on the rate of return to Investment and the duration Secondary School leavers had to wait before they could secure employment. This narrow perspectives coupled with the preliminary findings of the study which were heavily criticised by Lillis(1984) King(1984) Temu(1995) and Jones(1992) demoralized all the participants who attended the presentation of the findings seminar. Apprenticeships are many and widely scattered all over the country but their contribution to the development of the country have not been formally assessed Graduates of the apprenticeships system and for purposes of employment are required to sit for trade tests III to start with and can proceed to trade test II and finally trade test grade I as they gain experiences at the places of work. Judging from what can be observed in all cities, municipalities and towns craftsmen and artisans are doing a lot of useful work in mechanics, construction of buildings roofing them and fabricating window and door frames and shutters.

During the period of Liberalization of education vocational skills training private providers increased a lot and by 1995 there 177 non-profit making institutions and 153 profit making institutions; and those owned by VETA increased from 330 in 1995 to 900 in 2008. VETA has played a very important role of coordinating, regulating and financing vocational education and training in Tanzania. The adoption of competence based Education and Skills Training has enhanced the quality of vocational education and Skills training in the country but more is yet to be done and refine further of the final products not to mention the need to introduce improved machines instead of using hand tools.

Vocational education and Skills training has been provided in the nation since pre-independence post independence to date. The speed at which vocational education and skills training and development has been growing has greatly been influenced by the Policy of Manpower Self-Sufficiency by 1980 of which the two 5-Years Development Plans took serious consideration; the Policy of Education for Self-Reliance which called for all levels of education to include skills training in the Curricula and the Liberalization of Education and training; subject which induced private providers of vocational education and skills training to provide vocational education and skills training for profit making. VETA has made great efforts to improve vocational educations and skills training but more efforts are yet to be made to improve the pass rates of those subjected to trade tests from grades III to enhance their quality further. VETA ought to be concerned more with quality

control and assurance instead of provide vocational education and training. Entrepreneurship need to be included in the curricula to equip recipients with the necessary education and skills for managing enterprises through customer care and improved finishings not to mention the need to mechanize their activities.

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