

# **Linkages between Training and Employment**

## **Proposal for Tanzania**

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## **1.0 INTRODUCTION**

The training system in the 70s and 80s was supply oriented and corresponded to the needs of a state planned economy. With the liberalisation of the economy, the Government initiated a change and in 1994, a law was passed for the restructuring of the Vocational Education and Training (VET) System so as to adapt it to the social and the economic demands was to cope with the growing unemployment rate and the lack of qualified human resources. The 1994 changes created a National Vocational Education and Training Authority (VETA) answerable to VET Board was then created to reorganise and coordinating training according to the policy of the government. A new training system to be developed and implemented, was therefore to be largely based on the demands of employers or skills necessary for self-employment.

The VET Board has taken the challenge of the 1994 VET by developing a vision which takes into account that Tanzania is basically an agricultural economy which wants to develop and that VET should be a tool to the social and economic development of this country. With this vision VET takes the challenged responsibility to take part in creating an environment for social and economic development through creating an environment for additional employment.

This challenges considers, the low qualifications evident in basic education, attitudes and techniques necessary for self-employment as well as management skills that are scarce but are substantial to increase agricultural and industrial production and curb the unemployment rate.

## **2.0 POLICY CONTEXT**

The sharp increase in unemployment in Tanzania can be attributed to three major factors, the human resource, the economic situation and VET provision. Although Vocational Education and Training does not generally have a direct impact on employment, VET provision is the linking factor between the human resources and the economic requirements and potential. If well designed, VET will contribute to develop and make full use of the labour force so that it contributes towards..... gainful employment and activities thus contribute to the economic productivity.

### **2.1 Human Resource Factor**

- the rapid growth of population increased the social need for employment places
- the human resources are not or are not adequately skilled to cope with the requirements and the opportunities of the labour market (both formal and informal sectors)
- apart from the low qualifications evident at the basic education level, unemployed persons lack attitudes and techniques necessary for self-employment as well as management skills

- the ambitions and expectations of the youth and the unemployed do not match with labour market opportunities.
- retrenchees were not qualified for other jobs available in the labour market.
- significant importation of skilled labour in some sectors e.g. hotel and tourism.

## **2.2.The Economic Situation**

- the economy does not register a positive trend of increasing investment and creating new jobs in the formal sector.
- the structural changes of the economy caused existing enterprises of the formal sector to lay off excessive labour.
- (a clear economic development policy is lacking giving guidance an assistance to investors or potential business people.)\*\*
- the productivity in industry and handicrafts agriculture is low. Local manufactured products are not yet competitive in price and quality. They can hardly compete with imported goods and have limited chances of being exported.
- the productivity and quality in agriculture and processing of agricultural products is also low.

## **2.3 VET Provision**

While VETA is a provider of VET skills, the 1994 Act, has given the coordination, regulation and financing role of VET to VETA. Hence besides VET which is provided by VETA. Also quite important are all the other centres which fall under VETA supervision whether privately owned, run by NGOs or commercial training centres. A considerable number of training centres are managed by other ministries, in particular the Folk Development Centres, or specialised centres like in fisheries and hotel industry.

Many of those centres are in critical situation, some work far beyond their capacity or offer training for which there seems to be no demand.

Currently VET provision is characterised by;

- training has been operating in isolation from the economic and employment demands it is supposed to serve
- the long courses approach combining fixed long basic and apprenticeship programme have not been accommodative to the skill demands of a combination of short and long courses to suit different targets needing specific skills for immediate or future utility.
- trade testing system has not been related to the link between practise/ competency and theory and has been administered once on an annual basic focusing on completion of long courses span.
- traditional VET has paid minimal attention for rural and agricultural related skills and even the emerging economic sectors with potential for job creation have not been adequately attended to. Much attention has been paid to traditional skills

which are already saturating the market thus having limited opportunity for creating new employment.....

### **3.0 THE LINKING FACTOR: VET PROVISION**

- A modern society requires highly skilled workers to run and maintain plants and infrastructure. Therefore VET provision has to continue to some extent with training programmes required by the formal sector.
- For the demand of the formal sector VETA conducted labour market analyses in all regions as a basis for adjustments of the training to be offered.
- An increasing number of school leavers and adults however do not find employment in the formal sector. The informal sector is the only chance for them and their family to make some income, either as a semi-skilled worker or self-employed. VETA has taken up this challenge and prepared a training concept how it can better reach various target groups and with different types of assistance to help them to gain income.
- Also VETA developed a new training concept which breaks down the training programme – at the end leading to a formal trade test – into various unit standards of a few weeks duration. These short training courses already convey employable skills to the participants. Those attendants finding employment after participating in a few courses may not need the full programme leading to the trade test.

The advantages of a flexible programme system is obvious. If a trainee feels he or she has acquired sufficient skills to be employed or to conduct his or her own business. The trainee may at any time later join another course of the programme again and complement his or her skills. This reduces the training cost for trainees and training centres, it limits the time spent in centres and gives chances to other trainees to utilise the sparse training capacity.

Social and gender access to training was a particular issue when VETA was created four years ago and still is. As most of the trainees were enrolled in formal training are Form IV leavers, it was questionable whether this was necessary. Why do masons or carpenters need to accomplish Secondary School? Do Secondary School leavers really have the expectation and dedication to work as craftspeople and technicians? VETA hence decided with the new VET Concept to follow an approach whereby training centres are wider open for youngsters with less academic qualifications.

VETA has responded to those questions and developed a complementing part of the new training concept consisting of employment oriented programmes tailor made for a particular target group. This concept uses an integrated approach of defining particular target groups, finding out their aspirations and their background, analysing the market situation of their environment and designing an integrated assistance programme. As it is a fact that technical skills alone are not sufficient to succeed as a businessman or businesswoman, commercial, marketing and business skills together with financial assistance need to be offered. The programmes therefore can contain all or some of those components.

How will we cope with the access of girls and women into training and the employment market? VETA is on the way to formulating a clear position on the question of gender equity. The promotion of socially disadvantaged groups and female trainees and what needs to be

done that the labour market accepts ladies as their employees not only in traditional fields of work are challenging tasks.

#### 4.0 CONSIDERATION OF FUTURE EMPLOYMENT POLICY

All those problems related to unemployment require different strategies and solutions and it is obvious that joint efforts are necessary to combine all stake holders in the sector of economic development, employment promotion and vocational education and training. A precondition seems to be that at least the Ministry of Labour and the Ministry of Industry create a common policy from which they develop the various strategies within their jurisdiction.

Regarding VET an important stakeholder certainly is VETA in its coordinator, facilitator and VET provider role. Also important are all the other training centres which fall under VETA supervision whether privately owned, run by a NGO or commercial training centres. A considerable number of training centres are managed by other ministries, in particular the Folk Development Centres, or specialised Centres like the Begani Fisheries Training Centre.

Many of those centres are in a critical situation, some work far beyond their capacity or offer training for which there seems to be no demand. It is a waste of resources if training centres do not operate above a certain rate of efficiency. Political attention and guidance is necessary to change this appalling situation.

At the Employment Policy Workshop in May 1999 it was emphasised that the education system and the vocational education and training, should aim at producing job creators rather than job seekers, and that the private sector should be given incentives to invest in training to augment government efforts. Vocational education and training programmes should be strengthened and broadened to cover a wider spectrum of economic activities, and in-service as well as on-the-job training should be strengthened to improved productivity in both the public and private sectors. It was agreed that since training alone does not address the needs of the informal sector, an integrated employment promotion approach that includes training as one of its components should be used. Also, since agriculture remains the main economic and employment sector in Tanzania, it should be given special attention and training should focus on it.

Strategies need to be planned and implemented on three levels:

- **Policy or Macro Level** to improve favourable economic and social conditions for increase of employment. At this level the tasks and responsibilities of the various ministries need to be clarified. A guiding principle of this overall strategy is a multi-sector approach, the Ministry of Labour playing an important role in it.
- **Executive Level:** a large number of institutions and organisations will have to be involved in the implementation of the policy with improved performance and services. In particular the private sector is to be sensitised, motivated and asked to join the programme, the employers federations, self-help groups
- **Level of the Target Groups:** (Something is said in the Strategies for Employment Promotion, please refer to it).

In order to link the training better with the employment and self-employment opportunities in the economy VETA is guided with the following general objectives:

- To provide relevant and cost effective continuing education and training for skills upgrading and re-training in the light of rapid technological change concentrating on emerging sectors with a higher (self-)employment potential like hotel & tourism, mining, commercial, fishing, etc.
- To provide initial training for school-leavers of basic education to acquire skills which will enhance their opportunities for employment or self-employment
- To establish an open and flexible training structure that will facilitate horizontal and vertical mobility within the general education and training system and contribute to a change of attitudes towards vocational education and training
- To achieve equity in the provision of vocational education and training
- To initiate programmes which use innovative training and delivery methods for increased participation in vocational education and training
- To develop national standards for vocational qualifications and regulations for the provision of vocational education and training
- To establish mechanisms for the effective co-ordination of the training system

Other policy decisions need the collaboration of other stakeholders:

- The employment promotion strategy for youth needs to be more elaborated.
- The biggest potential for new employment opportunities may be found in the agricultural sector. What strategies would lead to a higher motivation of more youths to engage themselves in agricultural or related production?