

**VOCATIONAL EDUCATION TRAINING AUTHORITY  
(VETA)**

**LABOUR MARKET (TRAINEE)  
SURVEY  
FOR DAR ES SALAAM**

**(Final Draft Report)**

**BY**

**ECONOMIC AND SOCIAL RESEARCH FOUNDATION**

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**ABBREVIATIONS**

AIDS	-	Acquired Immuno-Deficiency Syndrome
GDP	-	Gross Domestic Product
URT	-	United Republic of Tanzania
SAP	-	Strategic Action Plan (of VETA)
ESAURP	-	Eastern and Southern African Universities Research Programme
VET	-	Vocational Education Training
VETA	-	Vocational and Educational Training Authority
GTZ	-	<i>Deutsche Gesellschaft für Technische Zusammenarbeit</i>
LMS	-	Labour Market Survey
NGO	-	Non Governmental Organization
ESRF	-	Economic and Social Research Foundation
URT	-	United Republic of Tanzania
HDI	-	Human Development Index
ILO	-	International Labour Organization
YMCA	-	Young Men's Christian Association
HTTI	-	Hotel and Tourism Training Institute
O- Level	-	Ordinary Level of Secondary School Education
A- Level	-	Advanced Level of Secondary Education
SIDA	-	Swedish International Development Agency
CIDA	-	Canadian International Development Agency
MT	-	Mechanical Trades
ET	-	Electrical Trades
SI	-	Satisfaction Index
VTC	-	Vocational Training Centre
CTBA	-	Commercial Training and Business Administration
JASPA	-	Jobs and Skills Programme for Africa



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## EXECUTIVE SUMMARY

1.0 The Economic and Social Research Foundation (ESRF) was commissioned by the *Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)* to carry out a Labour Market Survey in Dar es Salaam on behalf of the Vocational and Education Training Authority (VETA). The objective of the study was the formulation of a consistent set of guidelines and operational strategies that would enable VETA to carry out its main function of providing training to the labour market participants as per the existing market requirements.

The specific target of the survey was to ensure that the training provided by VETA is basically demand driven and cost effective. The data and information of this LMS study have been collected, analysed and stored for the future tracer studies in Dar es Salaam.

### 2.0 Major Findings of the DSM-LMS Trainee Survey

#### 2.1 The present new environment requires new skills

The characteristics and structure of Dar es Salaams labour market have been changing over time in response to changes in the country's economic management, political system and structure. Following the economic reforms adopted in the mid 1980s, the relative importance of the public sector as a source of wage employment has substantially declined. In addition, the entry of new firms in the market has resulted in the introduction of new production techniques and hence a demand for new skills. This calls for skill acquisition in new areas.

#### 2.2 Social services poor

The demography, availability and quality of social services are factors influencing the type, quality and size of the labour force. The fast increasing population in Dar es Salaam region has resulted in a large labour force, but the low level of social services means they are mostly unskilled. This points to the need for better social services especially in the educational sphere.

### **2.3 Employers suspicious of VET graduates**

It is difficult for students trained at vocational institutes to penetrate the formal labour market. Employers are suspicious of the quality of the qualifications that VET graduates purport to have even if they do have the qualifications. Frequently, the labour force is not trained in areas that there is a demand in, but in areas that there is already an excess of supply in. The educational institutes, in other words, are not dynamic in their response to the demands of the employers in the private sector. This calls for dynamicity of educational institutions in providing the appropriate skills/skills in demand. It also calls for improvements in the education offered by VET institutions, promotional campaigns and the development of partnerships between VET institutions and potential employers.

### **2.4 VET graduates poorly equipped for self-employment**

Vocational education training has changed from being a "substitute" for general education for those who "fail" to proceed with secondary education (because there are relatively few secondary schools), i.e., it substitutes for secondary education, by being a "supplement" for many who already have secondary education who fail to get placement in colleges or institutions of higher learning (mainly due to poor grades). As a result, students in vocational education are mainly comprised of young people who have only completed secondary school and need to acquire some marketable skills as a way of obtaining employment. Of course, an alternative source of employment, for VET graduates who do not obtain employment, which could be an income generation source could be the informal sector. This calls for carefully selected curricula that provide high quality and marketable skills in both the formal and informal sectors.

### **2.5 A certain amount of gender discrimination exists**

Vocational education is open to both males and females, although certain courses are earmarked for one type of sex. For example, nursing, handicraft and hotel and tourism courses were found to be mainly attended by female students, whereas mechanical trades, masonry, electrical and other technical trades had male students as the majority. This is not in accordance with the official policy of encouraging the equal representation of both sexes in as wide a variety of work as possible.

This calls for educational campaigns to change the mind-set of the citizenry, most of whom are culturally indoctrinated to believe that women are inherently weak(er) and/or less gifted and so simply cannot acquire the mentioned skills. To change this thinking will take time and will require a revolution by evolution (so to speak) for the young generation and retraining for the older generations.

## **2.6 Career choices among trainees not based on advice by professionals**

There are several factors that influence the decision to undertake specific training. Among them are the following: the capacity and interest of the trainees, labour market conditions such as wage and employment opportunities, the VET institutions on offer (the type of VET institutions, where they are located, training costs and finally, counseling).

Trainees received counseling mainly from parents, guardians and relatives who have little knowledge of the vocational training process, labour market trends, interests and capacity of the potential student. Families have a strong influence on the decisions of many young VET students. This calls for awareness campaigns that would sensitize parents on the need to give advice based on a knowledge of the current demands of the labour market. If these are not known to them, they should seek counseling from bureaus that should be established solely for providing career advice and seeking out employment opportunities for VET graduates (and well as graduates from other educational institutions).

## **2.7 Trainees lack work experience**

The majority of the trainees had not worked before, and even of those who had worked, over 40 percent were undertaking courses not related to their previous work. This signifies a lack of work experience, which is important in vocational training especially in technical trades. This points to the need for practical training/work experience.

## **2.8 Tanzania is urbanizing fast: High employment potentials/ many business opportunities**

The vast majority of respondents indicated that the economic activity of their parents was farming and they are from the rural areas. This emphasizes the speed with which Tanzania is urbanizing. Very few of those in vocational training were following their parents occupations. It is evident that most of those attending the vocational schools

are either immigrants from the rural areas themselves or the first generation of those born in the city. Their best chance of successful transition from rural to urban dwellers is in vocational training for private and informal sector jobs. This needs to be combined with the governments continued nurturing of the private sector to ensure employment opportunities. This calls for strategic planning in the kind of vocational education provided.

## **2.9 Constraints related to training exist**

At present, there are problems related to training. The barriers for the trainees in the course of learning include the lack of sufficient teachers and other teaching related problems, and the fact that the medium of instruction (usually English) is not effective due to poor educational background on the part of the students, a shortage of training materials, textbooks, practical and other equipment/tools and insufficient duration of the courses to enable the acquisition of skills. This calls for a revamp of educational systems.

## **2.10 Fees considered high**

Students generally complained about the cost of attending the schools. The fees are not affordable to many poor students. Many schools, particularly the Missionary ones, cover part of their costs through the selling of items produced by trainees such as tables, chairs and so on. It may be possible to extend this concept further afield: each vocational school should ask itself what service it can offer which would complement the training it can provide to the public. This calls, for example, the provision of soft loans, the setting up of scholarship funds for those who excel (as an incentive), and as an income generation source, small workshops, vegetable farms, and horticultural farms.

### **2.10 A wide demand-supply gap exists**

A wide gap exists between the type, quality and quantity of skills demanded and those supplied in the Dar es Salaam labour market. The presence of unemployment in university and other graduates from high level learning institutions in the business sector has led to a situation where vocational training graduates are squeezed out of the market, as they have to compete with the former in non-technical areas. The vocational education provided needs to be adjusted in order to adequately prepare the workforce for the prevailing labour market conditions. Dialogue should be established between VET providers and (potential) employers.

### **2.11 Courses should be augmented by practical training to ensure excellence**

The survey revealed that 45 percent of all trainees interviewed were taking courses with a duration of a maximum of one year. At least 46 percent were in courses lasting for two years maximum. This shows that over 90 percent of all trainees interviewed were expecting to complete their course in two years or less. This is adequate given the objectives of VET courses, background, capacity and interests of students, available resources and the needs of the Dar es Salaam region labour market. However, it calls for an intern or practical training period.

The needs of older trainees (who have family/jobs responsibilities and so cannot spend long periods in training programmes) should be considered. Thus a balance could be found between long and short courses, (e.g. in-service courses) to cater for trainees with some work experience should be developed in addition to the long-duration courses which cater to the needs of new-comers who lack any work experience. An apprenticeship periods/registration boards could also be set up to ensure excellence as is the case for (among others) accountants and engineers.

### **2.12 Computer training high in the list of demanded skills**

Because of the speed with which information technology has developed and the speed with which economic, social and political reforms have occurred, a generation gap has emerged. It is reasonable to expect that many of the children of rural farmers will be operating computers.

DSM-VETA needs to be aware of this challenge and be able to respond to it. Given the flexibility and energy of young people, this challenge is by no means insurmountable. This, of course, then calls for educational campaigns which provide information and training in skills with a high market demand such as (e.g. computer skills).

These educational campaigns should focus on removing the generation gap by providing information on current labour market demands e.g. through radio or TV programmes.

### **2.13 VET trainees have poor educational backgrounds**

The weak educational background hinders performance at vocational school. This was a problem found in all the institutions that participated in the survey. Most students found to have advanced secondary education were in electrical trades, information and

technology and motor rewinding. DSM-VETA therefore should consider that there are certain type of courses which are appropriate for trainees with a certain education backgrounds. This emphasizes the need for an integrated, demand-driven educational-system wide approach to training.

### **2.14 Trainees optimistic about the future**

The majority (92%) of the trainees indicated they were very optimistic about the future. In all trades most trainees indicated that they thought the future will be better and that they would benefit from training 49 percent of all trainees were confident of finding a job related to their field. Some extremes however are notable in trades like mechanical, motor rewinding, and information and technology. In these trades the majority of trainees were sure of finding jobs in their fields of specialization. Again, this calls for educational campaigns on and points to the need for counseling bureaus to educate trainees on how to make the right career choices, based on a sound knowledge of a free market environment.

## **3.0 Policy Strategies and Recommendations**

It should generally be recognized that DSM-VETA is responsible for following up the implementation of the existing policies on vocational training and education and the provision of

any amendments where necessary. Therefore when it comes to, for example, regulating of vocational training centres by setting standards for different trades, DSM-VETA has another important role to play in ensuring that the provision of vocational education is effective. DSM-VETA needs to carefully monitor course quality and content to ensure high quality teaching and promote employer confidence in graduates from VET institutions.

Strategies to ensure the attainment of high quality graduates that satisfy market demands include the following:

### **3.1 *Medium term to long term strategies***

#### **3.1.1 Establish/provide centres to act as sources of labour market information**

In order to bring the market back into equilibrium, the flow of information must be stimulated. It is suggested that job centres and employment bureaus be established by the relevant ministry and VETA to allow easier access to information. This will have at least two positive effects on the labour market. Firstly, it will allow job seekers and

employee seekers to establish contact, and secondly, it will allow those contemplating training to make sure that the course they choose will provide them with skills that are needed in the market place, thus increasing their chances of employment. The government should establish job centres and employment bureaus for the Dar es Salaam region in order to stimulate the flow of supply and demand information about the labour market.

#### **3.1.2 Remove educational background inadequacies**

Variations in the educational level of incoming students should be minimized. There are two possible ways to do this: through setting minimum entrance qualifications or through having crash courses in key subject such as Maths, English and basic sciences for those who need it prior to the beginning of training. Intensive pre-training English and maths crash-programme should be introduced in vocational centres for trainees who have been identified to have unsatisfactory primary/secondary education. These need to be comprehensive and cost effective in terms of money and time.

#### **3.1.3 Develop VET centres-private sector partnerships**



VETA should do what it can to encourage small, medium and large sized institutes. Incentives should be used to promote private sector participation in VET. Large and medium sized institutes should expand the number, type and level of courses so as to cater for as many of the market=s demands as possible. This will increase the efficient utilization of the resources already available at VET institutes. VETA should facilitate and promote the establishment of vocational training institutes of all categories by district in order to encourage a competitive climate. Commercial VET providers should be encouraged, as should the introduction of courses in new areas such as information technology. The quality of primary and secondary education needs to be raised in order to provide a solid foundation for vocational schools to build on. Some vocational classes could be taught at primary and secondary school. These should be co-ordinated jointly by the Ministry of Education and DSM-VETA.

#### **3.2.4 Provide possibility of practical experience**

Having noted the lack of sufficient practical experience, it is proposed that DSM-VETA should devise a mechanism that will ensure the provision of vocational education for both in-service and pre-service. One of the possible solution could be to look at the possibility of introducing vocational courses in other education levels e.g. primary education, so as to equip the entering students with some basic knowledge.

#### **3.2.5 Remove gender biases**

On the aspect of gender discrimination, it is suggested that DSM-VETA programmes incorporate some gender-specific measures to ensure full participation of both sexes in as many vocational courses as possible. Integrate women=s issues into all employment and vocational training issues as well as development plans. Women should also be involved in administrative responsibilities and in decision-making in vocational training issues. Educating a female is to educate the whole nation because women essentially bring up the family, thus their education, training, improvement of their productivity and income; and participation in decision making process in society should be encouraged.

#### **3.2.6 Take measures to make attendance fees affordable**

On high attendance fees, it is proposed that Government or other institution(s) provide loans to assist, and that this be extended to include helping find employment for vocational graduates. If fees are still prohibitively high, the government should consider use of low interest loans to facilitate access to quality training. Institutes should be more active in helping their graduates to find employment. DSM-VETA needs to step up awareness campaigns among members of the general public as DSM-VETA has an important role to play in counselling.

### **3.2 *Short-term strategies/ Strategies for immediate implementation***

#### **3.2.1 *Revise curricula to meet labour market demands by providing new skills***

DSM-VETA is advised to revise its curricula in order to cope with the prevailing societal changes e.g. the expressed need for the 21st century of Science and Technology; need for quality labour, entrepreneurial skills, etc. There is a need for strong practical components in vocational training. This requires that students have access to relevant machinery and tools. More variation in courses needs to be encouraged in order to supply the variety of skills that the market requires. This includes higher levels of specialization and more varied curricula providing multiple-skills. The need for appropriate skills relating to self employment is also high.

#### **3.2.2 *Establish a monitoring mechanism to ensure quality in the training provided***

It was noted that many new schools are being established in the private sector. DSM-VETA must be vigilant to ensure that quality is maintained. DSM-VETA has to ensure that both itself and the institutions under it are operated in a transparent and fair manner especially in as far as resource allocation is concerned. A competitive and active vocational training sector will encourage the cross-fertilization of ideas and concepts whilst stimulating the institutes to be cost effective and efficient. This growth and competition should be encouraged, and all providers given equal opportunity. Strong links need to be forged between DSM-VETA and the private sector.