



UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

TVET INDICATORS REPORT

JULY, 2021

TABLE OF CONTENTS

1.0	CHAPTER ONE: INTRODUCTION.....	1
1.1	Background.....	1
1.2	Purpose of the TVET Indicators Report	1
1.3	Sources of TVET Data and Limitations -.....	2
1.4	Overview of the TVET system/land scape in Tanzania	2
1.4.1	Public and Private TVET institutions	3
1.4.2	SDF and Bursary Scheme	8
2.0	TVET POLICY AND FINANCING	9
2.1	The Education and Training Policy of 2014	9
2.2	Vocational Education and Training System in Tanzania	9
2.3	National Human Development Strategy	10
2.4	Institutional set – up forTVET	11
2.5	TVET Financing in Tanzania	14
2.6	International assistance for TVET	15
3.0	ACCESS AND PARTICIPATION.....	16
3.1	School-based TVET offering by public TVET institutions	16
3.2	Short term training courses provided by public TVET institutions.....	18
3.3	School based TVET offering by non-public TVET institutions	18
3.4	SDF achievements.....	19
3.5	Overview of Apprenticeship Programs.....	20
4.0	QUALITY OF TVET.....	21
4.1	Students/ trainees- teacher ratio in public TVET institutions	21
4.2	Completion rate in TVET programs	21
4.3	Update of TVET curricula.....	23
4.4	Teacher training	23
4.5	Infrastructure and equipment	25
5.0	RELEVANCE	25
5.1	Popularity of TVET.....	25
5.2	Employment by sector/sub – sector (by gender, age and level of education)	26
6.0	CHALLENGES AND RECOMMENDATIONS.....	30
6.1	Summary of challenges encountered by the TVET system:.....	30
6.2	Propose actions.....	30

1.0 CHAPTER ONE: INTRODUCTION

1.1 Background

The major aspiration of the Tanzania Development Vision 2025 is to transform the economy towards a middle-income country led by modernized and highly productive economic activities by the year 2025. The vision recognizes the need to have a high-quality education system, which produces quantity of educated people with requisite knowledge and skills to meet the development challenges in a competitive manner. Similarly, the National Five-Year Development Plan II (NFYDP II) 2016/17-2020/21 focuses on 'nurturing industrialization for economic transformation and human capital development'. It also entails moving Tanzania into a semi-industrialized country by the year 2025. The objectives, among others, stipulated in the NFYDP II are to:

- Accelerate a broad-based and inclusive economic growth that reduces poverty substantially and allows shared benefits among the majority of the people through increased productive capacities and job creation especially for the youth and the disadvantaged groups;
- Improve quality of life and human wellbeing;
- Foster development of sustainable productive and export capacities; and
- Promote availability of requisite industrial skills (production and trade management, operations, and quality assurance, etc.) and skills for other production and service delivery.

1.2 Purpose of the TVET Indicators Report

The general purpose of compiling TVET indicators Report is to create a benchmark for informing stakeholders on TVET operations, management, and how learned best practices can be used to enhance the quality of TVET in the country towards achieving national goals.

Specifically, the report intends:

- i) to compare various resources used to support TVET activities;
- ii) to compare and link the number of graduates with new employment opportunities created annually;
- iii) to compare roles of TVET stakeholders in relation with the National Skills Development Strategy; and
- iv) to evaluate various procedures used in establishing TVET institutions.

1.3 Sources of TVET Data and Limitations -

The main sources of information used to compile this report include published and published data base and reports from the Ministry of Education, Science and Technology, the National Council for Technical Education (NACTE), Vocational Education Training Authority (VETA), Ministry of Health and Social Welfare, The National Bureau of Statistics (NBS) and several other MDAs which have TVET institutions in the country.

In principle, the Basic Education Statistics (BEST) published yearly by the Ministry of Education, Science and Technology provides the best source of data on TVET. It provides detailed data on TVET training although several gaps exist due to various reasons. However, there are other several sources of information compiled and managed at various levels including the training authorities, the training institutions and the respective ministry responsible for specialized sectoral TVET training. Notwithstanding the fragmented TVET MIS in the country, the basic information on TVET is available although with several limitations including data gaps and inconsistencies; and in some cases data are protected because they are yet to be verified or not readily available for public use.

1.4 Overview of the TVET system/land scape in Tanzania

The formal education system in Tanzania comprises four tiers: pre-primary education, primary education, secondary education and higher education. Pre-primary education starts at the age of 5 and lasts for 2. Primary education, which is compulsory, lasts for 7 years, starting at the age of 7 and completing at the age of 13. Secondary education has two Levels: the first, which is known as Ordinary Level (O-Level), spends 4 years followed by the second level commonly known as Advanced Level Secondary School (A-Level). Youth completing their primary education but not advancing to the secondary education may get technical/vocational education and training for 2 years. Analogously, those who do not proceed to advanced level secondary education or university education may join the TVET system.

TVET encompasses Technical Education and Training (TET) and Vocational Education and Training (VET) that are considered part of formal education, as well as folk education and the pre-vocational stream of integrated post-primary education (IPPE) in the non-formal sector. TET trains O-Level and A-level graduates in areas of high level technical specialization for occupations classified above the skilled crafts/artisans (vocational), but below scientific or engineering professions (TWF, 2014). Training is validated by a certificate or diploma, according to the duration of

the training programme (equivalent to Levels 4 to 7 of the Tanzanian Qualifications Framework, TQF).

VET prepares learners to practice a skilled occupation in industry, occupation or trade through competence-based training. It is provided by vocational training centers (VTCs), under the Authority of the Vocational Education and Training Authority (VETA), and some folk development colleges. Successful completion is validated by a competency certificate in the relevant trade/occupation (equivalent to Levels 1 to 3 of the TQF). Folk Education (FE) is a formal education programme offered through community-based folk development colleges (FDCs); it focuses on employment, participation in community social and economic affairs and self-reliance. The programme is open-access, for learners of any age or level of academic achievement. Courses are offered in short-term (up to 90 days), long-term (up to two years) and outreach. There is a total of 55 FDCs in the country which are mostly in rural or semi-rural areas. Fifteen Integrated Post Primary Education (IPPE) offers a pre-vocational stream for learners to acquire skills for self-employment or employment, or to pursue VET. IPPE's academic stream provides primary leavers who have passed the PSLE, but failed to obtain a place in lower secondary education, with an alternative option to prepare for and sit the CSEE and pursue A-Level secondary if successful. The programme also overlaps with Folk and Adult Education in the provision of non-certified vocational training; but there is currently ample room for both initiatives, given the high potential demand from youth seeking to acquire marketable work skills.

1.4.1 Public and Private TVET institutions

TVET training institutions are divided into three categories according to ownership: government, private and NGOs. Government vocational centers are mainly run by the Vocational Education and Training Authority (VETA) which was established by the Act of Parliament No. 1 of 1994 (revised 2006) to provide quality vocational education and training that meets labour market needs. A good number of vocational centers are run by other government ministries, local governments and parastatal organizations. Private vocational centers are run by individuals either singly or in partnership. NGO vocational centers are run by some religious groups, communities or international organizations.

VETA runs 43 vocational centers in different regions, and also coordinates more than 608 non-VETA in various regions. The capacity of total VET system in 2015 was 160,000 per year, but actual placement of trainees was over 800,000 per year. That is, the facilities of the VET system and well-trained teachers are far less than the needs. In 2019/2020, the total number of VET institutions had grown to 798.

Of the total 430 TET institutions in the country in 2019/2020, 176 or 40.93% were in the public sector while the rest or 254 TET institutions were owned by NGOs and the private sector (Table 1a).

Table 1a. TET Institutions by Classification and Ownership

S/N	Subject Board	Public TET			Non - Public TET		
		2017/2018	2018/2019	2019/2020	2018	2019	2020
1	Business, Tourism and Planning	62	57	74	80	77	81
2	Health and Allied Sciences	58	58	45	105	109	137
3	Science and Allied Technologies	57	58	57	32	29	36
TOTAL		177	173	176	217	215	254

Between 2017/2018 and 2019/2020, the number of public TET institutions have continued to increase. The decreased that is seen to Health and Allied Sciences from 58 to 44 is due to merged of 32 institutions to 9 institutions for more efficient. Also, non-public TET institutions increased from 217 in 2018 to 254 in 2020.

Of the 176 public TET institutions in 2020, 74 (42.53%) provided training in the broad sector of Business, Tourism and Planning; 44 (25.3%) in Health and Allied Sciences, and 56 (32.2%) in Science and Allied Technologies. Table 1b shows zonal distribution of the TET institutions in the country. The Eastern Zone, which includes Dar es Salaam, has the biggest number of TET institutions followed by Northern Zone (75) and Lake Zone (70).

Table 1b: Zonal distribution of TET Institutions

S/N	Name of Zone	Total Number of TET Institutions in the Zone in 2020/2021
1	Lake Zone	70
2	Northern Zone	75
3	Southern Zone	21
4	Southern Highlands	48
5.	Central Zone	53
5	Western Zone	33

6.	Eastern Zone	116
7	Zanzibar Office	14

By 2019/2020, there were a total of 779 Vocational Education Training (VET) institutions in Tanzania; of which 657 (84.3%) were private institutions and only 122 were public VET institutions (Table 2). However, the public sector has more category A&B VET institutions than the private sector whose about 97% of its VET institutions are categories C&D.

Table 2. VET Institutions by Category and Ownership

Category	Public VET Institutions			Private VET Institutions		
	2017/2018	2018/2019	2019/2020	2017/2018	2018/2019	2019/2020
A	N/A	10	10	N/A	4	4
B	N/A	15	15	N/A	13	13
C	N/A	53	55	N/A	342	529
D	N/A	10	10	N/A	167	233
TOTAL	N/A	88	90	N/A	526	779

Regional Distribution of the various VET institutions in the Country

Table 3 shows the distribution of VET Centers and their ownership or affiliation in the country in 2021. The total number of VET centers has increased from 779 in 2019/2020 to 822 in 2021. Dar es Salaam city has the highest number (142) of VET centers in all most all forms of ownership. It has 122 private VET institutions in addition to 16 public VET centers found in the city. Arusha is second to Dar es Salaam in terms of the total number of VET centers (67) followed by Mwanza, Kilimanjaro, etc. Simiyu region and Katavi have the smallest number of VET centers relative to other regions.

Table 3: Distribution of VET Centers by Region

Regional	CBO	CENTRAL GOVERNMENT	CO-OWNED	COMPANY	FBO	LOCAL GOVERNMENT	NGO	PRIVATE	VETA	TOTAL
ARUSHA	0	0	4	0	17	3	5	36	2	67
DAR ES SALAAM	0	16	0	9	22	3	11	79	2	142
DODOMA	0	5	2	1	9	0	1	24	1	43
GEITA	0	0	0	1	2	0	0	3	0	6
IRINGA	0	2	0	1	21	0	7	19	1	51
KAGERA	0	4	3	0	9	0	3	18	1	38
KATAVI	0	0	0	0	1	0	0	3	1	5
KIGOMA	0	2	0	0	3	0	3	2	2	12
KILIMANJARO	0	0	1	0	27	0	9	19	1	57
LINDI	0	2	0	0	4	1	0	4	1	12
MANYARA	0	0	0	0	11	0	0	10	2	23
MARA	0	3	0	1	7	0	2	8	1	22
MBEYA	0	3	1	4	14	0	5	23	2	52
MOROGORO	1	7	1	1	9	0	0	13	4	36
MTWARA	0	3	1	0	5	0	0	3	1	13
MWANZA	0	9	3	1	10	1	1	39	1	65
NJOMBE	0	2	0	0	11	0	5	13	1	32
PWANI	0	3	0	0	8	0	1	9	1	22

Regional	CBO	CENTRAL GOVERNMENT	CO-OWNED	COMPANY	FBO	LOCAL GOVERNMENT	NGO	PRIVATE	VETA	TOTAL
RUKWA	0	0	0	0	8	0	0	5	1	14
RUVUMA	0	3	0	0	20	0	2	5	1	31
SHINYANGA	0	0	0	0	8	2	0	9	1	20
SIMIYU	0	1	0	0	0	2	0	3	1	7
SINGIDA	0	1	0	0	4	0	1	9	1	16
SONGWE	0	1	0	0	4	0	1	3	1	10
TABORA	0	0	0	1	3	0	0	7	3	14
TANGA	0	2	1	0	1	1	0	6	1	12
TOTAL	1	69	17	20	238	13	57	372	35	822

Of all the 822 VET centers, 392 (47.7%) are private; 238 (29.0%) are faith-based institutions; 69 (8.3%) belongs to the central government; and the rest (15%) are owned by several other organizations including local governments as indicated in Table 3.

1.4.2 SDF and Bursary Scheme

Skills Development Fund (SDF) is an instrument under the programme of Education and Skills Development for Productive Jobs, established to promote expansion and quality of skills development opportunities in the core and enabling economic sectors namely: Agriculture and Agribusiness; Tourism and Hospitality; Construction; Energy; Transport and Logistics and Information and Communication Technology. Furthermore, the SDF is a results-oriented tool for improving relevance, quality, equity, and efficiency of post-secondary education and training by providing competitive grants to both Public and Private Institutions in different four windows based on different training levels as follows: (a) university level; (b) technical education and training; (c) vocational education and training; and (d) alternative training (informal).

The SDF Bursary Scheme is an integral part of the Skills Development Fund (SDF) created to provide promising youth, essentially from poor and vulnerable households, an opportunity to acquire a set of skills allowing them to support themselves and their families. The bursary has the form of a non-refundable grant comprising a stipend grant (accommodation, transport, and food) and a grant covering the actual cost of the training. The success criterion for the SDF Bursary Scheme is the number of beneficiaries who have completed the training, of which at least 45% of the beneficiaries should be women.

The Management of the SDF Bursary Scheme follows the existing structure of managing all projects at the Tanzania Education Authority (TEA), in which projects are conceived at Department level, then discussed by the Management team (convening as the Education Support Committee), which presents recommendations to the relevant Board Committees for deliberations, before final submission to the TEA Board for endorsement.

2.0 TVET POLICY AND FINANCING

2.1 The Education and Training Policy of 2014

The Education and Training Policy of 2014 encompass the entire education and training sector with the objectives of increasing enrolments, enhancement of access and equity, improvement of quality and relevance, expansion and optimization of the use of facilities, and operational efficiency throughout the system. Other broad policies aim at enhancing partnerships in the delivery of education and training, broadening the financial base and the cost effectiveness of education and training, and streamlining education and training management structures.

Thus, Education and Training Policy in Tanzania, basically seeks to ensure effective and efficient achievement of the National goals expressed in the Tanzania Development Vision 2025, including realization of the objectives envisaged in the National Five-Year Development Plan (NFYDP) II -2016/17-2020/21.

It is estimated that more than one million primary and ordinary secondary school graduates terminate their education journey every year and enter the labour markets without work skills. The Government's efforts to achieve economic growth and reduce poverty will be compromised if appropriate skills development programmes for this group will not be designed and implemented effectively. Clearly, expanding and improving the current TVET system will create opportunities for skills development for youth, particularly those who, for some reasons, fail to go through the various levels of the education system.

2.2 Vocational Education and Training System in Tanzania

Vocational Education and Training Authority (VETA) is an autonomous Government Agency established by the Parliamentary Act No.1 of 1994 [Revised 2006], with broad tasks of coordinating, regulating, financing, promoting and providing Vocational Education and Training (VET) in Tanzania.

The National Council for Technical Education (NACTE) is a corporate body established by the National Council for Technical Education Act, 1997 (Act No. 9 of 1997). The Act provides a legal framework for the Council to coordinate provision of technical education and training and establish an efficient national qualifications system that will ensure that products from technical institutions are of high quality and respond to changing needs as well as technological innovations in the world.

The Vision of VETA is 'to be a body of excellent VET system that is capable of supporting national socio-economic development in the global context'. The Mission is 'to ensure the provision of quality VET that leads to generation of competitive labour force and contributes to socio-economic development through effective regulation, coordination, financing and provision, in collaborating with different stakeholders.

The functions of TVET are to ensure quality and effective development of technical and vocational education and training subsectors' policies and resource mobilization for enhanced access, quality and equity in technical and vocational skills development (NACTE). Other functions include:

- i) To conduct TVET skills audit from time to time;
- ii) To promote high quality and internationally competitive teaching and learning, research and innovation;
- iii) To provide inputs in developing, monitoring, evaluating plans and reviewing implementation of technical and vocational skills development policies;
- iv) To monitor and evaluate the implementation of the ministry's technical and vocational skills development programmes and projects;
- v) To liaise with the Tanzania Commission for Universities as well as the National Council for Technical Education, Vocational Education and Training Authority and other professional bodies and thereby facilitate the development of quality and relevant technical and vocational and related skills-sets in the country;
- vi) To promote and sustain Regional and International Cooperation on Technical and vocational skills development;
- vii) To maintain a closer working relation with the ministry responsible for Folk as well as Community Education for harmonious development of vocational and technical skills at community levels;
- viii) To promote public awareness on functions and roles of technical and vocational skills subsector; and
- ix) To prepare and submit periodic reports as required from time to time.

2.3 National Human Development Strategy

In recent years, Tanzania's approach to economic development has placed renewed emphasis on the importance of economic transformation in driving poverty reduction and prosperity, which have driven the country from less developed country to low middle-income country. The term economic transformation refers to a structural

change in the economy, characterized by a relatively less contribution to GDP from the key economic priority sectors namely Agriculture; Construction, Tourism and Hospitality, Energy, Transport and Logistics and Information and Communication Technology; accompanied by a demographic transition from high birth and death rates to low birth and death rates. However, a major premise of Tanzania Human Development must go hand in hand with creation of decent jobs, income growth and better social service provisions.

2.4 Institutional set – up for TVET

i) Role of MoEST

TVET is among the key result areas coordinated by the Ministry of Education, Science and Technology. In ensuring planned activities are implemented towards achieving the goal, the Ministry plays the following roles: Formulation of Policies on Education, Research, Library Services, Science, Technology, Innovation, Skills, Training Development and their Implementation strategies; talents Identification and Development; skills Mapping and Development; promotion of Application of Science, Engineering, Technology and Mathematics; teachers' Professional Standards Development; Development of Local Expertise in Science, Technology and Innovation; performance Improvement and Development of Human Resources under the Ministry; and Collaboration with Extra-Ministerial Departments, Parastatal Organizations, Agencies, Programmes and Projects.

Other roles includes collection of employment data in close collaboration with the central bureau of statistics on informal sector activities in the country on regular basis; establishing centers for career counselling and guidance on self-employment opportunities for the informal sector; expanding and consolidating TVET to match the demand of personnel for training institutions in both public and private sectors; collaboration with international stakeholders to ensure constant supply of financial resources to support various TVET projects; and Institutional linkages and collaboration between our local technical education institutions and foreign institutions or organizations.

ii) Roles and Mandate of VETA, NACTE, TEA and SIDO

VETA

As indicated earlier, among others, the roles of VETA include provision of vocational education and training; coordinating vocational education and training; regulating vocational education and training; financing and managing VET funds; and promotion of Vocational Education and Training.

NACTE

The National Council for Technical Education (NACTE) is a corporate body established by the National Council for Technical Education Act, 1997 (Act No. 9 of 1997). The Act provides a legal framework for the Council to coordinate provision of technical education and training and establish an efficient national qualifications system that will ensure that products from technical institutions are of high quality and respond to changing needs as well as technological innovations in the world. The roles NACTE in accordance with the Parliament Act, Cap.129 is to oversee and coordinate the provision of technical and vocational education and training in the country. In addition, other roles includes: regulation, quality assurance; and policy advisory role.

TEA

Tanzania Education Authority (TEA) was established under section 5 (1) of the Education Fund Act No.8 of 2001 to manage the Education Fund. The Fund was established under the same Act with the intention of supplementing the Government's efforts in financing education development in all levels of education in Tanzania Mainland, and financing tertiary levels of education in Zanzibar. Based on Section 4 (3) of the Education Fund Act, the monies deposited are supposed to be used in improving Access, Equity and Quality of education in accordance with provisions of the enabling Act.

Tanzania established the Education Fund (managed by TEA) with the aim of exploring sustainable sources of revenue for improvement of Access, Equity and Quality of education countrywide. The roles of TEA include securing adequate and stable financing for education; raising the quality of education and increase access and equity; developing periodically the formula of allocation and disbursement of funds to different education levels; and to monitor the utilization of funds disbursed to access if the intended objective is met.

iii) Roles and Mandate of Sector Skills Councils

In the implementation of ESPJ program under result area 1, 'Strengthening the Institutional Capacity of the Skills Development System', Tanzania Private Sector Foundation (TPSF) was given mandate by the Government of Tanzania to coordinate establishment of Sector Skills Councils (SSCs), in the key priority economic sectors, as a platform for coordination and collaboration on skills development within the

sectors. Establishment of SSCs would contribute significantly towards reduction of skills mismatch in the key economic sectors and attainment of National aspiration for skills development as stated in the Tanzania Development Vision 2025, the 2014 Education and Training policy, the 2008 National Employment Policy and the Second Five Year Development Plan, by increasing the percentage of the highly skilled population from 3.3% to 12%, and the percentage of mid-level skills from 33% to 54%. In the Same way, the percentage of low-level skills population needs be lowered from 84% to 54% by 2025.

The roles and mandate of SSCs in supporting TVET set up include identification and prioritizing skills needs in priority sectors; advice/collaborate with the respective Regulatory Authorities to define and review training programs and curricula; promote enterprise-based training for students and instructors in enhancement of alternative training (employer-based training) namely apprenticeship, internship, short-term training, instructors' attachment to industry with a focus on up-dating skills levels; develop industry skills strategies and plans to achieve priority goals in line with NSDS; and facilitating PPP in training, delivery and professional development by establishment and enriching strategic working relationship between the government and the private sector by emphasizing investment in TVET.

iv) Responsibilities and management of the public TVET institutions

TVET Institutions are governed by Institutional Governing Board which is an independent policymaking and top decision-making organ of a TVET institution, capable of reflecting public interest in its activities and decisions. It is the highest quality assurance organ of the institution vested with powers to oversee the quality of the respective institution's work processes, products and services in compliance with its vision and mission. That being the case, its members should be people of high social and academic regard, capable of being trusted by the government, public, students, parents and other stakeholders. The Board is responsible for:

- a) Overall Quality Control; and
- b) Quality Assurance of the training offered by the TVET institution.

In accomplishing the above objectives, the Board shall appoint committees to which it may delegate responsibilities for any of its functions and report to the Board as required.

v) Who is in charge of the curriculum development?

The curricula are developed by the TVET institutions. Curriculum can be developed at either national or institutional level. In either case, the development procedure is

the same except that apart from assisting institutions in curriculum development process, NACTE is also mandated/empowered, according to Section 11 of the Act of Parliament, to approve/validate curricula that have been developed or revised by technical institutions themselves or through any other responsible organ. It is also responsible for provision of guidance and assistance to institutional curriculum developers and reviewers.

vi) How is assessment conducted?

Assessment is conducted by TVET Institutions which have the responsibility of setting examination, moderation, marking, issuance of results, appeal, supplementary, discontinuation and certification of results for some TET institutions which belong to the Higher Education category. The assessment is grouped into Continuous Assessment (CA) and End of Semester Examination (SE), of which each one carries a different weight of marks which together make a total of 100%.

2.5 TVET Financing in Tanzania

Table 4 shows the government allocation of funds to the TVET subsector and the education sector in the last 3 – 5 years (both actual amount and as percentage of GDP).

Table 4. Government Budget Allocation to the Education Sector and TVET in TZS

S/N	Financial Year	MoEST Budget (Actual amount)	Amount allocated to TVET	% of allocation to TVET
1	2016/2017	1,396,929,798,625	60,400,000,000	4%
2	2017/2018	1,336,685,241,460	108,076,470,887	8%
3	2018/2019	1,406,469,626,000	106,208,652,866	8%
4	2019/2020	1,386,508,723,272	112,807,418,768	8%
5	2020/2021	1,348,563,375,000	203,451,173,306	15%

The total government budgetary allocation to the Ministry of Education, Science and Technology has remained steady at around TZS 1.4 billion for the last five years; while at the same time, allocation to the TVET sub sector increased from TZS 60,400,000,000 in 2016/2017 to TZS 203,451,173,306 in 2020/2021. In nominal terms, the increase translates into 236.8 percentage increase in a period of five years. The increase was driven by the on-going expansion and improvement of the TVET subsector in the country. In particular, implementation of the National Skills Development Strategy towards industrialization by 2015 has seen the TVET subsector budget continuously increasing since 2015/2016. The strategy seeks to

reduce the imbalanced composition of the workforce in terms of highly, medium and low skilled workforce. The current ratio is 3.5:16.6:79.9. The National Skills Development Strategy aims to raise the ratio of the highly and medium skilled categories to 12% and 16%, respectively.

2.6 International assistance for TVET

The Government of Tanzania has continued to receive funds from international sources from which the TVET sub sector gets its due share accordingly. The total funds from external sources allocated to TVET increased from TZS 40,393,347,994 in 2016/2017 to TZS 102,540,265,496 in 2020/2021 (Table 6). Accordingly, its share of funds from external sources increased from 3% to 8% during the period.

Table 5a. External Sources of Finance in TZS for TVET

S/N	Financial Year	MoEST Budget	Amount allocated to TVET	% of allocation
1	2016/2017	1,396,929,798,625	40,393,347,994	3%
2	2017/2018	1,336,685,241,460	93,737,942,034	7%
3	2018/2019	1,406,469,626,000	86,029,344,500	6%
4	2019/2020	1,386,508,723,272	100,938,500,825	7%
5	2020/2021	1,348,563,375,000	102,540,265,496	8%

Source of Data: Ministry of Education, Science and Technology

Table 5b shows the main foreign sources of funds and other forms of support for the TEVT sub sector in Tanzania. The foreign funders include the World Bank, African Development Bank, China, KOICA, JICA, SWIS CONTACT and the German support. Support from foreign donors include direct funds and Materials/equipment.

Table 5b: Main foreign Sources of Finance for TVET

S/N	NAME OF DONOR	COMMITMENT (USD)/ TYPE OF COMMITMENT	AMOUNT PROVIDED (USD)/ EQUIPEMNT PROVIDED
1	WORLD BANK	195M	125.7M
2	AFRICAN DEVELOPMENT BANK	49,065,156.8M	8,249,893.6M
3	CHINA	Construction of VETA Kagera (estimates USD 9,552,508)	Direct equipment support
4	KOICA	Materials/ equipment support	Equipment support
5	JICA	Materials/ equipment support	Equipment support
6	SWIS CONTACT	Materials/ equipment support	Equipment support
7	GERMANY SUPPORT	Materials/ equipment support	Direct equipment support

Source of Data: Ministry of Education, Science and Technology

3.0 ACCESS AND PARTICIPATION

3.1 School-based TVET offering by public TVET institutions

The entry requirement for TET programme is Certificate of Secondary Education Examination (CSEE) with at least four (4) principle passes in major subject excluding religious subjects or National Vocational Award (NVA). For Level III/Trade Test Grade I, the entry qualification is at least two (2) passes in Certificate of Secondary Education Examinations (CSEE).

In Vocational Education and Training, the entry qualification is STD VII (Carpentry and Joinery, Masonry and Bricklaying and other more than 90 occupations/trades),

3.1.1 Enrolment and graduates in different types of public TVET institutions (VETA, NACTE, others) in the last 3-5 years

Table 6 shows enrollment in TET institutions from 2019/2020 to 2017/2018 by areas of training or trades. Total enrollment in TET institutions increased from 12,247 students in 2017/2018 to 16,130 in 2019/2020 – an increase of 32% in a period of three years.

Enrollment of female students also increased from 4,588 in 2017/2018 to 6,185; which represents an increase by 35%. Meanwhile, enrolment of male students increased by 30 percent. By 2019/2020, the gender parity in TET institutions had reached 38% females up from 37% in 2017/2018.

The leading trades in terms of student enrolment were Agriculture, Agribusiness and Agro-Processing, followed by Transport and Logistics, Constructions, Information and Communication Technology, Tourism and Hospitality, and Energy which comes last in the list.

Table 6: Enrolment in TET (NACTE) Institutions by Trade

N/S	Sector	2019/2020			2018/2019			2017/2018		
		M	F	T	M	F	T	M	F	T
1	Agriculture, Agribusiness and Agro-Processing	4,433	3,128	7,561	3,575	2,351	5,926	3,227	1,994	5,221
2	Constructions	1,277	352	1,629	1,174	333	1,507	1,035	316	1,351
3	Energy	0	0	0	112	21	133	85	14	99
4	Information and Communication Technology	755	348	1,103	1,036	375	1,411	918	281	1,199
5	Tourism and Hospitality	460	354	814	493	365	858	247	169	416
6	Transport and Logistics	3,020	2,003	5,023	1,970	1,623	3,593	2,147	1,814	3,961
All Sectors		9,945	6,185	16,130	8,360	5,068	13,428	7,659	4,588	12,247

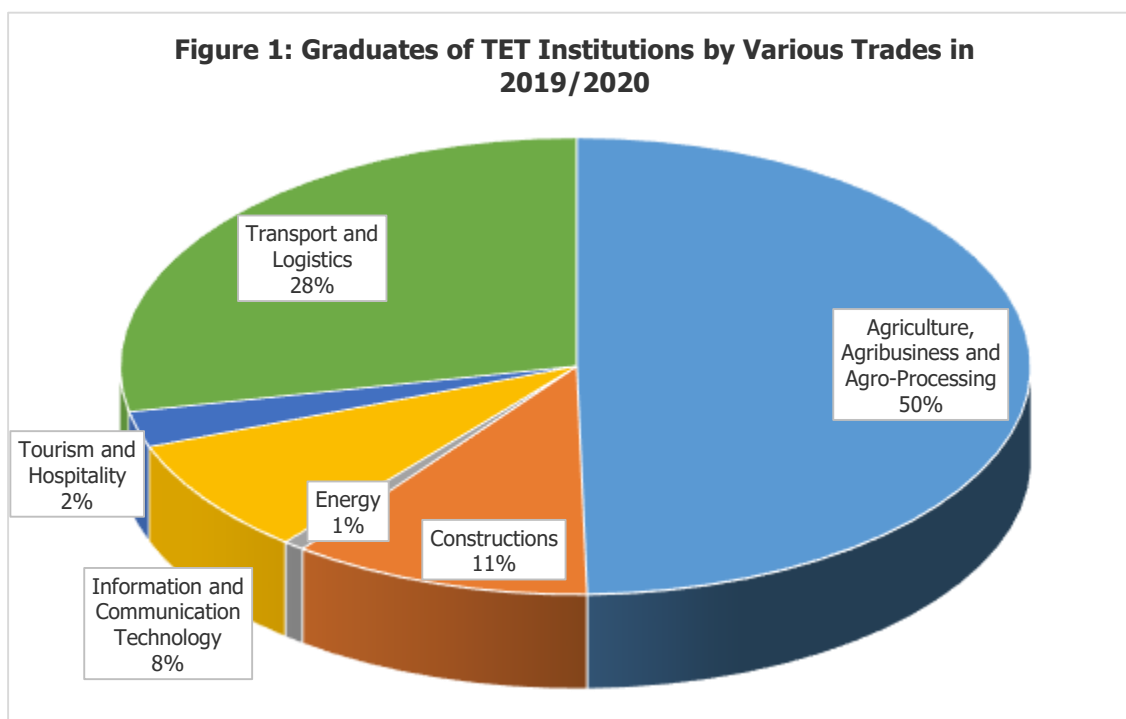
Source: VET

Table 8 shows the total number of TET graduates by different sectors in the last three years. By the end of 2019/2020, the leading sectors in terms of TET graduates were Agriculture, Agribusiness and Agro-Processing, followed by Transport and Logistics, Construction, etc.

Table 8: Graduates in Different Types of Public TET Institutions

N/S	Sector	2019/2020			2018/2019			2017/2018		
		M	F	T	M	F	T	M	F	T
1	Agriculture, Agribusiness and Agro-Processing	2,005	1,312	3,317	3,171	2,107	5,278	2,930	1,765	4,695
2	Constructions	307	95	402	429	131	560	764	238	1,002
3	Energy	15	7	22	42	11	53	60	12	72
4	Information and Communication Technology	210	107	317	549	203	752	582	199	781
5	Tourism and Hospitality	204	113	317	323	255	578	130	111	241
6	Transport and Logistics	861	698	1,559	1,251	1,127	2,378	1,379	1,288	2,667

Figure one indicates percentage composition of TET graduates by trade in 2019/2020. About 50% of graduates came from Agriculture, Agribusiness and Agro-Processing, 28% Transport and Logistics, 11% construction, etc.



Source: Ministry of Education, Science and Technology; BEST 2020.

3.2 Short term training courses provided by public TVET institutions

Short term training includes in service training, training of out-of-work youth, retraining of job- seekers, etc.

3.3 School based TVET offering by non-public TVET institutions

Total enrolment in nonpublic TET institutions decreased slightly from 4,303 in 2017/2018 to 4,069 in 2019/2020; with the number of females also decreasing increasing from 1,779 to 1,543 during the period (Table 9). **Table 9: Enrolment in different types of non-public TET institutions**

N/S	Sector	2019/2020			2018/2019			2017/2018		
		M	F	T	M	F	T	M	F	T
1	Agriculture, Agribusiness and Agro-Processing	1,212	952	2,164	1,061	818	1,879	1,198	928	2,126
2	Constructions	65	10	75	148	25	173	124	15	139
3	Energy	95	23	118	0	0	0	0	0	0
4	Information and Communication Technology	1,025	372	1,397	1,026	517	1,543	1,072	721	1,793
5	Tourism and Hospitality	59	55	114	54	29	83	54	45	99
6	Transport and Logistics	70	131	201	58	47	105	76	70	146
Total		2,526	1,543	4,069	2,347	1,436	3,783	2,524	1,779	4,303

The total number of graduates from non-public TET institutions also decreased from 3,198 in 2017/2018 to 1,597 in 2019/2020 (Table 10). The decrease was essentially due to lack of bursaries following the policy shift that changed eligibility criteria for students' loans to accommodate only students enrolled in public institutions.

Table 10: Graduates in different types of non-public TET institutions

N/S	Sector	2019/2020			2018/2019			2017/2018		
		M	F	T	M	F	T	M	F	T
1	Agriculture, Agribusiness and Agro-Processing	420	329	749	878	697	1,575	957	771	1,728
2	Constructions	55	9	64	101	19	120	107	12	119
3	Energy	0	0	0	0	0	0	0	0	0
4	Information and Communication Technology	416	159	575	723	353	1,076	753	470	1,223
5	Tourism and Hospitality	33	29	62	7	37	44	35	22	57
6	Transport and Logistics	72	75	147	19	29	48	53	18	71
Total		996	601	1597	1728	1135	2863	1905	1293	3198

Graduates from VET Institutions By 2020/2021, the total number of graduates from VET institutions had reached 20,833; of which 7,026 were from public VET institutions and 13,807 (66.3%) were from private institutions. Male graduates were the predominantly the biggest group in both public and private VET institutions.

Table 11: VET Graduates in Public and Nonpublic VET Institutions in 2019/2020

MODE OF TRAINING DELIVERY	Total Number of students for all VET institutions	PUBLIC OWNED CENTERS			NON PUBLIC OWNED CENTERS		
		MALE	FEMALE	SUB TOTAL	MALE	FEMALE	SUB TOTAL
COMPETENCE BASED ASSESSMENT (CBA)	20,833	4,825	2,201	7,026	10,226	3,581	13,807

3.4 SDF achievements

Since commencement of SDF, a total of 29,047 Tanzanians were supported in various training in relation with the National Skills Development Strategy priority sectors (NSDS) namely: Agriculture and agri-business; Tourism and hospitality; construction; energy; transport and logistics; and Information, Communication Technology. The table below shows number of people trained by duration, gender and sector as per Disbursed Linked Results (DLRs).

Table 12: Beneficiaries of SDF

S/N	DLR	SECTOR	BENEFICIARIES			% OF WOMEN	DURATION (MONTHS)
			MALE	FEMALE	TOTAL		
1	10.0	NSDS- PRIORITY SECTORS*	9,226	9,865	19,092	52	3
2	10.1	NSDS- PRIORITY SECTORS*	3,830	4,023	7,853	51	3
3	11	NSDS- PRIORITY SECTORS*	1,393	709	2,102	34	3
TOTAL			14,449	14,597	29,047		

***NOTE:** The National Skills Development Strategy (NSDS) Priority Sectors are: Agriculture and Agribusiness; Tourism and Hospitality; Construction; Energy; Transport and Logistics and Information and Communication Technology (ICT).

3.5 Overview of Apprenticeship Programs

Apprenticeship programs under TET

TET institutions have apprenticeship programs in Hospitality and Hotel operations. Enrolment in these programs increased from 116 in 2017/2018 beneficiaries to 186 in 2019/2020 (Table 13).

Table 13a: Enrolment in TET Apprenticeship

N/S	Occupations	2019/2020			2018/2019			2017/2018		
		M	F	T	M	F	T	M	F	T
1	Hospitality Operations	70	116	186	146	176	322	13	42	55
2	Hotel Operations	0	0	0	123	52	175	42	19	61

Apprenticeship Program under VET

Apprenticeship programs in VET institutions include the trades of Electrical, Automotive, Tourism and Hospitality, and Agro – Mechanics (Table 13b). Enrolment for apprenticeship in these trades increased from 75 beneficiaries in 2017/2018 to 95 in 2019/2020. Female beneficiaries increased from 27 to 39 during the period.

Table 13b: Enrolment in VET Apprenticeship

S/N	Sector	2017/2018			2018/2019			2019/2020		
		M	F	T	M	F	T	M	F	T
1	Electrical	17	3	20	19	3	22	13	9	22
2	Automotive	24	1	25	20	1	21	15	2	17
3	Tourism and Hospitality	7	23	30	5	20	25	6	24	30
4	Agro - Mechanics	0	0	0	0	0	0	22	4	26
Total		48	27	75	44	24	68	56	39	95

4.0 QUALITY OF TVET

4.1 Students/ trainees- teacher ratio in public TVET institutions

The government of Tanzania in collaboration with the Ministry of Education, Science and Technology has been struggling to ensure that student-teacher ratio is maintained at the required standard. Therefore, the teacher-student ratio is 1:10 for VET and 1:25 for TET.

According to the Education Sector Development Program (ESDP), the required ratio for learners and teachers in conventional full time residential programs is 1:8 for TET and 1:16 for VET. Therefore, the student-teacher ratio is still relatively high for Tanzania. The challenges in recruitment of new teachers are: (i) recruitment need a permission from the designated public sector employing authority which differs from the implementing authority; and (ii) competing priorities in offering employment opportunities; and shortage of financial resources for supporting new recruited employees.

In 2018/2019 a total of 9,086 trainers were recruited; and in the subsequent year, 2019/2020, a total of 1,219 trainers were recruited. The total number of TET trainers recruited during the two years was 10,305 (Table 14).

Table 14: Recruitment of TET Trainers

2018/2019		2019/2020	
M	F	M	F
6,645	2,441	930	289

Please elaborate. Why is the pass rate very low for female trainees/students?

4.2 Completion rate in TVET programs

The completion rate for male students in TET institutions was 96.8% for 2018 and 2019; while during the period, female completion rate improved from 96.7% to 97.9%. The pass rate for female students, however, has remained quite low at 61% in 2019, compared to males (77%) (Table 15).

Table 15: Enrolment and Completion Rate in TET Institutions

Year	Name of program	Enrollment		Completion		% of completion		Pass Rate	
		F	M	F	M	F	M	F	M
2018	CBA	6,073	17,976	5,875	17,403	96.7	96.8	58.0	70.0
2019	CBA	7,081	18,234	6,932	17,648	97.9	96.8	61.0	77.0

2020	CBA	8,642	19,241	N/A	N/A	N/A	N/A	N/A	N/A
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Table 16: Enrolment and Completion Rate by Gender and Sector in VET Institutions

Year	Sector	Enrolment		Completion		% Completion	
		M	F	M	F	M	F
2018	Agriculture	4,425	2,922			88	87
	Engineering	1,159	331			75	76
	Petroleum Oil & Gas	89	14			71	86
	Information & Communication	1,990	1,002			67	67
	Tourism & Hospitality	301	214			55	62
	Transport and Logistics	2,223	1,670			64	69
2019	Agriculture	4,636	3,169			87	88
	Engineering	1,322	358			40	42
	Petroleum Oil & Gas	112	21			38	52
	Information & Communication	2,062	892			62	62
	Tourism & Hospitality	547	394			60	74
	Transport and Logistics	2,028	1,670			63	69
2020	Agriculture	5,645	4,080			43	40
	Engineering	1,342	362			27	29
	Petroleum Oil & Gas	95	23			16	30
	Information & Communication	1,780	720			35	37
	Tourism & Hospitality	519	409			46	35
	Transport and Logistics	3,090	2,134			30	36

Table 17 shows completion and pass rates in VET institutions for selected years. **The** completion rate for females improved from 96.7% in 2018 to 97.9% in 2019. Completion rate for males remained at 96.8% during the period. Female pass rate improved from 58% to 61% during the period; while that of males increased from 70% to 77%.

Table 17: Total Enrolment, Completion and Pass Rates for VET Students

Year	Name of program	Enrollment		Completion		% of completion		Pass Rate	
		F	M	F	M	F	M	F	M
2018	CBA	6,073	17,976	5,875	17,403	96.7	96.8	58.0	70.0
2019	CBA	7,081	18,234	6,932	17,648	97.9	96.8	61.0	77.0
2020	CBA	8,642	19,241	NA	NA	NA	NA		

The reasons for low pass rates, especially for females, include economic hardships, rustications due to disciplinary issues, postponements, pregnancy and absenteeism.

4.3 Update of TVET curricula

NACTE and VETA urges their respective institutions to update their curricula regularly; and most of the TVET institutions have adhered to this regulation. During the last one year, about 118 TVET curricula were updated.

4.4 Teacher training

Tables 18 -21 shows TVET trainers by level of education, gender and in-service training.

Table 18: Number Trainers by level of Education and Gender in TET Institutions

Academic Staff	Male	Female	Total
PhD	316	269	585
Master's degree	1,314	1,013	2,327
Postgraduate Diploma	49	67	116
Bachelor's degree	2,418	1,820	4,238
Higher Diploma	19	16	35
Advance Diploma	277	204	481
Ordinary Diploma	1,316	511	1,827
Full Technician Certificate (FTC)	71	38	109
Technician Certificate	255	165	420

Grand Total	6,035	4,103	10,138
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Table 19: Number Trainers by Level of Education and Gender in VET Institutions

Academic Staff	Male	Female	Total
PhD	2	0	2
Master's degree	35	11	46
Postgraduate Diploma	0	0	0
Bachelor's degree	112	26	138
Higher Diploma	0	0	0
Advance Diploma	19	4	23
Ordinary Diploma	215	51	266
Full Technician Certificate (FTC)	37	6	43
Technician Certificate	200	43	243
Grand Total	620	141	761

Table 20: Number of TET Trainers who have attended in- services training

Year	Number of Teacher
June 2020 – December 2020	723
2019/2020	811
2018/2019	256
2017/2018	230
2016/2017	478

Table 21: Number of VET Trainers who have Attended In- services Training

S/N	Level of Education	2018/2019		2019/2020	
		M	F	M	F
1	Certificate	28	8	83	16
2	Diploma/FTC/VT	73	19	46	17
3	Degree/Masters	24	9	3	2

4.5 Infrastructure and equipment

Overview of major investments including refurbishments, in public TVET institutions in the last FY shows that here were several construction works and rehabilitation carried out in both TET (Table 22) and VET (Table 23) institutions.

Table: 22 Improved Infrastructure in TET Institutions

S/N	Item	Status	% of progress
1	Rehabilitation of building and infrastructure at NACTE	<ul style="list-style-type: none">Finalizing renovation works	70
2	Construction of five (5) NACTE Zonal Offices	<ul style="list-style-type: none">Construction on Progress	40
3	Construction and expansion of Classroom/ Laboratory at Arusha Tech	<ul style="list-style-type: none">Construction on Progress	30

Table 23: Improved Infrastructure in VET Institutions

S/N	Item	Status	% of progress
1	Rehabilitation of 40 Folk Development Colleges	<ul style="list-style-type: none">Rehabilitation completed and infrastructure on use	100
2	Rehabilitation, construction and expansion of 10 VET	<ul style="list-style-type: none">Rehabilitation completed and some of infrastructure in use	100
3	Construction of new 33 VET	<ul style="list-style-type: none">Finalizing construction of four (4) VETProgress of 29 at different levels	90 40

5.0 RELEVANCE

5.1 Popularity of TVET

The perception of TVET was not good before the fifth Government, since many people particularly parents valued University education than Vocational education, but in this time of industrialization the Government the perception of TVET is rapidly growing.

Joining TVET was the last resort for many youth completing primary education or secondary education, but currently the trend of enrolment of TVET trainees is increasing as indicated earlier in this report.

Generally, young people perceive TVET as an alternative when they lack credits to join Advanced level secondary education (ACSEE) or Higher education (University); consider as the proper channel after Advanced Level Secondary Education (ACSEE); but now days joining TVET is seen as an opportunity for getting wage employment. Due, to limited resources caused by competing priorities, some young people consider TVET as a quick bridge that can help them get employment than any other channel. For example, enrollment in Higher Education for the FY 2019/2020 was 226,244; of which 95,544 (42%) were males and 130,700 were females. Meanwhile, enrolment in TVET was 245,394; of which 125,355 (51%) were females. Therefore, out of the total population (471,638) joining higher education and TVET, the proportion opting for TVET was 52%.

5.2 Employment by sector/sub – sector (by gender, age and level of education)

From the tracer study conducted by VETA in 2019, graduates were asked to indicate whether they were currently employed for pay, self-employed with employees, self-employed without employees, unpaid family helper, volunteering, attending internship, attending further training, looking for employment or unemployed and not seeking (idle). The findings of the study presented in Table 24 shows that, cumulatively, 75% of the respondent VET graduates were employed. These included those who were wage-employed, (32%), self-employed with employees (10%), self-employed without employing others (28%), unpaid family helpers (3%), volunteering (2%), and those engaged as internships in formal establishments (1%); hence making a total of 75%. Graduates who were still looking for employment accounted for 11%.

Table 24: Employment Status of TVET Graduates

EMPLOYMENT STATUS	GENDER						
	Male	Percent	Female	Percent	Total	Percent	Cumulative Percent
Employed for pay	735	32%	280	32%	1015	32%	32%
Self-employed with employees	225	10%	86	10%	311	10%	41%
Self-employed without employees	690	28%	205	24%	895	28%	69%
Unpaid family helper	57	2%	31	4%	88	3%	72%
Volunteering	48	2%	18	2%	66	2%	74%
Internship	17	1%	3	0%	20	1%	75%
Attending further training	110	5%	40	5%	150	5%	79%
Seeking for work	257	11%	100	12%	357	11%	90%
Not employed and not	180	8%	89	10%	269	8%	99%

seeking (Idle)							
Not Stated	27	1%	15	2%	42	1%	100%
Total	2346	100%	867	100%	3213	100%	

Source: VETA Tracer Study, 2019.

VET graduates classified as unemployed were those still attending further training (11%), seeking employment (11%), idle or inactive (6%), others (3%) and not stated (1%). The reported 11% of the respondents were unemployed and looking for a job is lower as compared to the National unemployment rate of youths aged 15-24 which is 13.7 percent. The results show that unemployment is generally low among graduates of Vocational Training Institutions as compared to National employment rate.

These findings reveal that employment rate of VET graduates has increased from 66.1% during the 2010 Tracer study for 2004-2009 VET Graduates¹ to 75% during the 2018.

“Tracer study for 2010 -2015 VET Graduates”. The following are the key reasons for not being employed: jobs are seasonal (30%), lack of financial resources to start up self-employment (8%) and low wage provided by some employers.

Figure 2: Employment Status of VET Graduates

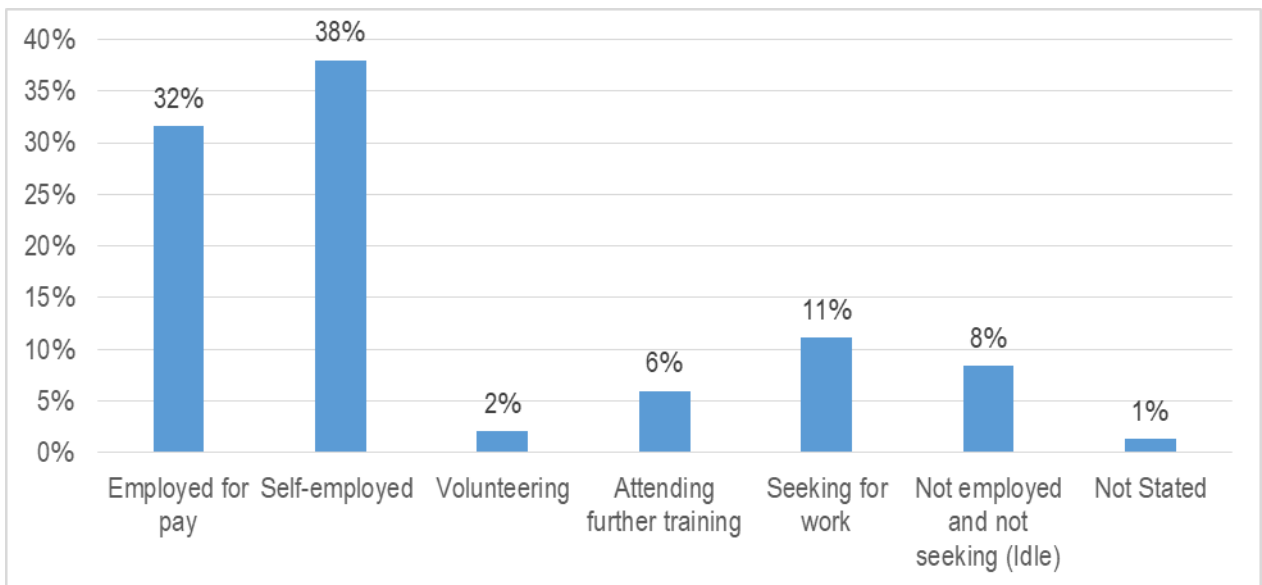


Figure 2 above shows that self-employed graduates (with and without employees) constitute 38% higher than other categories of employments such as paid employment which constitutes 32%. Table 25 shows further that majority of the VET graduates are employed at the age of 20-29 years.

Table 25: Employment Status of VET Graduates by Age groups

EMPLOYMENT STATUS	Age of Graduate									Total
	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50+	Not Stated	
Employed for pay	10	201	501	175	33	11	5	3	76	1015
Self-employed with employees	2	65	186	33	14	0	1	1	9	311
Self-employed without employees	6	200	423	132	25	3	3	1	102	895
Unpaid family helper	0	24	50	10	3	0	0	0	1	88
Volunteering	0	24	36	2	1	0	0	1	2	66
Internship	0	2	16	2	0	0	0	0	0	20
Attending further training	3	63	54	16	0	2	0	0	12	150
Seeking for work	3	106	202	32	7	1	1	0	5	357
Not employed and not seeking (Idle)	2	53	97	20	2	2	0	0	4	180
Other	0	22	49	12	1	0	1	0	4	89
Not Stated	2	13	19	1	0	0	0	0	7	42
Total	28	773	1633	435	86	19	11	6	222	3213
Percent	1%	24%	51%	14%	3%	1%	0%	0%	7%	100%

Figure 3 shows that the categories of graduates with many of wage and self-employment were domestic electricity installation, motor vehicle mechanics, masonry and bricklaying, etc.

Figure 3: Distribution of employment status by trade

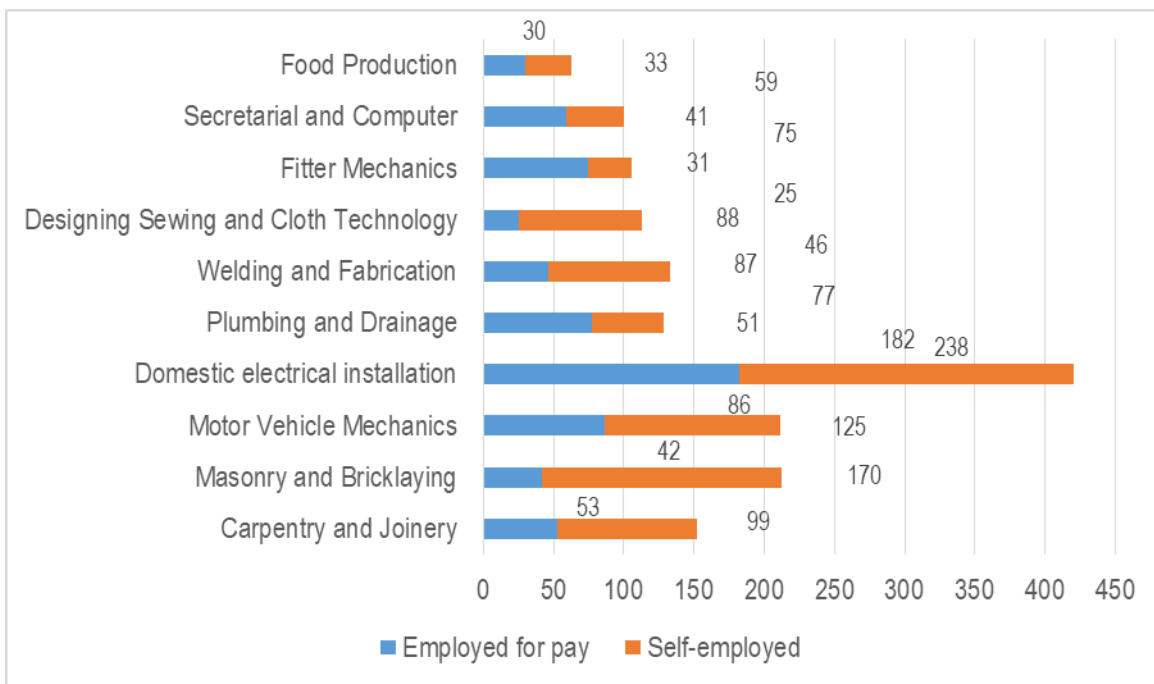


Table 26: Duration of Stay prior to First Employment

Duration of Stay prior to First Employment	GENDER				<i>Cumulative percent</i>
	Male	Female	Total	Percent	
Less than 1 year	437	131	568	18%	<i>18%</i>
1 year	681	269	950	30%	<i>47%</i>
2 years	489	157	646	20%	<i>67%</i>
3 years	221	84	305	9%	<i>77%</i>
4 years	93	40	133	4%	<i>81%</i>
5+ years	82	43	125	4%	<i>85%</i>
Not Stated	343	143	486	15%	<i>100%</i>
Total	2346	867	3213	100%	

The duration of stay before getting employment, according to the 2018 VETA tracer study, ranged from less than one year to more than five years. However, about 77% of graduates reported that they got employment within five years (Table 26).

6.0 CHALLENGES AND RECOMMENDATIONS

6.1 Summary of challenges encountered by the TVET system:

- i) Inadequate training equipment, few laboratories, lack of text books and ICT equipment;
- ii) Cost of training equipment is high due to financial constraints, power cuts and few accommodation facilities;
- iii) Communication barriers especially use of English language in teaching is a problem to most trainees especially in VET. The English language problem is also a problem to some instructors;
- iv) Rapid change of technology versus slow up dating and modernization of training equipment hinders provision of relevant skills;
- v) Employers needs assurance of integrity and competence of trainees before employment;
- vi) High demand compared to the delivery capacity for both formal and informal TVET;
- vii) Inadequate linkage with industry;
- viii) Narrow job market for wage employment;
- ix) Too much focused on class room training;
- x) Poor coordination of the informal training;
- xi) Lacks proper needs assessment; and
- xii) Poor linkage with the economic activities in the local communities and other pressing issues.

6.2 Propose actions

- i) The government to allocate more budget which can gradually support TVET Institutions in terms of equipment and infrastructure. The budget may be increased either using internal sources of soliciting support from International Institutions;
- ii) Teaching to be carried out by using national Language (Swahili) instead of foreign Languages;
- iii) Responsible Ministries and TVET institutions to respond quickly with the market change due to technological change;
- iv) Various guarantees should be stated clearly before offering employment opportunity to the job seeker;
- v) Selectively plan to enhance skills in the informal TVET;
- vi) Take over from what has worked well in the previous initiatives;

- i. Work with the existing providers;
- ii. Possible support of the formal TVET on linking with industry for apprenticeship and internship, standardization of the training curricula for the informal TVET for selected programmes;
- iii. Work with trainers from both the formal and informal TVET; and
- iv. Provide training to the trainers of the formal TVET.