



**REVOLUTIONARY GOVERNMENT OF ZANZIBAR**

**MINISTRY OF EDUCATION AND VOCATIONAL  
TRAINING**

**ZANZIBAR TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING POLICY**

**ZANZIBAR - 2020**

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## **PREFACE**

The Revolutionary Government of Zanzibar needs to improve Zanzibar Technical and Vocational Education and Training (TVET) system to compete successfully in an era of rapid Economic and Technological Change. This requires not only capital investment, but also a work force that has the flexibility to acquire new skills for new jobs as the structures of economical and occupational change. The level of competence of a country's skilled workers and technicians is centrally important to the flexibility and productivity of its labour force to cope with the changing needs of the labour market, technologies and globalization forces in various sectors such as tourism, petroleum and gas, agriculture and fisheries.

Reforming and strengthen TVET in Zanzibar is a national priority towards addressing the socio-economic challenges in Zanzibar. It is the key to sustainable employment, entrepreneurship, industrialization, economic success and enabling people to participate fully in national development. TVET is therefore crucial to a country's broader education agenda and essential to the development of a skilled society, science and technology as well as economy.

The critical role played by TVET in national development has long been acknowledged by The Revolutionary Government of Zanzibar. The Zanzibar VET Policy (2005) was introduced with respect to reforming TVET towards addressing the socio-economic challenges in Zanzibar. After decades of practicing this VET policy, outcomes have fallen far behind expectations. Hence this new TVET Policy has been introduce as a Revolutionary Government of Zanzibar strategy to address the existing and prospecting challenges in the development of efficient TVET system in Zanzibar. This policy sets a frame work of a sustainable TVET system in Zanzibar. The system that will provide training and skills as driving force for the dynamic and competitive labour force capable of contributing to Zanzibar socio-economic transformation.

Among the important aspects addressed in this TVET Policy includes: improvement of the quality and relevance of TVET provision, provide more learning opportunities at various TVET levels, improve the balance of TVET resources directed towards the formal and informal TVET sub sector, stimulate and promote a culture for research, technological innovation, entrepreneurship and industrial growth, establish self-supporting and self-financing TVET system by earning revenue through research, consultancy and other technical/public services, establish cooperation, linkages and partnership, between and

among TVET institutions, regional and international organizations and it covers Cross-Cutting Issues including ; HIV/AIDS, Environmental Sustainability, Environmental Health, ICT, Guidance and Counselling.

The preparation of this TVET Policy could not have been successful without cooperation and contributions of different people and Institutions within and outside the Ministry of Education and Vocational Training (MoEVT). Therefore the MoEVT takes this opportunity to express its sincere gratitude to African Development Bank, for moral and financial support in all stages of developing this Policy, and Management of Vocational Training Authority headed by Dr. Bakari A. Silima, in collaboration with consultant Engineer Dr. Idrissa M. Hija, for developing first draft of this policy, and making all necessary improvements for other drafts at every stage.

The Ministry is also very thankful to UNESCO Technical and Vocational Education and Training Policy Review team for providing useful information in their situation analysis on the TVET system in Zanzibar conducted in 2013. Their findings in the analyses contributed much in the accomplishment of this policy.

The Ministry would like to address its special acknowledgment to Alternative Learning and Skill Development Project (ALSD II) Implementation Unit of the MoEVT and the staff of Vocational Training and Vocational Training Authority for their full time support and Commitment for the development of this Policy. Much gratitude is also conveyed to all those people and Institutions who cooperated with us in one way or another during the development of this policy including TVET Institutions, trainers, learners, parents, guardians, TVET stakeholders and professionals within and outside the country would not be even mentioned in their totality.

The MoEVT strongly believes that, the effective implementation of this Policy will stimulate development and growth of TVET activities through improved TVET provision, and creation of conducive legal and institutional framework to achieve improved reform, growth and sustainability of TVET for Social economical development in Zanzibar. This only can be realised if every Key stakeholder effectively participates and plays his roles and responsibilities to the implementation of this Policy. These include; Government, Non Government Organisations, Ministries, Sectors, TVET Regulatory Authority, TVET Institutions, Private Sector, Development Partners and Diaspora.

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MINISTER  
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## **ABBREVIATIONS AND ACRONYMS**

AIDS	-	Acquired Immune Deficiency Syndrome
ALSD	-	Alternative Learning and Skills Development
AU	-	African Union
CSO	-	Civil Society Organization
EAC	-	East African Community
DPs		Development Partners
FBO	-	Faith Based Organizations
GDP	-	Gross Domestic Product
HIV	-	Human Immune-deficiency Virus
HR	-	Human Resources
ICT	-	Information and Communication Technologies
ILFS	-	Integrated Labour Force Survey
ILO	-	International Labour Organisation
IPR	-	Intellectual Property Rights
KIST	-	Karume Institute of Science and Technology
LGAs	-	Local Government Authorities
M&E	-	Monitoring and Evaluation
MDAs	-	Ministries, Departments and Agencies
MKUZA II	-	Zanzibar Strategy for Growth and Reduction of Poverty 2010 - 2015
MoEVT	-	Ministry of Education and Vocational Training
NACTE	-	National Council for Technical Education
NGOs	-	Non Governmental Organizations
NQF	-	National Qualifications Framework
NTVAF	-	National Technical and Vocational Awards Framework
PPP	-	Public Private Partnership
R&D	-	Research and Development
RGZ	-	Revolutionary Government of Zanzibar
RPL	-	Recognition of Prior Learning
SADC	-	Southern African Development Community
SDGs		Sustainable Development Goals
SDL	-	Skills Development Levy
SMEs	-	Small and Medium Enterprises
SS	-	The Successor Strategy
STI	-	Science, Technology and Innovation
TE	-	Technical Education
TI	-	Technical Institution
TVET	-	Technical and Vocational Education and Training
TZS	-	Tanzanian Shillings
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
VET	-	Vocational Education and Training
VTA	-	Vocational Training Authority
VTF	-	Vocational Training Fund
ZNCCIA	-	Zanzibar National Chamber of Commerce, Industry and Agriculture

## GLOSSARY

These definitions are provided for the purpose of common understanding in this Technical and Vocational Education and Training Policy document. The definitions are designed to minimize misinterpretation and increase clarity in the meaning of different terms.

**Vocational Education and Training:** According to ILO and UNESCO is that type of education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs. VET includes general education, practical training for the development of skills required by chosen occupation, and related theory. The proportions of these components may vary considerably, but the emphasis is usually on practical training.

**Technical Education:** Is the education designed at secondary and post-secondary level to prepare middle-level personnel (technicians, middle management, etc.) and at tertiary level, to prepare engineers and technologists for higher management positions. Technical education includes general education, theoretical, scientific and technical studies and related skills training.

**Technical and Vocational Education and Training:** Are those aspects of educational process involving - in addition to general education - the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic life.

**Continuing Technical and Vocational Education and Training:** Continuing Technical and Vocational Education and Training refers to training activities in which people take part in order to obtain knowledge and/or learn new skills for a current or a future job, to increase earnings, to improve career opportunities in a current or another field.

**Apprentice:** Is any person undergoing training for a recognised occupation during an established period assured by an apprenticeship contract.

**Competence:** Is the proven or demonstrated individual capacity to use know-how skills, qualifications or knowledge in order to meet the usual and changing occupational situations and requirements.

**Competence Based Education and Training:** Is a system by which the trainee/student is trained/educated on the basis of demonstrated ability and related knowledge rather than on the elapse of time.

**Formal Training:** Is the training typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification.

**Non-Formal Training:** Is the education and training which takes place outside the formal system either on a regular or intermittent basis.

**Recognition of Prior Learning:** Is a process that enables a candidate to receive a formal certificate recognising his/her prior learning, training or experience.



# CHAPTER ONE

## 1.0 INTRODUCTION

Zanzibar archipelago comprises the Islands of Unguja (also called Zanzibar) and Pemba with a number of islets adjacent thereto. It is part of the United Republic of Tanzania but administratively there is an autonomous government for none union matters.

The Unguja Island is separated from the Mainland Tanzania by a channel which is at its narrowest part 36 kilometres across. It lies between latitudes 5° 40' and 6° 30' south; and longitude 39° east. It is about 85 kilometres in length and 39 kilometres in breadth at its broadest point. Its area is about 1,660 square kilometres. It is the largest island on the east coast of Africa.

The Pemba Island lies about 40 kilometres north east of Unguja between latitude 4° 80' south and longitude 39° 35' and 39° 50' east. It is separated from the main continent by a channel some 56 kilometres wide. It is smaller than Unguja, being 67 kilometres long by 23 kilometres wide (maximum) and having an area of 985 square kilometres.

According to the 2014 Integrated Labour Force Survey (ILFS) the total population of Zanzibar is 1,372,518 out of which 51% are females and the rest 49% are males. The majority of persons (56.8%) live in rural areas.

Income is a very important indicator for determining the development of human beings. This enables to know the standard of living in any country, households or individuals. The results of the 2014 ILFS show that more than half (52.5%) of households earn 200,000 to 499,999 TZS while those who earn under 200,000 TZS are 21% and very few households (5.5%) earn one million and above.

The main source of household income is agriculture (32.6%) followed by wage employment (30.9%) and non-agriculture business (28.9%). The movement of persons shows that only 23.2% of migrants move from one place to another due to economic reasons or job transfer, looking for better jobs or any other economic reason, while the rest migrate due to social reasons.

The Government has embarked upon a range of reform initiatives following the adoption of the Zanzibar 2005 VET Policy. The reform initiatives highlight the importance of changes already under way in the TVET Sub-sector in Zanzibar, most notably: establishment of institutions such as the VTA; definition of a set of priorities and the apprenticeship and employment programmes; and mobilisation of sustainable financial resources, particularly through the VTF.

They also highlight the progress made by VTA in regulating and overseeing VET and identifies the range of actions undertaken by the VTA to improve the quality of VET; particularly through VET institutions registration and curriculum development.

VTA has exerted a significant influence in strengthening the outcomes of Government action on TVET. The VTA operated as a key institution, sharpening priorities, taking action to meet increased expectations and promoting cross sector collaboration on elements such as the Apprenticeship and Employment Policies. In addition, the establishment of VTA as an entity as a result of the implementation of 2005 VET Policy, has created a reference point for Government action on TVET, providing the leadership needed to implement the 2005 VET Policy.

### 1.1 ZANZIBAR POLICY FRAMEWORK

The major factors of TVET growth are: matching labour market skills requirements and the learners' skills, dropout reduction strategy, availability of staff and resources, flexibility, further training and educational opportunities, motivation and commitment.

TVET related policies and programmes are illustrated below.

#### **(a) Zanzibar Employment Policy**

The overall objective of the Zanzibar Employment Policy is to stimulate national, productivity, to attain full, gainful and freely chosen productive employment, in order to reduce unemployment, underemployment rates, and enhance labour productivity.

#### **(b) Zanzibar Small and Medium Enterprises Development Policy**

The broad objectives of the SMEs Development Policy is to create a conducive environment that will develop a partnership a consultative manner SMEs activity in Zanzibar, in fostering job creation and income generation and maximizing added value through supporting them in their efforts to improve performance and competitiveness.

#### **(c) Agricultural Sector Development Programme**

The primary objective of the Agricultural Sector Development Programme (ASDP) is to create an enabling environment for improving profitability of the sector as the basis for improved farm incomes, employment and poverty reduction.

Since the agriculture sector is the largest employer, the programme is crucial in employment creation and raising the level of productivity and incomes in agriculture.

#### **(d) Zanzibar Vocational Education and Training Policy**

The main objective of Zanzibar VET Policy is to stimulate development and growth of VET activities through improved VET provision, and creation of conducive legal and institutional framework to achieve improved growth, sustainability and competitiveness in VET Sector.

#### **(e) Zanzibar Tourism Policy**

Tourism falls under the category of a labour - intensive industry. By developing tourism, more jobs can be created with directly and indirectly than other industries and with a vast spectrum of employment.

## 1.2 SITUATION ANALYSIS

The situation analysis on the TVET system in Zanzibar conducted by UNESCO TVET Policy Review Team in 2013 opened an in-depth analysis of the national socio-economic transformation model and future requirements for TVET. Zanzibar has experienced rapid economic expansion in recent years, but high population growth has diluted any positive impact on poverty alleviation. Zanzibar will face a significant increase in demand for education and training in the coming decades, coupled with large influx of new entrants to the labour force. A significant increase in the number of young people entering the labour force for the first time will exert pressure on the labour markets for the rapid generation of new jobs.

Further analysis stressed that the current employment structure generally produces a weak demand for higher skilled workers, but where demand for higher skills is generated - in sectors like tourism - the current local labour supply does not offer the skills needed. The economy consists largely of the informal sector and rural economic activities, and the majority of low productivity and informal jobs reflects institutional constraints on the development of modern firms and a low number of jobs offering workers opportunities for better pay and social security coverage.

Zanzibar is shown to be making progress towards universal primary education and is expanding equitable access to education. However, high number of students who fail to continue with their studies, particularly at the end of the lower-secondary level, indicate that the education system does not prepare young people sufficiently for further learning in a model that offers very little in the way of TVET opportunities.

One pervasive basic theme of the undertaken analysis is that too many potential learners are being denied TVET opportunities, while the TVET currently on offer is often far from the mark in terms of the skills needed in the labour market. This means TVET Policymakers in Zanzibar face the major tasks of: (i) ensuring diversification so that different aspects of TVET provision are developed to address the needs of different constituencies; (ii) undertaking actions to ensure that TVET is aligned with the needs of employers, learners and consumers; and (iii) ensuring that the relevant institutional arrangements and provisions are in place to respond to those needs.

Programmes must provide skills training for a range of diverse economic activities, running from subsistence activities, through 'traditional' crafts and trades, to areas of the formal sector such as international hospitality and tourism.

The situation analysis undertaken found thirteen principal findings to guide Zanzibar TVET Policy development. These findings are gathered around Zanzibar VET Policy relevance, unresolved tensions, unfinished actions and new policy challenges:

### 1.2.1 TVET Supporting system for learning and employment opportunities

There is currently no relevant institution and/or mechanism to support relevant actors in creating an enabling environment for TVET learning, entrepreneurship and jobs for young people and adults. Such an institution could operate as a 'one stop centre' for

consultation on workforce development, providing the Government and other stakeholders with advice on jobs and skills development opportunities, micro-finance information and other services.

Further to that, there exist imbalances in terms of gender, geographical location, needs as well as inequity and inequality of opportunity in society in Zanzibar. The equity issues to be considered under this challenge include the geographical distribution of institutions, gender balance, access for disabled students and general access by TVET students to loans or scholarships. Additionally, there is differential concentration of TVET providers in favour of urban areas in comparison to rural areas. Further, there is significant imbalance of enrolment in favour of male students in TVET institutions and that there are generally no special facilities and services for disabled learners in TVET institutions. Mechanism for financing TVET does not provide for equality in access. Furthermore, TVET does not provide satisfactory support to informal training such as local communities and workplaces and hence recognition of prior learning.

A quality TVET option must be offered to students within the formal education system. This is very important and will require the provision of quality programmes and trainers, and the creation of new pathways between general education, VET and TE that will both attract students and allow progression on to university and non-university tertiary education.

### 1.2.2 Status of Public-Private Partnership for TVET

Challenges for the coming decades include: achieving greater emphasis on the importance of higher productivity economic activities; the generation of more jobs with social security coverage; and developing an education and TVET system suited to the achievement and adaptation of skills in line with growing economic and social needs. Promotion of private sector involvement in the form of PPP is a key element in ensuring an adequate response to these challenges.

It is clear from meetings with individual employers, focus group discussions and informal sector associations that private sector intervention will generally not happen without facilitation by another party - be it a MDAs, DPs or NGOs. Employers are more likely to engage in skills development at any level if the benefits of doing so are clear, the business environment is favourable and there is minimal bureaucracy attached. Their engagement is most effective if it takes place early in the planning process and results from proactive participation.

Hence, there is a need to build up stronger PPP within the TVET system and to engage individual employers in initiatives such as workplace learning, including internships and apprenticeships. There is also a need to strengthen the role of the ZNCCI, Trade Unions and Employer Associations in the informal sector and to build their institutional capacity to actively and efficiently participate in TVET.

### 1.2.3 Demand Driven TVET System

The situation analysis found that there is gap between curricula contents and the present labour market demands. Evidence on the problems inherent to the various types of programmes suggests that policy could be focused more productively on developing factors with the potential to transform TVET and create better links with the diverse labour market and individual needs instead of concentrating only on expanding formal TVET provision.

During the discussions with the TVET stakeholders, it was stated that too many potential learners are being denied TVET opportunities, while the TVET currently offered is often far from the spot in terms of the skills needed in the labour market. This means TVET policy makers in Zanzibar face the major tasks of: (i) ensuring diversification so that different strands of TVET provision are developed to address the needs of different constituencies; (ii) undertaking actions to ensure that TVET is aligned with the needs of employers, customers and learners; and (iii) ensuring that the relevant institutional arrangements and provisions are in place to respond to those needs. Programmes must provide skills training for a range of diverse economic activities, running from subsistence activities, through ‘traditional’ crafts and trades to areas of the formal sector such as international hospitality and tourism.

A major consideration for TVET policy in Zanzibar is the consistent finding that TVET provision in the country is dependent upon a divergent set of sub-systems rather than a single unified and uniform TVET system. These branches are differentiated in terms of the level of formality, the articulation between the education provided and the world of work and the characteristics of the target group. A broad selection of providers deliver non-formal training programmes to young people and adults, ranging from public alternative education centres through private providers, NGOs and small businesses offering informal apprenticeships to community-based learning. Although similar models exist in many countries, the key issue in Zanzibar lies in the absence of a clear overarching TVET sector approach and the lack of articulation between the various parts of the system under a single institutional framework.

Technological changes taking place in the world demand effective knowledge and skills that can address the market requirements. This calls for life learning for both formal and informal sectors so as to keep them up-to-date with technology changes. Thus, TVET systems need to be open, flexible and learner centred. The system in addition to preparing individuals for knowledge and skills for specific jobs, should prepare the learners specifically for life endeavours and participation in the world of work

### 1.2.4 TVET Financing System

Analysis found that funding and financing system for TVET provision is inadequate and not sustainable.

Financing for the current TVET system includes SDL, budgetary requisitions from Government, limited donor funding, user fees and institutional income generating

activities. Individuals, business, trade unions and community organisations have not been sufficiently sensitized to participate effectively in TVET financing. The Government collects 5% as SDL of the wage bill from private enterprises, who though consider the percentage to be too high. However, it is only 2% of the levy proceeds is allocated to VTA, which is not sufficient to finance the ever increasing TVET capital and operational costs, while 3% is used for higher education.

A dramatic increase of funds will be needed for all young people and adults to benefit from TVET, particularly in view of the likely shift towards funding of the lifelong TVET concept in the near future. The VTF has been established to co-ordinate and expand training provision. However, such a fund must have a clear purpose and procedures, with annually agreed targets and transparent management and decision-making practices. Strong involvement from the private sector, both formal and informal, is important for its credibility and to ensure a good public perception. Further policy discussion is also required before selecting the most appropriate type of fund, the most suitable location for this and the provision of capacity-building for fund management and governance. Given the importance of such a fund, further policy discussion and national and international technical assistance would also be required.

### 1.2.5 The Engines of Change of the TVET System

Currently there are two key institutions that act as engines of change for TVET in Zanzibar: The first one is a Regulatory Body for VET and the second one is the only institution responsible for TVET instructors training. There has been an obvious attempt to reinforce the supervisory and oversight roles of the Regulatory Body for VET, including areas such as quality assurance and funding. However, there is a need to align the Regulatory Body mandate with the needs of TVET providers and the other challenges to be addressed by the reform such as qualifications and certifications issues, strategic planning and evaluation, funding and others. The institution responsible for TVET instructors training is clearly fairly well occupied in the provision of initial TVET at post-secondary level, but its role in instructor training and upgrading and the introduction of new pedagogical approaches for teaching, learning and assessment need to be enhanced. Its actions are signalling better connections with developments in TVET institutions and should improve the quality of instructors in a way that offers potential positive implications for the quality of the teaching and learning process.

### 1.2.6 Gender Mainstreaming in TVET

Education and training are basic human rights and the requirement for a full enjoyment of all other human rights. Inequality in TVET that excludes females or males from quality training is a violation of basic human rights. In many countries females bear the impact of gender inequalities related to the asymmetry in the resource allocation and division of labour both within the household and within the community.

Zanzibar education system provides equal educational opportunities. Yet girls' participation particularly in TVET is lower compared to boys. Among the factors contributing to girls' low participation in TVET are misconceptions that TVET are



masculine domain. In addition, negative social attitudes, home environment and cultural biases are other contributing factors.

The promotion of gender equality should be an overarching priority for the Government in order to reverse discriminatory practices and promote gender equality in education and training as basic human rights.

### 1.2.7 Inclusive Training in TVET

Inclusive training happens when trainees with and without disabilities participate and learn together in the same institutions and classes. Research shows that when a child with disabilities attends training alongside peers who do not have disabilities, good things happen.

For a long time, trainees with disabilities were trained in separate fields of training or in separate TVET Institutions. People got used to the idea that special training meant separate training. But it is now known that when learners are trained together, positive academic and social outcomes occur for all learners involved.

We also know that simply placing learners with and without disabilities together does not produce positive outcomes. Inclusive training occurs when there is on-going advocacy, planning, support and commitment.

Inclusive training is based on the simple idea that every learner and family is valued equally and deserves the same opportunities and experiences. Inclusive training is about learners with disabilities - whether the disability is mild or severe, hidden or obvious - participating in everyday activities, just like they would if their disability were not present. It is about building friendships, involvement and having opportunities just like everyone else.

Inclusion is about providing the assistance to trainees, who need to learn and participate in meaningful ways. Sometimes, help from trainers or fellow trainees works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed. Inclusive training is a learners' right and not a privilege.

### 1.2.8 VET and TE Registrations

The situation analysis mentioned the progress made in registering and assuring the quality of VET institutions. This registration process can only be classified as an initial effort toward the establishment of an overall VET and TE (TVET) quality control mechanism.

Registration requirements provide a policy support for upgrading VET and TE institutions and improving the quality and relevance of their provision. A competitive funding system can serve as a tool to direct the development of public and private TVET institutions in response to demand from enterprises and individuals.

This also has consequences on changing registration requirements from input requirements such as courses, trainers and infrastructures to output requirements,

namely learning outcomes and labour market outcomes measured in multiple ways, including placements, wages and self-employment.

### 1.2.9 Human and Physical Resources in TVET institutions.

Effective education and training activities for socio-economic transformation need to have comprehensive, adequate, skilled and competent human resources. Furthermore, trainers and instructors should be well paid and rewarded for their outstanding achievements and contributions so as to limit brain drain. There should also be human resources targets set in line with economic sector requirements accompanied by comprehensive succession plans to address staff attrition.

Most of the training TVET institutions lack manpower development programmes. Generally speaking, there is inadequate provision for mandatory professional development for instructors and trainers in TVET institutions. There is a need to train and retrain the instructors and trainers in the TVET system so as to equip the workforce with appropriate skills and upgrade their qualifications in order to enhance competence, productivity and quality of the deliverables in TVET.

Zanzibar has significantly extended its education system since 1964 Revolution. However, less progress has been recorded in TVET. Students' enrolment at all levels of TVET sub sector has been recorded low due to lack of strategies to maximize capacity utilization of available physical resources.

The above continues to hinder increased student intake. The current TVET training facilities are insufficient, run down and overwhelmed by the trainees' population. It should also be noted that effective TVET for socio-economic transformation needs to have adequate well maintained physical facilities.

### 1.2.10 Employability of TVET Graduates

The situation analysis found constraints on decent job creation in Zanzibar and that the removal of these constraints is an essential precondition to expansion of job creation. In the medium term, nonetheless, Zanzibar must focus on expanding job opportunities to larger segments of the population and must create the institutional framework needed for an emerging education and training system capable of accompanying the development process and meeting the changing skills needs of a growing economy with diversified demand.

TVET graduates unemployment has been an ever-present problem. It is often caused by lack of creativity, lack of start-up capital and lack of skills for entrepreneurial self-employment. There are limited support services for business start-up after completion of training and similar measures for easing labour-entry and job-retention. Apprenticeship programmes in different occupational areas is generally non-existence. TVET trainees are not well sensitized to become job-creators rather than job seekers.



Unfortunately, many TVET graduates cannot find decent work or have jobs that under-utilize their competencies after their training due to lack of jobs in the formal sector, weak career guidance and education services that can provide support and job search skills for TVET graduates. There exists a weak labour market information services in the country that provides information on labour issues, skills, job vacancy, skills requirement and TVET supply data. As such, it has been difficult to assess the efficiency and impact of TVET provision in terms of quantity of TVET graduates as well as quality and relevance of TVET programmes.

TVET training does not prepare trainees to entirely exploit the opportunities offered by increased regional and global labour mobility and by the potentially expanding areas of job creation.

### 1.2.11 Impact of TVET on National Socio-Economic Transformation

Many educational and training institutions in Zanzibar are conceived and not set up as potential drivers of the development engine in society as the institutions simply “sit and learn from society”. The opportunity to provide research, consultancy and services to the industry and society is not adequately utilised. Further to that, TVET institutions lack a mechanism for identifying and linking existing knowledge with innovation. Furthermore, some TVET institutions have a number of research results and technologies that may be commercialized and there exist a few pilot initiatives for commercialization such as the national level business incubator programmes and cluster initiatives that could be simulated countrywide.

In addition, there are no mechanisms for recording the grassroots innovations in companies and firms including individuals that are not directly related to formal scientific research that may be of great benefit for the country’s economy. This renders TVET training in supporting and promoting national growth and poverty alleviation. To this end, TVET institutions lack guarantee of Intellectual Property Rights (IPR) as well as policies aimed at promoting emerging technologies and grass-root innovations.

### 1.2.12 Regional and International Cooperation

The 21<sup>st</sup> century is characterised by rapid technological changes, which contribute significantly to socio-economic transformation. Zanzibar like any other developing country is not adequately catching up with technological development. High costs required for procurement of new equipment and training has been identified as major obstacles for the transfer of technology. There is also weak cooperation with other regional and international stakeholders aimed at sharing experiences, acquiring new technologies and skills. In addition, there exists fragmentation of the TVET system at the regional and international level. There is also inadequate collaboration of the TVET systems in the region.

### 1.2.13 Cross-Cutting Issues in TVET

TVET sub-sector is critically influenced by several factors, which are cross-cutting and need to be mainstreamed at both planning and implementation stages. These cross-cutting issues include; HIV/AIDS, Environmental Sustainability, Environmental Health, ICT and Guidance and Counselling. These cross-cutting issues require the TVET Policy to take cognisance of them. Therefore, this TVET Policy addresses the above mentioned focal areas as articulated below:

#### 1.2.13.1 HIV/AIDS

There is a multitude of factors, which assist the viability of the HIV in aggravating the HIV pandemic. All these factors have caused today's documented HIV/AIDS rates in Zanzibar, and they are: (i). Biological determinants; (ii). Socio-economic factors like rural-urban migration, employment opportunities, level of poverty, proportion of female-headed households, food security, gender imbalances and gender roles. (iii). Cultural and traditional factors: these include early marriages, high divorce rates, unsupported female headed household, male macho immoral tendency, persistent remarrying tendencies, polygamous relationships particularly when partner/s are unfaithful. (iv). Stigmatisation and discrimination against people living with AIDS and affected families; (v). Negative effects due to cultural clash between the young and old generations in the country, which originating from penetration of foreign culture in Zanzibar as a result of globalisation and social media developments.

So far there are no details on the number of affected persons in the TVET sub-sector, as studies have not been carried out. However, nature of activities involved in TVET sub-sector namely research and training, necessitates movement of people and their use of working tools and equipment in the environment that are potentially at high risk of acquiring HIV/AIDS, if they are not adequately sensitized.

Although the impact of HIV/AIDS on the labour force in Zanzibar is not that alarming, the staff and trainees in the TVET sub sector need to be sensitized so as to know the impact of HIV/AIDS in their workplaces. Furthermore, HIV/AIDS have not been mainstreamed in the TVET curricula so as to ensure increased awareness among trainees and students. Consequently, HIV/AIDS are likely to have severe social and economic effects on TVET sub-sector development in general as it will erode the active working human resources and other recipient groups and hence requires regular impact evaluation.

#### 1.2.13.2 Environmental Sustainability

Human actions have been environmentally destructive, leading to concerns about sustainable development. Such actions include training and research in TVET which involve the use of materials as well as chemicals. If these are not well handled during their use and disposal they might cause a negative impact on the environment. There is therefore a need to rectify the effects of human actions in TVET on the environment as far as training and research are concerned.

### *1.2.13.3 Environmental Health*

TVET trainees need to be healthy in order to learn properly. They also need to be trained on how to remain healthy. Education for all stresses that learning environment should be healthy, safe and protective. A healthy learning environment should include safe, environmentally friendly and easily accessible buildings, health and nutrition services, adequate water and sanitation, facilities to deal with emergencies and disasters, facilities to cater for psychological and emotional health of instructors, trainers and trainees.

Many TVET trainees come from homes or areas which lack physical, emotional and environmental safety. This situation hinders effective learning.

Most TVET Institutions do not have proper space, ventilation and lighting which affect the health of learners, trainers and instructors. In addition they do not have clean and safe water, proper sanitation, safe playgrounds, emergency and disaster equipment, clear and unobstructed exits and facilities for provision of health and safety services. There are no comprehensive guidelines on what constitutes a safe and environmentally healthy institutions and centres.

### *1.2.13.4 Information and Communications Technology*

ICT refers to a wide variety of information and communications devices, applications and services related to the storage, transmission and retrieval of data and information in electronic and digital forms. It can include radio, television, computers, broadband and other computer networks, satellite communications systems, mobile phones, video-conferencing systems, social media, management information systems, digital resources and others.

In response to the calls for greater ICT use in TVET, many ICT initiatives and projects have been developed and implemented in TVET in Zanzibar over the past 20 years and some of them are currently being implemented. However, most of the earlier initiatives and projects have been relatively small scale pilot projects that have operated largely independent of one another. The lack of a centralized unit with responsibility for general oversight and coordination of all ICT activities and the lack of comprehensive ICT guidelines for TVET has limited the effective alignment and integration of these projects with one another, as well as, and more importantly with broader efforts to improve the TVET system. This lack of integration and alignment has resulted in less than optimal use of the resources available and has limited the impacts of most of these early initiatives. Further sustainability has been an issue and no serious efforts have made to scale-up earlier successes.

Despite the shortcomings cited above, there are reasons to be optimistic about the situation. As a result of earlier and current ICT initiatives there is a growing cadre of TVET providers, instructors, trainers and others who are motivated, committed and prepared to increase ICT use in TVET.

The demand by parents, community leaders and other stakeholders for ICT-enhanced TVET is high. Private sector companies have expressed their willingness to partner with the Government to expedite the introduction and use of ICT in TVET. Notably, there is some evidence that the telecommunication providers in Zanzibar will soon be capable of providing significantly more reliable and better quality internet connectivity in all areas of the country.

#### *1.2.13.5 Guidance and Counselling*

The ideal provision of training has to go beyond instructing and learning. It has to ensure that the learners enjoy all the benefits and opportunities available in training. Guidance and counselling ensure that all learners regardless of their background enjoy maximum benefits TVET can offer. In other words, learners not only need to be given knowledge and skills but also to be closely monitored so that natural endowment and talents are promoted and those societal forces that inhibit learning are controlled. It is from identifying such factors that a learning potential of children are realized. Guidance and counselling also provide opportunities to advise youths on how to cope with the demands of society and the pressure of peer groups.

## CHAPTER TWO

### 2.0 RATIONALE, OBJECTIVES AND SCOPE OF THE ZANZIBAR TVET POLICY

#### 2.1 Rationale for Zanzibar TVET Policy

TVET is an essential element of capacity and competence building in developing countries like Zanzibar. This is because TVET can efficiently contribute to the reduction of poverty and creation of wealth. If well-regulated and coordinated it can respond agreeably to the rapidly changing needs of the labour market, technologies and globalization forces in various sectors such as tourism, petroleum and gas, agriculture and fisheries, to name the few.

Notwithstanding a few positive contributions associated with Zanzibar VET Policy (2005), weak linkages between the coordinating bodies for VET and TET have resulted in underperformance of TVET institutions. This is mainly because the mentioned Policy deals only with VET and very little has been deliberated on TE. As such, there have been limitations for both vertical and horizontal progressions for graduates from VET institutions to TE institutions. There is therefore a need to establish strong mechanism of coordination of VET and TE institutions that can address this challenge. Studies have shown that countries that have achieved sustainable economic growth and social transformation have largely done so through the adoption and exploitation of integrated VET and TE systems.

With the exception of few institutions which are under the MoEVT, the coordinating bodies for TVET do not have clearly defined legal framework to facilitate harmonious functioning of all institutions involved in the training of technical personnel in the country. There exist a weak mechanism for integrating and coordinating the provision of TVET institutions which are under ownership of other ministries such as ministries responsible for agriculture, tourism, health and water to name the few. Therefore, there is an urgent need now to establish relevant and effective structures to lead technological development for socio-economic transformation.

In order to maximize the contributions of TVET to social and economic transformation, it is important that a more diverse conception of TVET, incorporating a multiplicity of purposes, providers, settings and learners is developed. This means acknowledging TVET learning can occur in both formal public TVET systems as well as through informal training such as local communities and workplaces and hence recognition of prior learning. It should also be noted that improvement of the employability of workers including TVET graduates does not only depend on adequate education and skills of TVET graduates but also on the economic growth of the productivity sectors. It is thus important to ensure that formulation and implementation of skills development policies such as this TVET Policy takes on board development challenges in the TVET Sub-sector as well as those in the main economic sectors.

Zanzibar, which is part of United Republic of Tanzania as a member country of UNESCO, ILO, AU, EAC and SADC has among other obligations committed to various international protocols and resolutions. The protocols in education require member states to establish and institute TVET systems in their countries. Further to that, there is also an urgent need for more financial and technical support from regional, bilateral and international agencies and governments for TVET, to allow TVET to contribute more significantly to economic and social transformation.

## 2.2 Scope

This TVET Policy covers all levels of TVET, from basic to tertiary(below degree level), both the informal and formal sectors. It is intended to address various issues which overcome the current fragmented VET and TE systems so as to compete the global relatives of the 21<sup>st</sup> Century, including globalization, ever changes in technology and so on. This TVET Policy aims at contributing considerably to reach the Zanzibar Development Vision 2020, the Successor Strategy 2016-2020 and SDGs, amongst anticipated competition due to globalization and up-and-coming regional blocks like EAC and SADC. In order to reach the above mentioned intentions this Policy should be incorporated in the policies of other sectors.

The policy focuses on provision of adequate resources to TVET Sub-sector and associated institutions, educating and training in response to market signals and demands, while equally balancing the need for quality of programmes and social equity in access to the programmes. Other important areas are governance at ministerial as well as institutional levels, employability of TVET graduates and their contributions to national socio-economic transformation. Other issues focused on matters such as keeping of national database on regular national surveys of occupations for strategic planning and development and a comprehensive qualifications framework for TVET.

## 2.3 Vision

The vision of the Zanzibar TVET Policy is to have a TVET system that will provide training and skills as driving force for the dynamic and competitive labour force capable of contributing to Zanzibar socio-economic transformation.

## 2.4 Mission

The mission of the Zanzibar TVET policy is to develop a sustainable quality TVET system proficient to provide, facilitate, promote an integral competitive workforce; training individuals for employment and entrepreneurship, as well as boost the individual capacity for lifelong learning.

## 2.5 General Objective

The main objective of this policy is to develop an effective VET and TE structure that is capable of responding to the national, regional and international challenges so as to contribute effectively to the national socio-economic transformation.

### *2.5.1 Specific Objectives*

- (i) To improve the quality and relevance of TVET provision;
- (ii) To establish mechanisms to facilitate private sector and other stakeholders' participation in the development of TVET and provide training programmes in keeping with current and future labour market demands;
- (iii) To provide more learning opportunities at various TVET levels;
- (iv) To develop and provide mobile and outreach programmes;
- (v) To improve the balance of TVET resources directed towards the formal and informal TVET sub sector;
- (vi) To prioritise and provide critical skills for sustainable growth, development and equity;
- (vii) To promote employability and sustainable livelihoods through skills development;
- (viii) To stimulate and promote a culture for research, consultancy, technological innovation, entrepreneurship, and industrial growth;
- (ix) To establish cooperation, linkages and partnership, between and among TVET institutions, regional and international organizations ; and
- (x) To develop an efficient and effective M&E system for the teaching-learning process and for assessing learning outcomes, to ensure quality in the performance of the TVET programmes.

## CHAPTER THREE

### 3.0 POLICY ISSUES, STATEMENTS AND STRATEGIES

In the light of the vision and mission articulated above and the wish to carry out up-to-date programmes of TVET in Zanzibar, the following thirteen policy focal areas have been identified for the RGZ and TVET stakeholders to address:

- (i) Building a strong supporting system for TVET learning, employment and entrepreneurship opportunities;
- (ii) Building stronger PPP;
- (iii) Moving toward a more demand-driven TVET system;
- (iv) Ensuring an effective and sustainable funding system;
- (v) Further strengthening the engines of change for the TVET system;
- (vi) Enhancing inclusive training in TVET;
- (vii) Ensuring gender mainstreaming in TVET;
- (viii) Linking registration with the upgrading of TVET institutions;
- (ix) Mobilizing Human and Physical Resources for TVET;
- (x) Enhancing employability of TVET Graduates;
- (xi) Reinforcing impact of TVET on national socio-economic transformation;
- (xii) Emphasizing regional and international cooperation; and
- (xiii) Mainstreaming cross-cutting issues.

#### 3.1 Issue: Building a strong supporting system for TVET learning, employment and entrepreneurship opportunities.

There exist imbalances in terms of gender, geographical location, needs as well as inequity and inequality of opportunity in society in Zanzibar. Additionally, there is differential concentration of TVET providers in favour of urban areas in comparison to rural areas. Further, there is significant imbalance of enrolment in favour of male students in TVET institutions and that there are generally no special facilities and services for disabled learners in TVET institutions. Furthermore, TVET does not provide satisfactory support to informal training such as local communities and workplaces and hence recognition of prior learning

#### Policy Statement One

***The Government in collaboration with key stakeholders shall ensure the inclusive and equitable access to TVET for all segments of the population and recognition of informal training.***

#### Strategies

1. Promote equitable opportunities to TVET for all population;
2. Establish more public and private TVET Institutions;
3. Encourage the establishment of TVET tailor made and outreach programmes;



4. Offer a best TVET options to students within the formal education system.
5. Offer a best TVET options to students within the informal training system.
6. Directly select and enrol the Form Four school leavers to TVET Institution (VETs and TIs)
7. Provide a clear policy framework of regulations and incentives;
8. Support actions to improve the quality and relevance of TVET and skills development programmes;
9. Provide relevant and reliable information to help prospective learners or job-seekers make knowledgeable choices.
10. Recognition of prior learning (RPL).

### 3.2 Issue: Building stronger public private partnership.

There is a need to build up stronger PPP within the TVET system and to engage individual employers in initiatives such as workplace learning, including internships and apprenticeships. There is also a need to strengthen the role of the ZNCCI, Trade Unions and Employer Associations in the informal sector and to build their institutional capacity to actively and efficiently participate in TVET.

#### Policy Statement Two

***The Government in collaboration with key stakeholders shall build up stronger PPP within the TVET system.***

#### Strategies

1. Engage individual employers in TVET initiatives such as workplace learning, including internships and apprenticeships;
2. Strengthen the role of the TVET Providers, Trade Unions and ZNCCI and Employers Associations in the informal sector training;
3. Build institutional capacity of the public and private sectors to effectively participate in TVET;
4. Engage non-state actors in early stages of the planning processes of TVET activities;
5. Develop clear guidelines on policy, institutions and operational implications in developing TVET programmes.

### 3.3 Issue: Moving toward a more demand-driven TVET system.

There is gap between curricula contents and the present labour market demands. Technological changes taking place in the world demand effective knowledge and skills that can address the market requirements. This calls for life learning for both formal and informal sectors so as to keep them up-to-date with technology changes. Thus, TVET systems need to be open, flexible and learner centred. The system in addition to preparing individuals for knowledge and skills for specific jobs, should prepare the learners specifically for life endeavours and participation in the world of work

### Policy Statement Three

***The Government in collaboration with key stakeholders shall ensure that the TVET system is responding proactively to the labour market demands.***

#### Strategies

1. Enhance TVET providers to respond to market demand, including the imperative social obligations expressed by stakeholders;
2. Undertake actions to ensure that TVET provision is aligned with the needs of employers, consumers and learners;
3. Ensure that the relevant institutional arrangements and provisions are in place to respond to needs of employers, consumers and learners;
4. Develop programmes, which will provide skills training for a range of diverse production and economic activities.
5. Promote effective and continuing interaction between TVET and productive work in the area of production of materials, business and services;
6. Provide induction training to newly TVET employee to familiarize them with the nature, objectives and the working conditions of the respective organizations.

### 3.4 Issue: Ensuring an effective and sustainable funding system.

Technical and Vocational training is costly while funding and financing system for TVET provision is inadequate and not sustainable. Thus a dramatic increase of funds will be needed for all young people and adults to benefit from TVET. In addition, in utilization of such fund, it is important to have a clear purpose and procedures, with agreed annual targets for credibility and to ensure a good public perception.

### Policy Statement Four

***The Government in collaboration with key stakeholders shall ensure sustainable funding of TVET system.***

#### Strategies

1. Ensure mobilisation of funds for the TVET;
2. Ensure the timely availability and appropriate utilization of SDL;
3. Enhance production and income generation activities in TVET Institutions;
4. Promote collaboration with national, regional and international partners with the aim of enhancing TVET funding;
5. Put in place appropriate mechanism for monitoring TVET funding and utilization.

### 3.5 Issue: Strengthening the engines of change of the TVET system.

There is a need to align the Regulatory Body mandate with the needs of TVET providers and the other challenges, as well as enhancing the institution responsible for TVET instructors training. The TVET Regulatory Body Authority and the TVET instructor training institutions are key for the engine of change of the TVET system.

#### Policy Statement Five

***The Government in collaboration with key stakeholders shall establish and strengthen the capacity of Regulatory Body for TVET and Institutions responsible for TVET instructors training.***

#### Strategies

1. Align the mandate of Regulatory Body for VET with the needs of challenges addressed by the TVET reform;
2. Establish and improve the quality and performance of Regulatory Body for TVET;
3. Improve the quality and performance of instructors at the institutions responsible for TVET instructors training;
4. Advance coordination in the development of TVET.

### 3.6 Issue: Ensuring gender mainstreaming in TVET.

Zanzibar education system provides equal educational opportunities. Yet girls' participation particularly in TVET is lower compared to boys. The promotion of gender equality should be an overarching priority for the Government in order to reverse discriminatory practices and promote gender equality in education and training as basic human rights.

#### Policy Statement Six

***The Government in collaboration with key stakeholders shall ensure that TVET is available, accessible, acceptable and adaptable to the needs of both male and female trainees.***

#### Strategies

1. Provide counselling services and create opportunities for both male and female trainees, to join and continue with TVET;
2. Ensure inclusive and equitable access to all TVET trainees;
3. Ensure equitable access and expansion in enrolment of both male and female trainees in science subjects and technology training at all levels;
4. Set up a mechanism to maximize capacity utilization of available resources for increased both male and female trainees intake to TVET institutions;
5. Recruit and train both male and female trainers and instructors for TVET training centres and institutions;
6. Collaborate with other stakeholders to promote gender equity in TVET.

### 3.7 Issue: Enhancing inclusive training in TVET

Inclusive training is a learners' right and not a privilege. At the same time research shows that when a child with disabilities attends training alongside peers who do not have disabilities, good things happen. Thus, some mechanisms should be in place to make sure every learner and family is valued equally and deserves the same opportunities and experiences.

#### Policy Statement Seven

***The Government in collaboration with key stakeholders shall ensure that people with disabilities have the same access to TVET as others do.***

#### Strategies

1. Promote awareness on trainees with disabilities;
2. Mitigate effects of trainees with disabilities;
3. Create opportunities for success and avoid frustrations to the learners with disabilities
4. Provide, where necessary, specially designed materials or technology to the learners with disabilities;
5. Provide with specially adjusted programmes, where it is desirable due to the nature of the disability or needs of a specific group;
6. Carryout ongoing advocacy, planning, support and commitment to inclusive training.

### 3.8 Issue: Linking registration with the upgrading of TVET institutions.

This registration process can only be classified as an initial effort toward the establishment of an overall VET and TE (TVET) quality control mechanism. Registration requirements provide a policy support for upgrading VET and TE institutions and improving the quality and relevance of their provision.

#### Policy Statement Eight

***The Government in collaboration with key stakeholders shall change registration requirements to comply with output requirements.***

#### Strategies

1. Establish and advance inspection and registration system of the TVET institutions;
2. Establish and develop the TVET Inspection and Registration Department in the TVET Regulatory Authority;
3. Establish NQF for TVET that will contain accreditation, quality assurance, occupational standards, national examination, assessment and certification.
4. Establish bridging programmes that will enable the trainees to move from VET system to TE system;

### 3.9 Issue: Mobilizing human and physical resources in TVET institutions.

There is inadequate provision for mandatory professional development for instructors and trainers in TVET institutions. There is a need to train and retrain the instructors and trainers in the TVET system so as to equip the workforce with appropriate skills and upgrade their qualifications in order to enhance competence, productivity and quality of the deliverables in TVET. The current TVET training facilities are overwhelmed by the trainees' population. It should also be noted that effective TVET for socio-economic transformation needs to have adequate well maintained physical facilities.

#### Policy Statement Nine

***The Government in collaboration with key stakeholders shall develop and implement human and physical resources development programmes.***

#### Strategies

1. Establish a well sustained and motivated human resource capacity to address national training needs;
2. Ensure that the developed human resource capacity is fully utilised;
3. Facilitate the development and implementation of human resource development programmes;
4. Put in place a mechanism for trainers retention and succession plan;
5. Ensure availability of necessary training and learning facilities;
6. Ensure the availability of libraries with adequate training and learning materials;
7. Ensure the best possible utilization of available training and learning materials and facilities.

### 3.10 Issue: Enhancing employability to TVET graduates

TVET graduates unemployment has been an ever-present problem. It is often caused by lack of creativity, lack of start-up capital and lack of skills for entrepreneurial self-employment. There are limited support services for business start-up after completion of training and similar measures for easing labour-entry and job-retention. TVET trainees are not well sensitized to become job-creators rather than job seekers.

There exists a weak labour market information services in the country that provides information on labour issues, skills, job vacancy, skills requirement and TVET supply data.

#### Policy Statement Ten

***The Government in collaboration with key stakeholders shall enhance labour market information services that shall provide information on labour issues.***

#### Strategies

1. Establish supporting mechanism for TVET graduates to utilize their competencies after their training including establishing their own business ventures;

2. Strengthen a mechanism that shall provide labour market information services to TVET institutions;
3. Promote entrepreneurship and apprenticeship trainings and foster links with business support services;
4. Prepare trainees to exploit the opportunities offered by increased regional and global labour flexibility and by the potentially growing areas of job creation;
5. Develop mechanisms for career guidance and education services;
6. Encourage TVET graduates to establish cooperative unions.

### 3.11 Issue: Reinforcing impact of TVET on national socio-economic transformation

Some TVET institutions have a number of research results and technologies that may be commercialized. In addition, there are no mechanisms for recording the grassroots innovations in companies and firms that are not directly related to formal scientific research. TVET institutions lack guarantee of Intellectual Property Rights (IPR) as well as policies aimed at promoting emerging technologies and grass-root innovations.

#### Policy Statement Eleven

***The Government in collaboration with key stakeholders shall promote research and innovation amongst TVET institutions, industry and the society.***

#### Strategies

1. Provide supportive mechanism for a commercialization of research and innovation products;
2. Encourage research and innovation within institutions, industry and the society;
3. Develop an enabling mechanism for IPR, technology incubation, clusters and licensing systems;
4. Prepare and participate in exhibitions on TVET activities.

### 3.12 Issue: Emphasizing regional and international cooperation.

There is weak cooperation with other regional and international stakeholders aimed at sharing experiences, acquiring new technologies and technical and vocational skills. In addition, there exists fragmentation of the TVET system at the regional and international level. There is also inadequate collaboration of the TVET systems in the region.

#### Policy Statement Twelve

***The Government in collaboration with key stakeholders shall strengthen collaboration at regional and international levels.***

#### Strategies

1. Collaborate with the Diaspora, Regional and International Organizations in strategic areas such as funding, capacity building, sharing knowledge, technologies, resources and experiences, exchange of experts and technology transfer;
2. Build capacity to exploit opportunities pertaining to strategic collaboration;

3. Promote linkage, strategic partnerships and working relationships among institutions, private sector and industries at regional and international levels;

### 3.13 Issue: Mainstreaming cross-cutting issues in TVET.

TVET sub-sector is critically influenced by several factors, which are cross-cutting and need to be mainstreamed at both planning and implementation stages. These cross-cutting issues include; HIV and AIDS, Environmental Sustainability, Environmental Health, ICT and Guidance and Counselling. These cross-cutting issues require the TVET Policy to take cognisance of them. Therefore, this TVET Policy addresses the above mentioned focal areas as articulated below:

#### 3.13.1 Issue: HIV and AIDS

##### Policy Statement Thirteen

***The Government in collaboration with key stakeholders shall set up a mechanism to mainstream HIV/AIDS in all TVET plans, programmes and strategies.***

##### Strategies

1. Promote awareness on life skills development programmes to all people in the TVET sub-sector;
2. Combat the spread of HIV/AIDS in TVET sub-sector;
3. Mitigate effects of HIV/AIDS epidemic in TVET sub-sector;
4. Conduct continuous impact evaluation on HIV/AIDS in TVET;
5. Develop support system for those affected with HIV/AIDS in TVET Institutions.

#### 3.13.2 Issue: Environmental Sustainability

##### Policy Statement Fourteen

***The Government in collaboration with key stakeholders shall protect environment from misuse and disposal of potentially environmental destructive research materials and chemicals.***

##### Strategies

1. Ensure that all training, research and business undertaking abide to environmental policies, laws and regulations;
2. Ensure regular assessment and monitoring of training, research and business undertaking with regard to their impact on environment.

### 3.13.3 Issue: Environmental Health

#### Policy Statement Fifteen

***The Government in collaboration with key stakeholders shall adopt a comprehensive approach in promoting a healthy and safe environment in TVET sub-sector.***

#### Strategies

1. Establish a separate unit to regulate and enforce safety standards in TVET Institutions;
2. Introduce programmes for personal hygiene, environmental health and safety training in TVET Institutions;
3. Provide TVET Institutions with recreational and training equipment, sports and physical training facilities;
4. Integrate communication and life skills into TVET curricula;
5. Promote a culture of regular and timely maintenance of physical facilities in TVET Institutions;
6. Develop guidelines on routine health check-ups and how to maintain health and safety standards in TVET Institutions;
7. Provide each TVET Institution with essential equipment for emergencies and safety exits;
8. Train trainers and learners on emergencies and disaster preparedness;
9. Introduce the use of safe environmentally friendly products in TVET Institutions;
10. Establish links with the Ministry responsible for health, international organisations, NGOs, fire-brigades, traffic police and parents.

### 3.13.4 Issue: Information and Communications Technology

#### Policy Statement Sixteen

***The Government in collaboration with key stakeholders shall ensure the availability and access of the ICT in TVET physical and technical infrastructures.***

#### Strategies:

1. Ensure that all TVET Institutions are linked by a safe national ICT network;
2. Ensure the availability of fast reliable internet connectivity, proper and secure facilities and utilities to support ICT in TVET Institutions;
3. Ensure the utilization of ICT facilities in training, learning and TVET management.
4. Ensure the availability of appropriate computer technologies in all classrooms and workshops in TVET institutions;
5. Ensure that reliable disaster recovery systems are in place;
6. Develop processes to ensure regular maintenance and ICT support services.



### 3.13.5 Issue: Guidance and Counselling

#### Policy Statement Seventeen

***The Government in collaboration with key stakeholders shall extend and mainstream guidance and counselling into trainer training.***

#### **Strategies:**

1. Strengthen and diversify guidance and counselling services in TVET Institutions;
2. Develop guidelines on the provision of guidance and counselling;
3. Provide TVET Institutions with up-to-date information on career opportunities and emerging challenges;
4. Provide more extended training for trainers' counselling;
5. Encourage positive peer pressure;
6. Establish guidance and counselling services for trainees with special needs.

## CHAPTER FOUR

### 4.0 LEGAL AND REGULATORY FRAMEWORK

The objective of the legal and regulatory framework is to have a clear and effective direction for faster development of the TVET sub-sector in Zanzibar. Legislative framework refers to the enactment of laws, while regulatory framework focuses on the requirement to comply with predetermined legal obligations that emphasize how TVET activities are to be administered, by whom, in what manner and under what conditions.

Despite the opportunities emerging from liberalization and globalization processes, there is limited legislative and regulatory guidance to improve TVET at the national level. The changing roles and functions of the public and private sector call for the Government to rationalise and harmonise legislation and policies in different sectors dealing with TVET with a focus of ensuring fair play among TVET stakeholders, increasing confidence of owners of TVET institutions, TVET providers, trainees and employers of TVET graduates. Therefore, different laws and regulations related to the TVET Policy will have to be reviewed to match with the current requirements and needs.

The review process of the current laws and regulations related to TVET will take into considerations of the new institutions that shall be established in a course of the new TVET Policy and those originated from national, regional and international agreements and resolutions. Thus, there shall be Government legally established organs at all levels for management, regulation and coordination of the implementation process for the TVET Policy.

Government institutions and non-state actors responsible for TVET system shall therefore be obliged to abide to laws, regulations, procedures and guidelines developed so as to enable smooth implementation of the TVET Policy. The TVET system shall therefore constitute legal and regulatory framework as explained hereunder:

#### 4.1 TVET Legislation

Legislation is of vital importance in the success of the TVET system. Currently, VTA is responsible for legislation of VET and is regulated by Vocational Training Act No. 8 of 2006 as amended by VT Amendment Act No. 11 of 2007.

Given the expected changes which will be brought by the this TVET Policy, a number of legislative acts shall require an in-depth review so as to ensure enhanced effective coordination, management, M&E of TVET activities at national level. Such legislations include VTA Act No. 8 of 2006, Zanzibar Education Policy of 2006, VTA Regulations of Registration of VTCs of 2007 and VTA Funds Regulations of 2009.

Thus, the review of the mentioned Acts, Policy and Regulations demands the establishment of TVET Regulatory Authority as an autonomous organ and TVET Coordinating, Management and Funding Department within the TVET Regulatory

Authority. The TVET Regulatory Authority shall be under the umbrella of the Ministry responsible for technical education and vocational training and shall consist representation from all relevant stakeholders, including government policy makers, employers, public and private training providers, civil society, alumni associations. The functions of these Authorities areas explained hereunder:

#### *4.1.1 TVET Regulatory Authority*

The autonomous TVET Regulatory Authority shall be responsible for TVET education qualifications and quality assurance of TVET institutions. The Authority shall therefore be required to oversee registration and accreditation of both public and private institutions, development and validation of curricula, programmes, assessment, testing and certification.

The above is to make sure that relevant and proper skills and knowledge standards are achieved by encouraging and supporting continuous quality improvement in institutions as well as in programmes and research management.

#### *4.1.2 Coordinating, Management and Funding Department*

The Coordinating, Management and Funding Department within the TVET Regulatory Department will be responsible for the management and coordination of Public and Private TVET Institutions as well as responsible for funding. This is to ensure that there are sufficient resources for improvement of quality, equity and access. This Department shall also oversee funding and financing mechanism including planning and budgeting for the TVET system.

## CHAPTER FIVE

### 5.1 Roles and Responsibilities under the TVET Policy

Effective implementation of any policy depends on clarity on assigning roles and responsibilities to different key stakeholders. This assists smooth operationalization of programmes and projects with clear demarcation of levels of accountability. Since TVET cut across institutional mandate of various government ministries, training institutions, executive agencies, local authorities, private sector agencies, development partners and non-state actors, proper coordination is of critical importance. A conducive mechanism to participation and consultation are desirable in various interventions aimed at implementing the TVET Policy as well as in facilitating its effective M&E of impact.

The Government together with other stakeholders will develop a Policy Implementation Plan, which will detail an implementation strategy defining and detailing activities to be implemented over a time-frame of an initial particular period, functions and responsibilities of implementing institutions and resource requirements. In this regard, the roles of various stakeholders are as follows:

#### 5.1.1 Roles of the Government

- a. To create a conducive macro-economic environment, which will allow TVET sector to grow;
- b. To put in place the requisite infrastructural facilities that will provide a basic support for the growth of the sector;
- c. To establish legal framework, which will guarantee the implementation of the Policy;
- d. To allocate budget for facilitating TVET functions;
- e. To develop entrepreneurship through education and training;
- f. To foster pro-active entrepreneurship attitude within the civil service and local government service.

#### 5.1.2 Roles of the Ministry Responsible for TVET

- a. To coordinate the implementation of the TVET Policy through the improved TVET Regulatory Authority;
- b. To coordinate the activities of all TVET stakeholders;
- c. To organise M&E of implementation of the TVET Policy;
- d. To build human capacity in strategic disciplines, where the country does not have enough manpower to engage into development activities;
- e. To ensure that this policy is periodically reviewed and improved where necessary.

### *5.1.3 Roles of other Ministries*

- a. To establish and develop TVET Institutions according to the manpower needed in the respective ministry;
- b. To supervise TVET in respective institutions under their mandate;
- c. To use results from M&E to review sectoral policies as well as making various administrative decisions.

### *5.1.4 Roles of TVET Regulatory Authority*

- a. To advise the Government on all matters relating to TVET and their application for social economic transformation of the country;
- b. To improve and maintain the standards and quality of TVET in institutions;
- c. To ensure the integrity of the TVET education awards of institutions;
- d. To develop and maintain quality TVET programmes appropriate to the technical strengths of the institution where a recognizable market has been clearly identified;
- e. To ensure that all programmes are of high standard and of continued relevance to graduate labour markets and the needs of the workforce in the country;
- f. To ensure the enclosure of broader social, personal and entrepreneurial competencies with a view to improving employability, community participation, and sustainable local development;
- g. To continually improve quality of community service programmes offered by institutions;
- h. To initiate and oversee the formulation research priorities and programmes;
- i. To enhance constant improvement of internal support services provided to students and staff; and
- j. To develop and refine internal quality assurance and enhancement mechanisms.

### *5.1.5 Roles of TVET Coordination, Management and Funding Department*

- a. To advise institutions on different aspects of the planning, budgeting, investments and resources mobilisation;
- b. To advise Institutions on mechanisms for improving efficiency and effectiveness of TVET financing;
- c. To collect, analyse and interpret statistical data on student enrolments, staffing, staff salaries and inventory of space institutions;
- d. To receive and discuss strategic plans from the institutions for onwards submission to the Ministry responsible for TVET;
- e. To provide guidance to enable proper marketing and implementation of results from research and technology development activities executed by the institutions;
- f. To receive funds from Government, SDL, individuals, corporate bodies, public and private institutions, CSOs and FBOs so as to support TVET operational and development budget;
- g. To carryout regular financial audits on institutions' expenditure to ensure that funds have been utilized effectively in line with budgets;

- h. To supervise the formulation and implementation of research priorities and programmes.
- i. To advise in M&E of scientific R&D; acquisition, storage and dissemination of scientific and technological information;
- j. To facilitate the commercialization of research results;
- k. To promote regional and international cooperation;

#### *5.1.6 Roles of TVET Institutions*

- a. To provide training, skills and knowledge that is more responsive to labour market demands to cope with challenges of globalization;
- b. To review their priorities from time to time so as to utilize indigenous knowledge and technology innovations, creative productions of sufficient levels and guarantees of IPR;
- c. To undertake researches that meet the demand of labour market needs including commercialization of research results coupled with establishment of by-product firms from research results.

#### *5.1.7 Roles of Private Sector*

- a. To identify and implement key TVET issues in respective sectors;
- b. To implement R&D activities and marketing technologies from TVET institutions;
- c. To mobilize resources;
- d. To carryout M&E;
- e. To provide technical expertise and managerial skills during practical training of trainees in industries and workplaces.

#### *5.1.8 Roles of Non State Actors*

The Non State Actors which include financial institutions, CSOs, employees, trade unions, environmentalists, political leaders, community groups, sector interest groups and the public in general are required to support the implementation of TVET Policy through participation in M&E, dissemination of information in order to create an understanding of the nature and benefits of TVET in their areas of interest.

#### *5.1.9 Roles of Development Partners*

- a. To be intensively involved in all key areas of intervention that are covered in this policy;
- b. To provide finance for micro finance operations, physical infrastructures; capacity-building of the TVET institutions and various activities intended to create a favourable environment for the TVET development;
- c. To support development of R&D activities from TVET institutions.

#### *5.1.10 Roles of Diaspora*

- a. To enhance deliberate move to network TVET researchers with researchers in the Diaspora to harness their expertise and experience for national development;

- b. To facilitate the designing and implementation of sustainable interventions especially in the financial and non-financial services for TVET in compliance with the principles stated in the TVET Policy.

## 5.2 Monitoring and Evaluation

M&E provides a rational basis for planning and implementation of the TVET Policy. It also provides a feedback system that would direct the policy makers, planners and managers to measure the performance and prospective problems related to implementation of TVET Policy. Systematic M&E is essential for policy implementation and performance assessment. The overall responsibility of M&E shall be vested to the Ministry responsible for TVET. However, effective monitoring will depend on coordinated efforts and close cooperation between public institutions, including ministries responsible for finance, planning, agriculture, trade, marketing, lands and local governments. Effective M&E will also depend on coordinated efforts and close cooperation between these public institutions and private sector in lasting smart partnership as well as civil societies and development partners.

The implementation of the various policy statements mentioned in this TVET Policy, will depend on the implementation plan, in which relevant activities of the proposed strategies will have to be developed in collaboration with various stakeholders. The Ministry responsible for TVET, being the focal institution responsible for the coordination of the policy implementation, will collect, compile and analyse information on the implementation of the various programmes. All stakeholders will be relied upon to furnish the Ministry with the relevant information. This information will then be processed so as to compare the various benchmarks with actual implementation of the programmes.

M&E of the TVET Policy shall incorporate coherent oversight and regular review mechanisms. Performance targets shall be easily measurable, incentives shall also be meaningful and rewards as well as penalties shall be effective. All activities of TVET shall be coordinated and monitored by the respective MDAs and LGAs. The Government in collaboration with the Private Sector and Non-State Actors will have the following roles in M&E functions:

- a. To develop M&E framework including performance indicators and benchmarks;
- b. To set up a time frame for institutional evaluation;
- c. To periodically review the policy and legislation when need arises; and
- d. To share the M&E reports to all involved ministries and stakeholders.

## 5.3 Concluding Remarks

This TVET Policy intends to put up plans aimed at the development of an efficient, qualified and dynamic physical and human capital resource that responds adequately to domestic and global labour market demands. The policy is part of the joint Government and Private Sector efforts aimed at reforming TVET so as to make it more attractive, efficient and effective, offering an alternative to secondary and university education and fighting youth unemployment and poverty.

Specifically, the policy is committed to improve quality, accessibility and equity at all levels of TVET education through a well improved institutional, legal and regulatory frameworks as well as enhanced financing of TVET undertakings.

For a TVET system to become a success, it needs to have Government support in the way of a continual funding stream. Whether from international groups or by utilizing a VTF, this policy decision is essential to a long term effective TVET system. Without proper funding even the best TVET system cannot be sustained in a manner which supports business and growth in the country.

There is also an urgent need to harmonise all the sectoral legislations and institutional arrangements related to the TVET sub sector so that proper coordination and overall management of TVET activities can be achieved. For this to happen, the Government needs to take a leading role as a facilitator, by providing a conducive environment, requisite infrastructure and general support systems. The implementation of the programmes set out in the TVET Policy must also be carried out alongside other broad initiatives of other stakeholders, especially the private sector. In addition, the recognition of the TVET Policy objectives can only occur with the investment of time, adequate resources, political goodwill and dedicated effort by all stakeholders.

The Ministry responsible for TVET being the coordinating ministry for implementation of the TVET Policy should be well equipped with the necessary resources, both human and physical, in order to be able to carry out routine M&E of TVET institutions' activities so as to inform parties concerned on the progress of projects challenges, success achieved, lessons learnt and way forward in improving project implementation. To this end, collaboration and cooperation between all players is called upon in order to develop a sustainable TVET sub sector destination.



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