

## **2.1 Technical Education and Vocational Training**

Technical and Vocational Education and Training (TVET) is composed of Technical Education and Training (TET) and Vocational Education and Training (VET). Both, TET and VET are provided by Government and Non-Government Institutions including NGOs, CBOs, FBOs, Companies and Individuals. TET and VET form 10 levels of qualification framework whereby VET takes the lowest three levels i.e., National Vocational Award (NVA) Level i.e., 1 – 3. TET takes the other seven levels beginning from National Technical Award (NTA) i.e., Level 4 - 10.

TVET provides alternative educational and training opportunities after primary, ordinary secondary (O-Level) and advanced secondary (A-Level) education levels aimed at producing skilled workers, technicians and professionals to be engaged in fields such as construction, manufacturing and agriculture. 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 setting. Therefore, improvement of access and equity of TVET is important to meet labour market demands and achieve socio-economic growth of the nation.

### **2.1.1 Technical Education and Training Institutions**

Technical Education and Training (TET) institutions are categorized into three (3) subject boards namely: Business, Tourism and Planning (BTP); Health and Allied Sciences (HAS); and Science and Allied Technologies (SAT). In the year under review, a total of 474 technical institutions were registered under National Council for Technical and Vocational Education and Training (NACTVET). Moreover, the number of registered TET institutions has increased by 2% from 465 institutions in 2022 to 474 in 2023. Based on the Board registry, Science and Allied Technologies (SAT) Board registered 99 (21%) institutions, followed by Business, Tourism and Planning (BTP) 163 (34%) and Health and Allied Sciences (HAS) 212 (45%). The increase in registered TET institutions is a sign of public demand for technical-based training for skills development. Table 2.19 presents number of registered Technical Education and Training Institutions in 2022 and 2023.

**Table 2.19: Number of Registered Technical Education and Training Institutions in 2022 and 2023**

Subject Board	2022			2023		
	Registered Technical Institutions	Ownership		Registered Technical Institutions	Ownership	
		Public	Private		Public	Private
BTP	157	75	82	163	76	87
HAS	210	47	163	212	47	165
SAT	98	58	40	99	57	42
<b>TOTAL</b>	<b>465</b>	<b>180</b>	<b>285</b>	<b>474</b>	<b>180</b>	<b>294</b>

Source: NACTVET, 2023

## 2.12 Enrolment in Technical Education

The enrolment in Technical Education increased by 16% from 169,518 in 2021/22 to 172,264 in 2022/23 as depicted in Table 2.20. Female enrolment decreased from 87,023 in 2021/22 to 85,751 in 2022/23, female enrolment is close to that of male. This indicates the results of the efforts to promote female participation in skill-based training.

**Table 2.20: Enrolment Trend in Technical Colleges by Sex from 2017/18 to 2022/23**

Year of Enrolment	Male	Female	Total	GFI
2017/2018	68,973	59,967	128,940	0.86
2018/2019	57,375	56,052	113,427	0.97
2019/2020	76,334	75,045	151,379	0.98
2020/2021	82,226	75,194	157,420	0.91
2021/2022	91,495	87,023	169,518	0.95
2022/2023	86,513	85,751	172,264	0.99

Source: NACTVET, 2023

On the side of field registry, the highest enrolment was observed in Business programs (24%) followed by Medicine and Health Sciences (23.5%) and Social Sciences (19%). The three programs account for 67% of the total enrolment. Table 2.21 presents enrolment by field of study in Academic year of 2021/2022.

**Table 2.21 Enrolment by Field of Study in 2022/23**

SN	SECTOR Field Name	2022/2023			
		T	F	M	%
1	Agriculture	9,395	3,780	5,615	5.45
2	Architecture and Planning	5,123	2,502	2,621	2.97
3	Business	27,181	13,385	13,796	15.78
4	Education	2,677	1,278	1,399	1.55
5	Engineering	3,336	753	2,583	1.94
6	Environmental Science or Studies and Forestry	648	253	395	0.38
7	General	5,918	3,245	2,673	3.44
8	Humanities and Arts	199	97	102	0.12
9	Information and Communication Technology or Engineering	4,658	1,547	3,111	2.70
10	Journalism Media Studies and Communication	1,928	823	1,105	1.12
11	Law	2,073	905	1,168	1.20
12	Library, Archives and Museum Studies	1,072	674	398	0.62
13	Medicine, Veterinary and Health Sciences	41,550	21,834	19,716	24.12
14	Mining and Earth sciences	339	97	242	0.20
15	Physical Sciences and Mathematics	437	231	206	0.25
16	Social Sciences	26,651	14,412	12,239	15.47
17	Tourism and Hospitality studies	975	390	585	0.57
18	Others	38,104	17,545	17,795	22.12
	<b>Total</b>	<b>172,264</b>	<b>83,751</b>	<b>85,749</b>	<b>100</b>

Source: NACTVET, 2023

### 2.13. Vocational Education and Training

Vocational Education and Training (VET) is defined as training leading to a skilled occupation that is provided in Vocational Training Centres (VTCs) and in Folk Development College (FDCs).

### 2.14. Number of Vocational Education and Training Institutions

The number of registered Vocational Education and Training (VET) Institutions increased from 662 in 2021/22 to 687 in 2022/23 where private entities own more centres than public. This is an increase of 3.8% as shown in Table 2.22.

**Table 2.22: Number of Registered Vocational Education and Training Institutions in 2022 and 2023**

Ownership	2022		2023	
	Number of Centres	Percentage	Number of Centres	Percentage
Community Base	0	0	0	0

Organization (CBO)				
Central Government	63	9.5	63	9.17
Co- Owned	13	196	13	189
Company	19	2.87	19	2.77
Fait h Based Organization (FBO)	205	30.97	205	29.84
Local Government	11	166	11	160
Non- Government Organization (NGO)	44	6.65	44	6.40
Private	273	4123	282	4105
VETA	34	5.14	50	7.28
<b>Total</b>	<b>662</b>	<b>100</b>	<b>687</b>	<b>100</b>

Source: NACTVET, 2022

## 2.15. Enrolment in Vocational Education

The enrolment of student in VET institutions shows an increase of 19% from 320,143 in 2019/20 to 380,748 in 2020/21 as shown in Table 2.23. The increase in enrolment was attributed by increased vocational fields/programmes in 2021/22 that made vocational education more appealing including Automotive and ICT. Furthermore, it was attributed by construction of new centres and rehabilitation of the existing VET institutions. Data in Table 2.23 indicates that more males are enrolled in VET institutions than females consistently from 2017/18 to 2020/21. This calls for promotion and motivation for females to join VET institutions.

**Table 2.23: Enrolment in Vocational Education and Training by Sex from 2017/18 to 2021/22**

Year of Enrolment	Male	Female	Total	GFI
2018/2019	120,249	102,434	222,683	0.85
2019/2020	202,718	117,425	320,143	0.58
2020/2021	225,621	155,127	380,748	0.69
2021/2022	N/A	N/A	N/A	N/A
2022/23	N/A	N/A	N/A	N/A

Source: NACTVET, 2023

Note: N/A (Not Available)

## 2.16. Folk Education

Folk Education (FE) is a non-formal education programme offered through community-based Folk Development Colleges (FDCs) focused on employment, self-reliance and participation in community social and economic affairs. The programme is open-access, for learners of any age or level of academic achievement. Courses are offered in short-term (14 days up to 90 days), long-term (up to three years) and outreach programmes per societal needs. The establishment of FDCs is dated back to 1970s, currently there are 55 FDCs owned by the Government.

## 2.17. Enrolment in Folk Development Colleges

The overall enrolment in Folk Development Colleges (FDCs) has increased by 7.5% from 16,457 in 2021/22 to 17,695 in 2022/23. The females' enrolment has increased from 6,939 in 2021/22 to 7352 in 2022/23. Despite the fact that female enrolment has been increasing for past five years, it has been persistently lower than that of males as portrayed in Table 2.24.

**Table 2.24: Enrolment in Folk Development Colleges by Sex from 2017/18 to 2021/22**

Year of Enrolment	Male	Female	Total	GPI
2018/2019	4602	3504	8106	0.76
2019/2020	5168	3938	9106	0.76
2020/2021	9004	6028	15032	0.67
2021/2022	9518	6939	16457	0.73
2022/2023	10343	7352	17695	0.71

Source: MbEST, 2023

## 2.18. Enrolment of Student with Disability in TVET

To promote inclusive education in TVET has to be a matter of priority where by TVET Institutions has to eliminate the barriers that restrict or ban their participation in TVET where learners and trainees with diverse needs to be provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support to enhance their safe participation in TVET.

**Table 2.25: Enrolment of Students with Disability in Technical Education Institutions**

Type of Disability	2021/22	2022/23
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	Male	Female	Total	Male	Female	Total
Albino	9	4	13	7	5	12
Autism	0	0	0	0	0	0
Deaf/ Mute	0	0	0	0	0	0
Mentally Impaired	0	0	0	0	0	0
Physically Impaired	6	4	10	9	6	15
Visually Impaired	0	1	1	0	1	1
<b>Grand Total</b>	<b>15</b>	<b>9</b>	<b>24</b>	<b>16</b>	<b>12</b>	<b>28</b>

Source: NACTVET, 2023

## 2.19. Initiatives to improve Access and Equity in Technical and Vocational Education and Training

During the year under review a number of interventions have been taken to improve access and equity in TVET institutions include:

- i. Construction of Kagera Regional Vocational Training and Services Centre;
- ii. Construction of new four (4) Regional Vocational Training and Services Centres (RVTSCs) namely; Geita, Simiyu, Njombe and Rukwa;
- iii. Construction of Dodoma Technical College (DTC) which will have the capacity to enrol 3,000 students;
- iv. Construction of two dormitories at Mbrogoro Vocational Teachers Training college (MTTC);
- v. Construction and rehabilitation of different infrastructures including classrooms, administration blocks, dining halls, dormitories and workshops in 54 Folk Development Colleges (FDCs);
- vi. Completion of construction of new 25 District Vocational Training Centers (DVTC) which are at the final stage of construction (97%) and to start the construction new 63 DVTCs and 1 Regional Vocational Training and Service Centre;
- vii. Construction of new five (5) NACTE Zone offices namely: Southern Zone (Mtwara, Lindi and Ruvuma); Northern Zone (Tanga, Kilimanjaro, Arusha and Manyara); Lake Zone (Mwanza, Mara, Kagera, Geita and Simiyu); Western Zone (Tabora, Katavi, Kigoma and Shinyanga); and Southern Highlands Zone (Mbeya, Songwe, Njombe and Rukwa);

- viii. Construction of a laboratory building, classrooms and offices at Arusha Technical College (ATC);
- ix. Rehabilitation of six (6) buildings (2 Administration block, Carpentry workshop, classrooms, Power house and Ablution block at Busokelo District Vocational Training Centre (DVTC); and
- x. Rehabilitation and expansion of 10 District Vocation Training centres: Ileje; Nkasi; Newala; Urambo; Muleba; Gorowa; Kilindi; Nyamidaho; Itilima; Loliondo