



ANALYZING THE STRUGGLES OF STUDENTS AND GRADUATES OF TECHNICAL AND VOCATIONAL EDUCATION IN TANZANIA

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Abstract:

Education aims forever to provide a better life, and still, the aim is the same. However, the meaning of better has changed with time, particularly at the individual, national, and international levels. The changes for the betterment are influenced by many factors, including the country's educational systems. This study finds a better situation of learning and easy job acquisition by exploring the struggles encountered by students and graduates from Technical and Vocational Education and Training (TVET) colleges, institutions, and centers in Tanzania and highlighting the possible way forward. The Findings on students' struggles in learning and struggles in the labor market (of getting jobs) after graduating from TVET colleges or centers of Tanzania are caused explicitly by the existing TVET system. TVET teachers are not well equipped with technological, management, and personal (TMP) skills, pedagogical skills, content knowledge, lack of commitments, poor motivations, and unrealistic technical and vocational policies. Students, parents and employers' perceptions also contribute to students' struggle in learning and job attainments. The study mainly answered the questions like why students struggle in learning and why they struggle in the labor market to get jobs. Several themes (thematic analysis) were drawn from the study and addressed/ attempted to answer the raised questions with references to the existing evidence of the Tanzanian context and Africa. The study is purely a qualitative. Lastly, the study strongly advises revamping the existing pedagogy in TVET and TVET policy due to their weaknesses in the educational system. Though, the government should take into consideration all issues noticed.

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1. Introduction

Education aims forever to provide a better life, and still, the aim is the same. However, the meaning of better has changed with time, particularly at the individual level, national development level, and products (Kumar, 2015). Kumar informs on third-world countries' primary challenge of national development in which education was considered necessary after the Second World War (1945). Tanzania is one of the third-world countries which was and is affected by the hegemony of Western education. The hegemony of the Western countries was propagated through language and education. For now, students of Tanzania struggle to understand the language of English (Wandela, 2014), which is not their heritage, and miss the skills needed in the labor market. The result of language struggle was and is a 'brain drain' that finally produces unskilled personnel (Kumar, 2015). The education system of Tanzania has highly supported this situation since the colonial era by adopting and not developing its own education system.

The education system in Tanzania starts with two years of pre-primary education and seven years of primary education, of which the Swahili language is a compulsory medium of instruction. Soon after graduating from primary education and passes, four years of secondary education, two years of advanced secondary education, and three or more years of tertiary education (English is a medium of instruction) follow. Historically, Tanzania's adoption of the British education system caused problems addressed in learning. This adoption has caused struggles in learning and, later on, in the labor market. Students become comfortable when learning takes place in their understood language.

The education system of Tanzania is controlled by two ministries responsible for running education (i) the Ministry of Education, Science, and Technology (MoEST) and (ii) The President's Office of Regional Administration and Local Government (PO-RALG). MoEST is the mother ministry responsible for developing policy, circulars, guidelines, and educational curricula, while PO-RALG is accountable for implementing the education curriculum. The MoEST controls the TVET education system.

Tanzania faces a challenge to date of not understanding what language is needed in the education system and why (Wandela, 2014). Failing to understand what language to use between Swahili and English in the entire education system becomes a barrier to students' achievements (Gran, 2007). As a result, students struggle in learning and the labor market. It can be easy to understand the need for the education system by removing barriers in the learning and labor market due to the objectivity of the system and the subjectivity of humans. The existence and living of humans can best be understood in our phenomenological world (Kumar, 2022). Kumar argues that 'understanding others' is challenging, like understanding one's needs. In understanding what is needed, students' diversity, inclusion, and uniqueness struggles must be understood with positive attitudes and engaging context; the education system has a role to play.

The struggles of the TVET students in this study can be traced from learning to the labor market. Most employers question the nature of the current students, especially during fieldwork attachments and recent graduates from TVET colleges, centers, and institutions. Several questions are raised as to what is wrong with current students. Why are they not equipped with technical and soft skills? Why are they not committed to work? Why are they not competitive students/graduates? Why are they having wrong perceptions about technical and vocational education?

On the other hand, the struggles of the TVET graduates emerge when they apply for the advertised vacancies. When employers or institutions advertise the jobs, they specify the TVET colleges recommended for their graduates to apply. Then, followed by the word *“and any other graduates from the recognized institutions may apply.”* For example, Buhigwe, Meatu, Simiyu, and Mafinga districts announced the job vacancies and highlighted the required graduates from their interest on behalf of the United Republic of Tanzania, under the President’s Office, Public Service Recruitment Secretariat (URT, 2022b, 2022d, 2022a, 2022c). It implies that some graduates from unmentioned training institutions are given less attention during recruitment. The need for this study is inevitable to unfold the above questions, assumptions, and preferences for fair competition and employment based on the skills and knowledge of the graduates.

The raised questions and assumptions must get the unfolding ways, and the Education and Training Policy (2014)’s vision and mission must be adhered to. The vision for education and training in the country is to get:

“An educated and knowledgeable Tanzanian, skilled, proficient, with the ability and positive outlook to be able to contribute in bringing about National development,” and its mission is: - *“to enhance the quality of education and training and provide for structures and procedures that will produce many educated Tanzanians and those willing to educate themselves farther so that they could contribute in the attainment of the development goals of our Nation”*(URT, 2014) .

TVET colleges, centers, and institutions must adhere to both vision and mission and ensure that teachers, students, and graduates are fully and successfully implementing the policy. The participation of all education and training stakeholders is required at all levels, from learning to the labor market, private sector, civil societies, parents, and any other development partners. The reality of the situation demanded by the policy in the TVET field is lagging. Struggle and underperforming of the students in learning and graduates in the labor market create more queries on youth economic, social and professional development in Tanzania. However, Luhala and Yuting concur with the situation of underperforming students due to poor TVET delivery in Tanzania (Luhala & Yuting, 2021).

In addition, there is a need for a ‘well-defined TVET policy’ so that Tanzania can respond to the call from (UNESCO-UNEVOC, 2016) in target 4.3 that *“By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary*

education, including university” (Luhala & Yuting, 2021). Tanzania is still using the technical training policy of 1996, which is out of the current context and market demands (URT, 1996). Litesh and Kumar highlight several reasons that can cause students to underperform in subjects based on quality teaching and learning processes, such as *parents’ perception, teacher bias, overcrowded classrooms, teacher efficacy, students’ self-interest, and continuous technical teacher professional training* (Tularam, R. & Kumar, 2019).

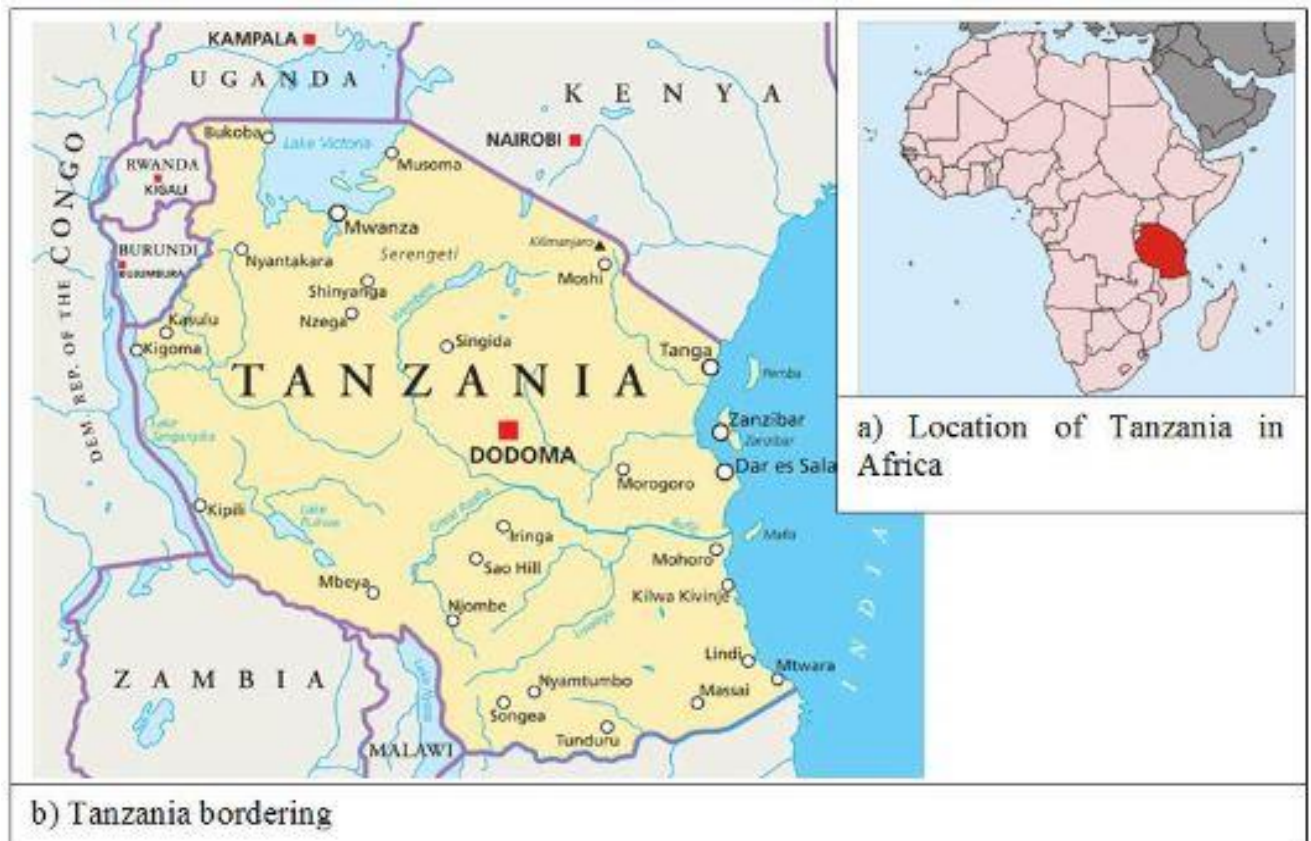
Conclusively, this paper reviews the technical students’ struggle in the learning and labor market by looking at what should be done (what we have and what we need) in the education system of Tanzania to eliminate struggles and underperforming students graduating from TVET colleges, centers, and institutions.

2. The Description of Tanzania

Tanzania belongs to East Africa and is within the African Great Lakes region. It is a Republic country formed in 1964 between Tanganyika and Zanzibar. In Africa, Tanzania is the thirteenth most significant country. Member countries like Tanganyika gained independence on Dec. 9, 1961 (Mwl. Julius Nyerere-President) and Zanzibar on Dec. 10, 1963 (Sheikh Karume-President). Tanzania is the Swahili nation, but its official languages are Swahili and English. More than 125 ethnic groups speak Bantu (local) languages (Dagne, 2011). Geographically, Tanzania borders as follows: North border: Uganda and Kenya, South border: Zambia, Mozambique, and Malawi, West border: Rwanda, Burundi and Democratic Republic of Congo (DRC) (Figure 1), and the Indian Ocean to the East. The country has two rainfall patterns which are bimodal and unimodal (Mikova & Msafiri, 2019). Tanzania has had a varying population from 1960-10.05Mil, 2012-44.93 Mil. (NBS, 2013), and it is projected to have 65.52 Mil in 2022.

Figure 1 indicates the location of Tanzania in Africa with the red color, while Figure (b) is the map of Tanzania indicating its borders. To explain well about Tanzania, better to know the seasons of Tanzania. Mikova & Msafiri (2019) demonstrated the rain regime in Tanzania. In the bimodal rainfall regime, the first rainfall season starts in March to May (MAM), and the second rainfall season starts from October to December (OND); the rainfall amount is not the same for both seasons. The OND season shows large interannual fluctuations and is strongly related to large-scale circulation anomalies in oceans like India and the Pacific compared to the MAM season. Even if the MAM season has not had sizeable interannual variability compared to the OND season, the MAM season contributes a large amount of the annual rainfall over Kenya and Tanzania compared to the OND season. The unimodal rainfall regime started from November to April (Mikova & Msafiri, 2019).

Figure 1: Location of Tanzania in Africa and its bordering



Source: Geographical Description of Tanzania adopted from Mikova & Msafiri, (2019).

3. TVET System in Tanzania

TVET's formal system in Tanzania can be traced to 1974, when National Vocational Training Division (NVTD) was established in the Ministry of Labour and Manpower Development under the 1972 Vocational Training Act provisions (Nguliamali & Temu, 2012). Even though never explicitly spelled out, the organizational mandate of the NVTD was to train school graduates to become artisans and other skilled workers in sufficient numbers to meet the skill requirements for rapid industrial development in the formal sector. The training requirements for occupations employed elsewhere in the official and non-official sectors were to be met by other, mainly public sector institutions (Wandela, 2014).

In the 1990s, NVTD became deeply dependent on donors like Swedish International Development Cooperation Agency (SIDA) and the Danish International Development Agency (DANIDA). They were able to support it if organizational, monetary, and management reforms could be introduced to improve operational efficiency (David & Paul, 1995). The efficiency could increase the relevance of the training provided and generates and sustains funding from national sources. Consultants were appointed from outside and inside, and a review was undertaken in 1992 (Nguliamali & Temu, 2012). The leading suggestions of that review were subsequently included in the 1994 Vocational Education and Training Act which established the Vocational Education

and Training Authority (VETA) to replace NVTD. Untied from direct government control and with its independent source of funding, the overall objective of the 1994 Act was to create an efficient, demand-driven national training system capable of answering the demands of the labor market (Wandela, 2014).

Today, National Council for Technical and Vocational Education and Training (NACTVET) is a corporate body established by the Parliament Act, Cap.129 to regulate and coordinate qualifications and quality standards in the provision of Technical and Vocation Education and Training (TVET) in Tanzania admits the alarming shortage of skilled workers in almost every sector (NACTVET, 2022). It indicates the demand for the need to invest in skills development programs to address these shortfalls for the economic growth of the country. This demand calls for skills development frameworks that are transformative and inclusive (NACTE, 2020). After completing seven years of primary education, the student has two options one to join four years of ordinary level (lower secondary, or two years of vocational and crafts. Students who complete four years have two options: to join two years of advanced level (Advanced level secondary school) or 3years of technician training. Again, if a student completes two years of advanced level, he or she has two options: either to join general tertiary education or three years of professional training (URT, 2014). Moreover, this study is also in line with the long-term Tanzanian development plan (the 2025 Development Vision). The 2025 Vision calls for qualitatively restructuring the educational system to promote creativity and problem-solving (MoEST, 2021).

4. Explaining the Title

For the focus of this study, the term “Vocational and Technical Students” refers to all students who study in TVET colleges and centers (UNESCO, 2001). These students struggle in learning and, later on, struggle in the labor markets. The study intends to find out what is present and what is needed in the TVET system of Tanzania to remove all barriers that make students struggle in learning and graduates struggle in the labor market to get jobs.

5. Limitation of the Study

The local literature has been a problem to be obtained. The study was reviewed mainly in the Tanzanian context and is presented in print. No thoughts, feelings, or opinions of the present teachers, parents and students/graduates are represented.

6. Methodology

6.1 Tools and Techniques

A review is the best option in any study if the author has done no surveys about the subject matter and only the thoughts, feelings, and opinions have previously been recorded (Tularam, R. & Kumar, 2019). The study used secondary literature in which the documentary review was applied. Other data were collected from published articles, books, documents, magazines, and published dissertations/thesis related to the subject matter to achieve the questions highlighted. Garaba noticed that a library-oriented research approach includes a review of various policies, laws, articles, textbooks, and printed papers elaborating on that topic of study (Garaba, 2022). Also, a research approach in which the author consults both printed and online sources of information to justify the study is qualitative (King et al., 2015). Thus, the analysis of information is based on rational reasoning appended with conceptualization. Qualitative research in which meaning is derived from words rather than numbers focuses on a particular event, person, process, institution, or concept of case study design. The richness of contextual description and detailed analysis provides an understanding of the complexities.

6.2 Thematic Analysis

This paper analyzes the literature on “students’ struggle in Learning and graduates’ struggles in the labor market” by identifying factors for students’ struggle in learning and the labor market in Tanzania’s educational system, particularly those produced within the African community. The review addresses what is present and what is needed in the educational system of Tanzania. A themes analysis of the study identified several factors that contribute to the students’ struggle in learning and, later on, in finding a job:

- Language barrier;
- Learner motivation;
- Parents/guardians notions;
- Facilitators/teacher’s skills;
- Administrative issues;
- Stakeholders’ (employer) participation in curriculum development;
- TVET policy implication;
- Pedagogy in TVET.

7. Analysis and Discussion

There have been different views on students’ struggle in learning and the labor market, and little is known in Tanzania. Different scholars view the relationship between the struggles of the students in learning and that of the labor market differently. After the critical review of the students’ struggle in learning and that of the labor market in Tanzania, the following are some factors from little literature by different scholars.

7.1 How do technical students struggle in learning in Tanzania?

Tanzanian students' struggle in learning is a historical process, from pre-colonial, colonial and after independence. Students have been learning to achieve their potentials, but systems have been letting them down (Wandela, 2014). There have been several moves to accelerate students and teachers during teaching and learning focusing on skills that can be used in labour market (Mulongo et al., 2016). Common factors but not limited to others are like:

a. Language Barrier

The language barrier is a big problem for students and teachers in teaching and learning in Tanzania. Students become busy learning terminologies of English and leaving concepts within the subject matter. The educational system creates a language barrier, either knowingly or unknowingly, but today students struggle a lot in learning.

In Tanzania, as elsewhere in Africa, there is a perception that some students struggle more because they do not understand or gain deep for previously taught lessons. Language is said to be one of the factors. Furthermore, student struggling is said to be a situation in which a student is fighting to get awareness about something but is failing to reach the destination early. For example, in the classroom experiment, the students who do not understand the procedures for going through the practical processes fail to get the results. Likewise, in a group or collaborative design project discussion, regardless of the contributions of all other group participants, one student typically integrates the ideas, executes the plans, and is said to be the only one who becomes more competent than others. Through this experience, the student whose "*hands are on*" is the one who is learning the corresponding skills while watchers are only physically present.

The question on the *nature of the current students* may be seen as students, not "*hands-on*." The main reason for the problem is not told of either *the English language barrier or the poor teacher's teaching/learning pedagogy*. However, poor student participation in learning, assignments, and projects leads to poor in-person-based learning and understanding preparedness. So, it is essential to teach students to manage their understanding as perfectly as possible (contextual pedagogy) to increase learners' motivation.

In Tanzania, the Swahili language is used in primary education. It is a language that is now seen by most youths and adults as their first language in Tanzania, while English is the language for secondary learning (URT, 2014; Wandela, 2014). However, the education system of Tanzania sets the English language as a medium of instruction when a student joins secondary education and uses it up to the university level. There is a big gap between the Swahili language and English, which marks a lot in the teaching and learning processes. A student is forced to learn English to understand secondary subjects. Students struggle to understand English terms and expect to acquire subject knowledge and skills later (Gran, 2007).

Tanzania is encountering arguments and dilemmas on the decision of the language to be used in teaching and learning, choosing between Swahili or English from

kindergarten to university level (Adamson, 2014). There is no conclusive remark on which language is the best and easy to use—the debate on language selection is based on social, cultural, political, and economic aspects. The effects of language on learners remain of significant impact to a student struggling in learning. Studies indicate that a dilemma exists in multilingual African countries. Most of the issue is that choosing one language might be seen as the favor of one ethnolinguistic group at the expense of others (Gran, 2007). The favors here differ from the Swahili language, which is not taken from one ethnic group. Some of the tribes in the villages only know that the Swahili language is their second language after the local language. At the same time, English seems to be an unknown language, and their mother tongue remains in their hearts and first language (Wandela, 2014).

Eleuthera Sa argues that students at secondary schools are ready to learn in Swahili, not English. It is because they are not ready to use the English language, and both students and teachers struggle to use English which is not well understood (Telli, 2014). Swahili is a comfortable language for all students and teachers due to its familiarity and ease in clarifications and discussions. Students can use the Swahili language to answer straightforward and related questions with intellect, but the same student is seen as dull when answering the same question in English (Sa, 2000).

Students at the lower secondary level are struggling, students at the advanced level at the university level are also struggling, and students in TVET are also struggling the same way. Then, as advised to be used in learning, the English language becomes a significant barrier to teaching and learning processes at all levels, including TVET. Adams advised that there should be a public discussion about the role of languages in the education system and the nation. This should include sharing research findings about the value of using Swahili in instruction and the possibilities for learning English as a subject at all levels (Adamson, 2014).

A study by Telli in 2014 noticed that language uniformity increases efficient thought and understanding of the students in learning and maintaining the country's position in culture and status quo. The existing massive failures of the students in TVET subjects are linked with the use of the English language in learning (Telli, 2014). Language being the critical factor for understanding and skills acquisition, Tanzania still faces this challenge and expects many struggles from the students in learning while failing to follow the UNESCO's focus and interest (UNESCO-UNEVOC, 2016).

b. Learner's Motivation

Students in the field of learning, particularly in TVET in Tanzania, are not motivated enough. The result of poor motivation becomes poor skills acquisition and poor job competition. Teachers are vital factors for students learning and becoming well motivated if appropriate pedagogy is used. TVET students are not well trained in that learning is their part and parcel of life and not struggles.

Different learning theories mention motivation in learning as one of the aspects of understanding the subject matter. Nevertheless, this is different in Tanzania, where some

students are free to the extent that they are causing frustration to teachers under the existing pedagogy. A pedagogy said to be too democratic to students, causing classroom disturbances and influencing struggle in teaching and learning.

Learners' de-motivation in Tanzania is caused by many reasons, including large class sizes, age differences, and differences in abilities, unrecognized learning disabilities, and lack of enough equipment for learning, lack of administrative support, and poor teaching and learning approaches employed by the teacher. Though critics exist on the issue of large class size as a factor in students' learning struggles, evidence also exists that small class size has proved that students understand early and fewer struggles are employed and, hence, motivated.

Studies demonstrated that a well-motivated class should at least have students ranging between thirteen and forty in the Tanzanian context. For the class, students ranging from 41 and above may lead to student struggles and de-motivation. Again, a class of students with differences in age and abilities may cause struggles for some students. Sometimes students having high abilities to catch the lesson will make slow learners frustrate and sometimes fail to capture the lesson. The teacher needs to find the contextual pedagogy that can apply to all these different learners.

A study done by Ngonzo Kitumba Reagan and C.T. Gumanda Kafeni on the need for pedagogy of a large group proposed for 'group pedagogy'. It is a pedagogy that can meet classroom realities and not just words. They finally advised teachers to train in the pedagogy of large groups to enable them to take charge of these classes (Reagan & Kafeni, 2022).

Learners' diversion is present in every country and institution of learning; the essential aspect of education is inclusiveness (UNESCO, 2001). The inclusiveness is based on how learning institutions support all students despite physical differences, race, gender, social-cultural, and disability. The institutions must ensure a conducive environment that accommodates all learners. Special teachers with special pedagogical skills in TVET are required in teaching and learning processes for students with diversions. A friendly learning environment between teachers, students, and family members is highly encouraged as family and community strategies for effective teaching and learning (Jelas, 2010).

A study conducted in Tanzania on inclusive classroom education identified the challenges faced by both teachers and students. Researchers alerted the government of Tanzania that all teachers must be trained to handle special needs students. Also, teachers must have in-service training on learners' diversity in and outside the classrooms (Possi & Milinga, 2017).

c. Parents/Guardians Notions

Regardless of the less participation of the parents in educational policy formulation, they still have a significant impact on TVET and learning discourse. Parents' notion of TVET in Tanzania pulls back the development of TVET. Tanzanian parents have the notion that TVET is the education for failures that has nothing in facilitating the national economic

development. Furthermore, parents have the notion that those students who go for TVET come from lower economic income, disadvantaged groups, and villages with no access to join other education. Tanzanians joining TVET had a background story of those considered non-formal school privileged, school dropouts, and school failures that need to join the education through their energy and not educational abilities. This notion is in line with the study results of Okocha that it is true that some students study TVET because they are from poor or low economic backgrounds, while others fail to get grades that could make them join education (Okocha, 2010).

Lauhala and Yutin report that society's perception of TVET is that the majority think TVET is the education path of the people who fail. Therefore, most parents do not yet educate their children through the TVET path. Even youth are not ready to join TVET colleges as they feel shy and lack confidence because they think TVET is an educational path for people who fail and those with no future (Luhala & Yuting, 2021).

Some other parents believe that students choose TVET colleges in their final year of a primary and secondary level without having enough information about TVET education. So, the parents' beliefs and blame are taken to their teachers, career counselors, friends, and relatives. Parents also perceive that graduates from TVET colleges fill inferior to those from universities. Mulongo G. with his friends, their study reveals that lack of awareness leads parents not to advise and not send their children to participate in vocational programs and lose instructors' motivations (Mulongo et al., 2016).

d. Facilitators/Teacher's Skills

Technical teachers must be equipped with all necessary skills for proper teaching and learning processes in and outside the classroom. In the Tanzanian context, in most cases, technical teachers are hired based on their qualifications (high performance) and not skills. In contrast, vocational teachers are hired based on their skills and capabilities. Even vocational teachers are blamed for a lack of skills and commitment after government employment. The main reason for the teachers to lack commitments is based on the job security they get, no worries about termination.

Luhala and Yutin argue that the lack of professional teachers in TVET aspects is because of poor pedagogical skills with most of them. Most Tanzanian institutions have no curriculum combining technical content, pedagogical experiences, and industrial knowledge. Though, Tanzania has only one technical teacher training college in Morogoro, which is not enough for the country's demand. Due to the insufficiency of pedagogical institutions for technical teachers, much remains yet to be done to establish clear pathways for professional TVET teachers' development (Luhala & Yuting, 2021).

Soon after graduating from college, some teachers join work as tutors and assistant lecturers; some teachers never attended industrial training since the colleges have no industrial training, and students are more theoretically than practically prepared. To acquire skills, the students should be open to a high degree of hands-on training. On the other hand, those teachers who got industrial training during their studentship faced the challenge of time for practical training. Time was not enough for more practices of which

their skills require hands-on than theories. They need more time of experience after they have been employed (in-service training).

e. Administrative Issues

Lack of administrative support is expected to influence students' struggle in learning, as teachers are not supported to implement their plans, and potential and administration never bother on teachers' queries rather than "work-done" and not "well-done." Sometimes teachers think the management is aloof, disengaged, or unfair; they may stop working hard and look for jobs elsewhere. Sometimes the management supports newly employed teachers more than the experienced ones. Novice educators require moral and emotional support in their first years of career teaching. They want to know what they are doing right as well as what they are doing incorrectly. Knowledgeable and experienced educators, by contrast, place a higher premium on being respected as competent professionals. They like to be consulted on significant policy changes and allowed more decision-making opportunities when appropriate. Always, happy teachers become committed and highly productive teachers. The government that fails to motivate teachers, the consequences go to the students, either direct or indirect, and the result is struggling in learning—the struggling in learning results in struggling in the labor market.

7.2 Why Do Technical Graduates Struggle in the Labour Market?

Graduates in Tanzania from TVET colleges do struggle to find out jobs regardless of the professionalism possessed. To remove all struggles in a labour market there is a need for relevant knowledge and skills that are crucial for the labour market (Sarfati, 2013), be delivered to students during teaching learning. It is true that education is a public good and a key to achieving full employment and poverty eradication (UNESCO-UNEVOC, 2016) in the society. Having education is one thing, but having a quality education is another thing. Employers' notion has a great contribution to the struggles of the graduates in the labour market.

7.2.1 Employer's Notion, Graduate Labour Market and Employment

Questions asked by employers, both public and private, have put graduates in a struggle for job acquisition. As identified previously, some questions like why are they not competent and competitive students/graduates? In Tanzania, there are mismatches between TVET education and labor market requirements. These mismatches are the sources for employers to raise questions about their notions.

Sule T. M. & Ntawigaya N. J (2021) argue that these mismatches exist due to higher education curricula that are not aligned with the labor market requirement. However, the students have the notion and belief of becoming employed soon after graduation and not being self-employed. Sule, T, and Ntawigaya inform that how students think closes doors for their inventiveness and originality, creativity, and innovations during and after their studies. At the end of this closure, they are not ready to employ themselves based on soft

skills and abilities acquired through higher education (Sule & Ntawigaya, 2021). To date, there are high struggles for students to get employed in government or private jobs. The unemployment rate is high in developing countries, Tanzania being among them. These struggles put students and parents crying due to unemployment and stiffness in life.

NACTVET (2022) reports that in Tanzania, over the next few years, it is projected that economic growth will be driven through; foreign and domestic investments in export industries, higher productivity in key sectors (agriculture and energy), transport infrastructure, as well as expected revenues from the oil and gas sector and urbanization. Furthermore, automation and globalization are reshaping the world economy, including Tanzania. The progress of entrepreneurial skills has been cited as a chance to address the issue of youth underemployment and the need for improved skills (NACTVET, 2022). Then, questions arise, which skills do we need to face this fast-growing population, and how do we equip today's youth generation for professions that do not exist yet?

Integrated Labour Force Survey (ILFS), 2020/2021 about the status of employment in Tanzania distinguishes between six categories of total employment; wage and salaried workers (paid employees), self-employed workers (non-agriculture), contributing family workers who are also known as unpaid family workers and worker not classified by status (apprentice, interns,). The survey indicates a marginal increase in the proportion of paid employment from 14.1 percent in 2014 to 14.3 percent in 2020/2021. It is a favorable attribute of the labor market as it indicates a positive transition towards decent employment. However, the proportion of own-account workers increased from 47.4 percent in 2014 to 54.3 percent in 2021, indicating an increase in risky employment. The policy implication can be interpreted as the economy could not create a reasonable number of paid jobs (URT, 2021). As the study, teaching and learning methods (pedagogy) should be checked through the curricular revamp so that TVET education can match with the labor market to reduce students' struggles in the labor market.

7.3 What Is the Policy Implication in TVET?

Tanzania needs to revisit and make changes to the TVET policy. The policy used in the education system is that of 2014, together with the technical education and training policy of 1996. These do not speak about TVET parcel, the currently used name to indicate technical and vocational education and training. To miss a policy that goes with the current situation is to pull back the country in development—some factors causing graduates not to be employed in the systems are due to the lack of policy for TVET.

Munish highlights that employers in Tanzania are seriously worried about the shortage of employable skills among technical education graduates. His findings revealed that:

“Poor training at primary and secondary levels results from incompetent teachers and inadequate facilities, fueled by an ineffective curriculum, incompetent lecturers, less emphasis on public knowledge and skills, and lack of career guidance at higher training levels. Furthermore, these weaknesses are constantly fertilized by ineffective development

as unfavorable educational policies and reforms. He added that these factors should be holistically addressed to supply more labor market-responsive TVET graduates. Policy-wise, he contributes insights on promoting employment through strengthening the education system in Tanzania". On pedagogical strategies, Mushi sheds light on how instructors and institutions are often supported to equip students with more employable skills (Munishi, 2016).

The government of Tanzania considered education as a central aspect for its economic development and began TVET expansion and preparations for a skilled workforce, also as improving the standard of education within the country's educational policy (African Development Fund, 2017). There are plans for interventions in TVET that support implementing the activities outlined within the developed technical and vocational training and educational program (TVETDP) for 2013/2014-2017/2018 (URT, 2013). However, gaps in TVET graduates' skills exist.

8. Summary

It is advised that cooperation between public and private sectors must draw up new curricula that match the youth generation with the business's actual needs. Gender gaps and non-inclusivity persist globally in women's access to skills development and participation in the labor market. Challenges currently faced by women and disabled groups in Tanzania include:

- gender biases and stigmatization in occupational choices;
- barriers to education and training, especially in rural and informal economies;
- socio-cultural and economic constraints; and
- the low involvement of women in technical and vocational subjects.

This study mainly bridges the gaps in TVET in Tanzania. Gaps within the TVET system cause students to struggle in the learning and labor market, like language barrier, learner motivation, parents/guardians' notions, facilitators/teacher's skills, administrative issues, employers' notions, and graduates' skills mismatches. TVET policy implication and pedagogy in TVET have been addressed for the government of Tanzania to crosscheck and take actions for improvements, and finally, the proposition "*what we need*" for overcoming new emerging struggles and trends, economic challenges, and skills shortages.

Studies indicated the following skills to be adopted for an individual, group, or nation to progress. Must have one; cognitive skills such like: Digital skills (to have the ability to use digital technology); literacy proficiency like - Reading skills and interpreting information; and the last under cognitive skills is skills of ICT; these are all activities related to computer. The second skills are soft skills: social skills, creativity, critical thinking and collaboration, perseverance, self-control, and skills to control others. Also, one needs to have a combination of cognitive and soft skills in common financial and entrepreneurship skills. The researcher now named *TMP skills*, which mean technical,

management, and personal skills for all TVET graduates. After getting all these skills, the labor market will be free if employers need skilled and competent workers.

9. Conclusion

The study concludes that TMP skills, pedagogical skills and other 21-skills should be key points and target for the education system of Tanzania. Fulfillments of these critical skills issues by the TVET colleges help to reduce students' struggle in learning and, later on, in the labor market. The existing spaces between skills and the labor market may be connected and influence Tanzania's economic development. Several factors contributing to the shortage of employable skills among graduates in Tanzania have been facilitated by TVET teachers (unskilled teachers, poor remuneration to teachers, motivation of teachers) and teaching and learning resources that can be resolved for the economic development of Tanzania. Tanzania must invest in TVET teachers' professional development, specifically in pedagogical knowledge. Failure to resolve students' noted factors for underperformances of TVET teachers, struggles in learning, and a labor market would continue. Then social, economic, political, and cultural stagnation continue too in Tanzania.

10. Recommendation for Actions and Further Studies

The recommendations of this paper for immediate actions, holistically addresses the factors identified, including TVET's new policy formulations. Other recommendations should be a study on gender and women participation in TVET and the study of new TVET pedagogy development for smoothing teaching-learning processes, reducing graduates' struggles in a labor market for proper TVET.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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