

got the powers to coopt anybody from anywhere to help it to access any case, sometimes the only person available for cooption is the applicant himself. In such a case the Board will have to write to the institution where the candidate qualified from to get the information necessary for evaluation of the qualification of the applicant.

There are many other problems facing the Board but on the whole the situation is improving everyday and it is hoped that the difficulties the Board has gone through forms a basis for their present experience and an improvement in the future years. However, one thing is obvious and that is that the relationship between the Board and the engineers and the engineering industry is very weak.

Next time a short paper will be submitted explaining briefly how the Board process the Evaluation and Registration of applications.

THE VOCATIONAL TRAINING ACT 1974, BLUEPRINT FOR THE FUTURE

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1. Training by Trial and Error

Before training for skill was formalized in Tanzania, much of the training given was incidental. Young men employed as helpers in the various skills, picked up the rudiments of the skills by watching and thereafter proceed by trial and error. The products of this informal skill training resulted of course in skilled workers who experienced considerable difficulty in knowing where to begin, what he is to do afterwards and how he is to do it. More damaging was the fact that the various methods being copied may consume more time and more effort than is desirable and worse still, what the trainees have learnt will become a habit and the disability may probably continue for the duration of his working life.

2. Formal Vocational Training

Craft training was seriously formalized in the late fourties when a Rehabilitation Centre for ex-Askaris was opened at Mgulani with courses of six months duration in the Engineering and Building trades. Later, an occasion to establish a central vocational training institution presented itself when, after the collapse of a Groundnut Scheme, vocational training facilities

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provided by an organization at Ifunda for its requirements of skilled workers had to be closed down. The buildings, which had originally been constructed for other purposes were not ideal for training purposes and the location, though cooler and therefore after much more favourable for study, was far from any centre of industrial activity. Yet it was decided in 1949 to form a trade school by combining existing facilities of the Government and those of the organization, it recommended that the first trade school thus formed should provide courses in the Engineering and Building trades.

Courses at Ifunda Trade School lasted for three years and were to end with a period of two years "on training" in an employer's establishment. It was felt, at the time that the Ifunda Trade School would meet the country's need for skilled manpower. But in 1954, it was considered necessary to go ahead with the construction of the second trade school and in 1957 the first students were enrolled at Moshi Trade School. It was decided in 1964 to convert these trade schools into secondary technical schools and two years later both trade schools were secondary technical schools.

3. Responsibility of Industry

Formal apprenticeship can be traced back to around 1951 when the problem of establishing an effective apprenticeship and trade testing system was formally studied. A revision of the legislation governing apprenticeship contracts was effected in the early sixties and a few years later, it was felt that the basic responsibility for industrial training should be left with industry itself. By and large, employers tended to do whatever they had to do in building up a competent team of skilled workers. The methods they pursued and the motivations they employed were both numerous and varied, but in one way or the other they sometimes succeeded in developing the skills required. Yet there was not organized apprentice training in the strict sense of the word. What was taught was a series of manual skills necessary to execute specific types of jobs, whilst the more sophisticated work being undertaken by either the owner himself or an expatriate. The deficiency of this pattern had, of course resulted in the Tanzanian youth being hardly able to acquire the necessary skills and knowledge of the trade he was striving to learn.

4. The skilled Manpower Gap

A situation thus eventually developed whereby:-

- (a) the total skilled worker training output fell short of requirements.
- (b) the type and standard of training was below expectations.
- (c) the uniformity of training standards or co-ordination of training efforts did not exist.
- (d) training opportunities were uneven in quality.

5. Need for better Legislation

With this kind of background it was obviously necessary to draft a legislation for Vocational training that would make further and better provision for the regulation of the training of apprentices and other persons in industry. The legislation (The Vocational Training Act) was enacted by Parliament in July 1974 and is designed to replace the old Apprenticeship Ordinance.

6. Main Provisions of the Act

The Act provides for the appointment by the Minister of a Director of Vocational Training and as many Assistant Directors as may be necessary. A National Vocational Training Council is established consisting of a Chairman and twelve other members appointed by the Minister. The Council will promote an adequate supply of properly trained manpower at all levels in industry and advance the greatest possible improvement in the quality and efficiency of vocational training. It may establish training committees to exercise its functions in relation to training in specific industries.

The Act further requires that persons who desire to employ apprentices to have to obtain a written permission of the Director of Vocational Training before such employment. On the other hand apprentices, must have attained the age of fifteen years, completed any period of compulsory education required by the law and have the qualifications appropriate to the trade or occupation, including medical fitness.

Contract of apprenticeships may be transferred from one employer to another. Each such transfer must be registered with the Director. Apprentices will be on probation for six months and an employer may suspend any apprentice who commits a serious breach of the terms of conditions of his apprenticeship. Employers are required to keep records in respect of every apprentice showing the remuneration paid to and the time worked by, every such apprentice. They are also required to issue certificates, countersigned by the Director, as evidence of satisfactory completion of a contract of apprenticeship.

The Director with the approval of the Council may submit to the Minister training scheme proposals prescribing conditions for regulating the training of apprentices in any trade or occupation specifying qualifications including age, and educational standard requirements, the theoretical training in that trade which shall be provided and the manner in which such training shall be provided or undertaken.

Postgraduate Studies for M.Sc. and Ph.D. Eng. are still conducted through the Department of Vocational Training. Copies of the various training schemes can be obtained from the Director, Vocational Training Division, P.O. Box 2242, Dar es Salaam, Tanzania.

7. Strategy for Implementation

Detailed training scheme proposals have already been prepared and provides for both formal and non-formal vocational training.* The formal vocational training component will consist of one year basic training at a vocational training centre plus three years of in-plant training supported by evening related instruction. For those youths who have not had the opportunity of joining fulltime courses at the vocational training centres, they will be trained on proper apprenticeship schemes whereby training will be undertaken on the premises of undertakings and the apprentice will use actual jobs of commercial value for instruction and practice purposes whilst attending related evening instruction or correspondence course to supplement his practical tasks.

The training scheme proposals have specified:-

- the qualifications required for apprentices and indentured learners.
- the period of apprenticeship and indentured learnership.
- the practical training to be provided by employers.
- the theoretical training which shall be provided by or at the expense of the employer.
- the proficiency tests or examinations which apprentices or indentured learners shall be required to undergo.
- the remuneration and other conditions of work for the apprentices and indentured learners.

Furthermore, a serious weakness in our present vocational training network is that the amount and quality of vocational training is left to the uncoordinated decisions of individual agencies. Some of these agencies may lack the necessary expertise to produce the required calibre of skilled work force through their various efforts. That these weaknesses do exist and must be remedied is acceptable to most of us. It is thus considered that the establishment of vocational training centres should conform to minimum acceptable national standards, especially in terms of tools and facilities. Through this, the nation will be ensured of uniform training standards and the quality of vocational training, in general, will be enhanced. A scheme for this purpose has also been prepared.

* Copies of the various training schemes can be obtained from the Director, Vocational Training Division, P.O. Box 2849, Dar es Salaam.