

VOCATIONAL EDUCATION AND TRAINING AUTHORITY



LABOUR MARKET ANALYSIS

A CONSOLIDATED REPORT ON HOSPITALITY INDUSTRY - 2004

VETA/Danida Labour Market Monitoring Project
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Acronyms

BSPS :	Business Support in Private Sector
CBET :	Competence Based Education and Training
RVTSC:	Regional Vocational Training and Service Centre
TAZARA:	Tanzania Zambia Railway Authority
TANZAM:	Tanzania Zambia
VETA :	Vocational Education and Training Authority
VET :	Vocational Education and Training
LMA	Labour Market Analyst
RVTSC	Training and Service Centre
VTC	Vocational Training Centre
NSGRP	National Strategy for Growth and Reduction of Poverty

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1. INTRODUCTION

1.1 The basis and concept of demand driven training

The Vocational Education and Training (VET) Act of 1994, which established the Vocational Education and Training Authority (VETA), directs that VET should be demand driven. It specifically stipulates this in the following objectives and functions of VETA:

- To satisfy the demands of the labour market for employees with trade skills in order to improve production and productivity of the economy;
- To ensure that the system of vocational education and training is based on demand ...;
- To promote and provide vocational education and training according to needs, within the framework of overall national socio-economic development plans and policies;
- To promote the balancing of supply and demand for skilled labour in both wage-employment and for skills needed for self-employment in rural and urban areas;
- To promote and provide short tailor-made course programmes and in-service training in order to improve the performance of both quality and productivity of the national economy.

What exactly does demand driven training mean and whose demand?

Demand driven training should support socio-economic development within the overall context of the National Strategy for Growth and Reduction of Poverty (NSGRP popularly known as MKUKUTA) and the millennium goals. Demand driven training must ensure development of skills, knowledge and attitudes required by the work place both in the formal and informal sectors of the economy. At the vocational education and training level such training, while blending appropriate theory with practice and work values, should focus on providing hands on practical training that reflects and characterizes the requirement of industrial workforce and self-employed individuals in the informal sector.

In particular demand driven training must:

- Have curriculum that is based on implementing national socio-economic development policies and strategies to reduce poverty and attain food security. In this process both the formal and informal sectors need a range of skills that should be provided by training. Therefore the curriculum should be based on these training needs.
- Be linked to economic growth and poverty reduction so as to demonstrate the effect of training. Training should have verifiable impact at this level as a measure of its relevance.

- Become a vehicle which stakeholders very much need to use in order to effectively participate in socio-economic development.
- Result into positive change; hence its relevance in socio-economic development.

This is the basis of demand driven VET as stipulated by the legal framework establishing VETA. The Act directs VETA to ensure provision of demand driven VET that adequately meets the needs of the labour market.

Implementation of demand driven training implies the use of industry or workbased standards or curriculum in order for training to be assessed as having conformed to demand. In 2000 VETA adopted the Competence Based Education and Training (CBET) system, which involves the development and use of industry-based standards in training. In this context labour market analysis is vital for supporting vocational education and training in that it provides the information necessary for development of training standards.

1.2 Training demand and the development of standards

In order to develop training one needs to know whether demand for training exists. It is also important to continually monitor for changes in demand in order to be proactive in training development. The demand for training by the labour market is characterised by two aspects; numbers and quality. Training demand is expressed in terms of numbers of people who need to be trained (quantitative aspect) and in terms of skills, knowledge and attitudes or competencies to be acquired through training (qualitative aspect) in order to meet the needs of the labour market. The latter leads to the development of learning standards. Development of standards involves the following steps:

- Analysing work content within an occupation in terms of jobs, purpose, duties and tasks carried out as well as equipment and tools used (functional analysis);
- Based on functional analysis developing valid and reliable training outcomes (standards), which become the necessary benchmarks in training.

It is important that functional analysis is conducted within the context of occupational set up, operation and scale in order to capture important steps of learning progression within an occupation. Since the learning standards present a precise definition of what the training must achieve in a standards-based training system, the standards thus define the curriculum.

Labour market training demand can be presented at two levels. The first level is the establishment of what the industry needs in terms of number of people and skills, knowledge and attitudes. This involves conducting occupation-wise functional analysis in order to develop occupational unit standards for the occupations, which exist, and establish the number of people required by the industry. The number of people and the skills, knowledge and attitudes demanded constitute the requirements of the industry. This sets a benchmark for comparison with the current output of training institutions and their current training standards so as to determine how well training is aligned to meeting the

needs of the industry. Comparison in numbers will show to what extent the demand for trained labour force is met by training establishments while the comparison between standards will establish to what extent the training provided meets the required skills for effective performance. This level of demand analysis is a major undertaking which needs to be carried out comprehensively every after a few years and data should be maintained in a database. Vigilance needs to be maintained for emerging socio-economic development hot spots where training needs should be promptly assessed in order to ensure availability of skills. Information of existence of skills is so crucial in such cases such as attracting investors as well as planning for socio-economic development and training provision. Since this level sets the standards for all the occupations available it needs to be comprehensively carried out as a basis for implementing demand-driven training through the CBET system.

The second level involves determining to what extent the competencies possessed by the current employees match those demanded by the jobs within occupations. Along with this is the establishment of the number of employees with deficiencies and who would require in-service training. This level of labour market demand requires more frequent assessment of employ competencies in relation to those required by their jobs within organizations. It also requires maintaining linkages with human resources managers in industries. This assessment establishes to what extent employees have the required competencies. It is intended to ensure that employees have, all the time, the competencies required for effective performance. The assessment should also pick up trends and changes in technology and as such the results of this level may cause amendments or reviews to be made in occupational unit standards.

As part of its efforts to ensure provision of demand driven training, VETA has introduced the CBET system. It is a standards-based training system whereby trainees are required to demonstrate attainment of pre-determined levels of competence under given conditions in order to be judged as having successfully completed training. Typically, in a standards or competence-based training system achievement of specified proficiency of performance is the most important thing. Time needed to achieve it is not important. Under CBET, learning is learner or trainee centred as opposed to being time focused and teacher centred, and as such learning progresses at the pace of the learner. CBET may be described as a training system providing performance solutions. In the CBET system learning standards are developed based on functional analysis. Since the standards are based on occupations and more specifically on units within occupations, they are often referred to as occupational unit standards.

1.3 How VETA is positioned to monitor and integrate demand into VET

As has been pointed out earlier the Legal Framework establishing VETA directs VETA to ensure provision of demand driven VET. It also established Regional VET Secretariats with the primary role of coordinating the determination of demand and the coordination of provision of training within regions or zones to meet the identified demand. However since the establishment of VETA, a decade ago, demand driven VET has not been fully

implemented. A number of reasons account for this including low capacity to implement it and the Legal Framework itself setting alternative structures for determining demand. The Legal Framework established Trade Advisory Committees (TACs) with the responsibility for ensuring that vocational education and training programmes offered are according to the needs of the employment market. At the same time the zonal secretariats have Labour Market Analysts whose function is to determine zonal labour market needs. Realizing the need for capacity building in order to obtain quality labour market information for supporting the ongoing occupational unit standards development, VETA requested for Danida support in this area.

1.4 The role of Danida support

The main purpose of the 2.5-year Danida support is to make the VET system capable of responding to local needs and employment opportunities. The purpose will be achieved by realizing the following three objectives:

- Appropriate and easy to handle mechanisms for demand assessment at Zonal and training institution level developed and piloted.
- Improved capacities for non-VETA owned and VETA owned training providers to develop and deliver demand oriented training.
- Capacities of non-VETA owned centres in a selected pilot zone to implement the CBET system developed.

In the first year of the project, work focused on developing methodologies, tools and obtaining baseline information for establishing the status at the beginning of the project and developing performance indicators of the project intervention. Real field work to determine labour market needs for the hospitality industry was carried out and completed in the pilot zone paving a way for the other zones to replicate the work in their zones both as a capacity building process and determination of a National Labour Market position of the Hospitality Industry.

1.5 OBJECTIVES OF THE STUDY

The overall objective of the study was to determine labour market needs for hospitality industry in the pilot zone (Eastern Zone) which will then pave way for other zones to replicate the study to the remaining zones. The study also intended to build capacity for LMAs as well as to determine the National Labour Market needs in Hospitality Industry.

Specifically the study aimed at establishing:

- Availability of labour market information necessary for structuring and provision of effective training for hospitality industry.
- the importance of VET in the hospitality industry

- appropriateness of the existing curriculum against the labour market needs.
- the balance between supply and demand of VET needs in the hospitality industry.
- the linkage between VET providers and employers

For full report on this research contact the Director General at VETA HQ