

**AUDREY VELDMAN VOCATIONAL EDUCATION AND TECHNICAL TRAINING PROGRAM: TRANSFORMING STUDENTS FROM BEING JOB SEEKERS INTO JOB CREATORS IN KARATU DISTRICT, ARUSHA TANZANIA**

**Constantine Changwe<sup>1</sup>, Prof. Malusu JM.<sup>2</sup>, Dr. Paschal Wambiya<sup>3</sup>**

<sup>1</sup>Master of Education, Mwenge Catholic University, Tanzania

<sup>2</sup>Associate Professor of Education, Mwenge Catholic University, Tanzania

<sup>3</sup> Senior Lecturer, Mwenge Catholic University, Tanzania

Corresponding author email: [nduguchangwe76@gmail.com](mailto:nduguchangwe76@gmail.com)

**Abstract**

Audrey Veldman Vocational Education and Technical Training (AVVETT) Program: Transforming Students from being Job Seekers into being Job Creators in Karatu, Tanzania. The Evaluation questions: To what extent has AVVETT Programs succeeded in the transition of its graduates from school to work? What are the Perceptions on the status of AVVETT occupations in transforming students' career for self-employability? Social Cultural Theory guided the evaluation. Mixed Methods Paradigm with Convergent Design was employed. Both Probability and non Probability Sampling techniques were used to sample target population of 241. Sample size was 76 respondents a result of the 30% used to get the representative sample. Both qualitative and quantitative instruments were used to collect data. Validity of the Instruments was determined and the reliability was calculated using Cronbach's Alpha. Independent Sample T-Test was used to test hypothesis. Both Descriptive and inferential statistics were employed by the aid of SPSS. Qualitative data was coded, analyzed, and presented. The findings: the Programs have transformed Youths to become job creators. The hypothesis test revealed that there is no significant difference between the mean score of the Evaluation of AVVETT programs and Transformation of Students from being Job seekers into being Job Creators in Karatu, Tanzania.

**Keywords:** Vocational Education and Training (VET), Transition, Employability Skills

## 1. Introduction

The transition of graduates from School to work must be considered as a lifelong process within which a number of transitions occur. The contours of the school-to-work transition could range from unemployment, more job shifts and mismatches of jobs or skills against the jobs. The typical transition patterns of youth is that they tend to leave school with the expectation to spend a short time in the informal sector, before moving to the formal sector, and then later in life becoming wageemployed. However, we do know that many educators, employers, investors and academics are deeply worried about Youths labor market and social exclusion. Young people are neither improving their future employability through investments in skills nor gaining experience through employment (ILO, 2020). Targeted interventions and new policy formulation to reach the Youths displaced by employment opportunities after school are needed.

Young People aged 14 to 27 years old seem to be many and are at risk of both labour market and social exclusion. New policies must focus specifically on the most marginalised Youth so as to improve access to and quality of education leading to employability (UNICEF, 2017). There is a growing concern that no progress in reducing Youth un-employment on the globe as gains in expanding access to education grows up. Secondary School graduates and Post Secondary School Youths' transition from School to work is at a crossroad, as the world experiences majority of them that are jobless (UNESCO, 2018). Un-employment and under-employment numbers provoke schools to align educational and workforce needs as experiences reveal that majority of the Secondary School graduates, Post Secondary School students as well as University graduates are jobless (Nchimbi, 2006). It is in such a reality Vocation and Technical skills are needed.

Jurgen (2006) states that employment and Youth development suggests that un-employment rates for all age groups are most alarming in urban areas in general and Dar-es-Salaam in particular. Generally, close to half of the working age youth population in Dar-es-Salaam and Karatu not being exceptional is un-employed. It is estimated that youth aged between 18-25, face un-employment whose rates in Tanzania is at 3.6 percent of the total youth population (ILO, 2020). This has been due to lack of employment opportunities, skills and work experience despite the several skilled programs offered, but also that the urban Tanzanian economy is unable to absorb the potential work force (Nchimbi, 2006). This article is an evaluation study that is a profound telescope in tracing the Vocational education programs if they offer skills for Youth employability that have gone missing and provide a way forward

towards skilled youth formation that prepares youths as job creators rather than remaining stagnated at the doors of wage employment where they stand as job seekers facing un-employment tensions.

## **2. Purpose of the Evaluation**

Global experience has shown that majority of the secondary school graduates as well as University graduates are jobless. The lingering gap towards unskilled youth empowerment globally possesses a challenge where Youth engage in vices: vices like stealing, robbery, sex commercial work, pick pocketing, drug addiction due to idleness and peer pressure, early marital engagements and financial dependence. The globe demands may remain stagnated and blocked from fulfilling its potential if it is not empowering the youth with employability skills, connecting needs with skills, connecting employers with job seekers, and connecting young people with opportunities.

Going by what is happening; the mismatch between what is happening at school and the reality of life after school one will start to wonder what is going to happen in the future (UNESCO, 2018). Scholars, parents and the government are all complaining about Youth unemployment. Recent researches show that some countries are experiencing a worsening employment situation in the youth cohort (Siu Ho et al., 2018). Education programs may not be able to adequately address the current challenge of Youth employability unless there is a purposeful discovery of the skill mismatch between what is happening at school and the reality of life after school.

It is unfortunate that little is articulated to demonstrate what are the skills needed and to what extent will the skills bridge the gap between wage employment and self-employment. Scholars yet advocate for skills training Centers as well as offer programs to help Youths get to work. Audrey Veldman Centre since its establishment in the year 2002, has enrolled a total number of 1300 students and has trained them in different core Trades: Carpentry and Joinery, Tailoring and Dress Making, Masonry and Brick laying, Knitting and Designing, Welding and Metal Fabrication, Hair Dressing, Computer studies and electricity Installation. Equally training in other related subjects: Entrepreneurship, Life Skills, English and Mathematics. All these occupations and related subjects within the program have become key skills formation programs towards youth skilled employability.

This evaluation study traces the extent by which the eight mentioned earlier programs offer

skills for Youth employability that has gone missing among the youth, similarly provide a way forward towards skilled youth formation that prepares youths as job creators rather than remaining stagnated as job seekers facing un-employment. It is against this background the evaluator did a formative evaluation study that intended to spot strengths and weaknesses of the training per the intended Audrey Veldman training objectives since 2002. It anticipates spotting the strengths and improving the weaknesses while providing feedback, since from the foundation of the program, there has been no evaluation done while the program is on going.

### **3. Evaluation Questions**

1. To what extent has AVVETT Programs succeeded in the transition of its graduates from school to work as Job creators?
2. What are the Perceptions of tutors on the status of AVVETT occupations in transforming students' career for self-employability?

### **Hypothesis**

**Ha:** There is a significant difference between the mean score of the Evaluation of AVVETT programs and Transformation of Students from being Job seekers into being Job Creators in Karatu District, Tanzania.

### **4. Significance of the Evaluation**

It is observed that some youths do not have the required skills to manage life after years of schooling. This evaluation study exposed to Vocational Education Stakeholders, Policy Makers, program managers and Donors the demands for Vocational and Technical Training skilled programs towards Youths employability right after schooling. It was also exposing the reality of Youth un-employability and skills mismatch from school to work experiences to education stakeholders leading to policy improvement and education reforms.

This evaluation study stands as skill formative evaluation whose purpose was to see whether the program has strengths in helping youths towards employability or rather the skills are leaving majority of youths face the reality of un-employment with its hassle. The evaluation focused at spotting the program's strengths and weaknesses aiming at improving the quality and strengthening the services provided by Vocational Educations Center towards preparing Youths as employable job creators rather than job seekers. The evaluation study was to judge

the worth and value of skilled training programs towards employability that serves to mobilise skilled job creators as resource needed to guarantee the World of productivity while curbing Youths' unemployment crisis.

## 5. Evaluation Model/Conceptual Framework

- **Evaluation Model**

The evaluation rests on the four levels of Kirkpatrick's training model. The training four levels in developing Youths Employability Skills express different occupations that are not imposed on trainees. Reaction level determines the worth and value per the trainer's feelings as the trainee reacts favorably on the program and so makes a choice to learn soft and practical skills. Reaction level determines the value, effectiveness or efficiency of learning through feedback. Learning level focuses on the effective acquisition of the intended soft and practical skills based on the participant in the learning event. Evaluation at learning level happens when the evaluator differentiates between what the target population already knew prior to training and what they actually learned during the training program. The third is behavior level that is the applicability of the learnt experiences at workplace. The result level is the positive change in the trainee that is happening at work place. It is about participants' capabilities to perform practical learned skills while on the job, rather than in the classroom.

**The Strength** of this model is that it helps to evaluate the worth and know-how of skills training program that stands as evidence to demonstrate the learning transfer. The levels too demonstrated what was learnt as new from the old as a gap between the known and the learnt on the job. It is therefore a model that can help in determining the efficacy of the program towards youth employability.

**Weakness of this evaluation model** is that it is time-consuming and is not practical for all programs and situations. The model also assumes that each level's importance is greater than the last level. So the unfitness experiences in the field after school life is a big challenge and leads to various reaction to the majority of the Youth.

## 6. Literature Review

- *Review of Related Model*

According to Vygotsky (1896-1934), a child is completely dependent on other people during the early stages as the socio cultural environment keeps on presenting the child with a variety

of tasks and demands, engaging the child in his world, (Verenikina, 2003). Vygotsky explains that children appropriate these cultural and social heritages by acquiring knowledge through contacts and interactions with people as the first step referred as inter psychological plane, and then later assimilates and internalizes this knowledge adding own personal value to it referred as intra psychological plane, (Verenikina, 2003). Vygotsky in his construct of the Zone of Proximal Development, believes that cognitive growth is limited, an individual can do on his or her own but some areas will need significant others to help. The zone of Proximal development in this context is a dynamic construct towards employability skills.

**The Strength** of socio-cultural approach to educational theory and technology frameworks will afford teachers and learners the pursuit of goals consistent with the best possible personalized learning. It is learning that nurtures to nature without imposing skills against the latent traits. It is basically from the understanding of learning as a transactional activity that encourages interactions between a teacher (significant-other through Scaffolding) and the learner or peer support (ZPD) so that skills are developed for life not only survival.

**Weaknesses of Social Cultural Theory:** The main criticism of Vygotsky work concerns the assumption that it is relevant to all cultures. Vygotsky's scaffolding is heavily dependent on verbal instruction and may not be equally useful in all cultures or for all types of learning (Rogoff, 1990).

## 7. Review of Related Empirical Studies

### ○ **Transitional Programs of graduates from School to work**

Heejin and Go (2020) did a study on the effect of the School-to-Work Program on the employment of vocational high school graduates at Chung-Ang University, Korea. The study was examining the effects of the 2011 Korean School-to-Work Program on the career choices of vocational high school students. The results show that the policy increased the employment rate of vocational high school graduates by 36%.

The study used experimental design where by the treatment group is vocational high schools and the control group is academic high schools, as the School-to-Work Program focuses on students from vocational high schools. The results showed that the 2011 School-to-Work Program in Korea significantly increased the employment rate of vocational high school graduates while reducing the proportion of such students who advanced to postsecondary education.

Heejin and Go study as longitudinal experimental design demonstrates inconsistency in the selection of the respondents. As Longitudinal study taking comparing vocational high school graduates to academic high school graduates leaves the findings weak in that the two cannot be compared in one study. Longitudinal study should have involved either vocational high school graduates alone. Putting the two sets of school that use different curriculum with different pedagogical approach, and taking one as control group and another school as experimental group leaves the findings questionable. Moreover the focus of the study is yet leading Vocational graduates into the crisis of Un-employment. The current evaluation study is concerned with the reality of skilled Vocation and Technical programs that aim at reducing the reality of Youth Un-employability.

Ntallima (2014) conducted a study on the contribution of vocational education to youth employment in Morogoro Region. The specific objectives were to identifying factors that influence vocational education graduates in getting employment; determine the attitudes of employers; assess the vocational skills practiced by graduates of vocational education centers and determine problems and challenges facing vocational graduates in getting employment. A cross-sectional research design was applied in which a questionnaire was used to collect primary data. A sample of 120 respondents was drawn through snowball sampling technique. Data were analyzed using SPSS 16.0 version, in which descriptive statistics were determined. The findings revealed that Vocational education contributes to youth employment. The study recommends that government should create conducive environment for the graduates to get capital or loans from financial institutions.

Ntallima's study tried to answer the question using all relevant tool except in one area that the direction of his study is leading skilled Youths in a wage un-employment crisis. The mentality and attitude of wage employability against self-employability is not yet driven out of the mindset amidst unemployment crisis. The researcher's target population inclines towards job dependents rather than looking at skills for job creation. This current evaluation concerned with the mind set of what it constitutes to have employability skills yet remain job seekers.

Aguilar et al. (2018) did a study on Time to first significant job for vocational graduates in Spain. In this study they analyzed the transition from vocational education to a first significant job for Spanish young people. The data comes from the Survey on Education and Labor Market Transitions targeting various collectives who finished their non-university studies. The main results show that, contrary to what is expected, there are no significant



differences for students graduating in intermediate or in advanced vocational training. The survey is representative of individuals who were under 25 years old at the end of 2001 and finished their studies in the academic year 2000/2001. The full sample includes individuals who completed compulsory schooling, academic high school (baccalaureate), intermediate vocational education, advanced vocational education and vocational apprenticeship. The initial samples had 7,628 and 11,252 young graduates, respectively.

Aguilar's study is totally un-aware of un-employment as a problem. Nonetheless on the respondents of the survey, little is spoken from the Alumni as respondents who would have given the true picture of the reality of employability, instead the study believes that "In order to avoid misleading returns from vocational education, restriction on the sample to those individuals who left the educational system after the completion of these studies and excluded those that continued in the educational system throughout the survey period as well as those that had indicated that their priority during this time frame was to improve their academic background. This current evaluation study looks into the reality of getting objective information from the actual respondents as the findings demand more of true experience as lived experience rather than perceived experiences.

○ **Perceptions on the Status of Vocational and Technical occupations in transforming students' career for Self-employability**

Siu Ho et al. (2018) did a study on Myth of the Inferior Status of Vocational Education: The Case of Hong Kong, Chinese Education & Society. The study demonstrates that Young people in the late modern societies are facing a number of challenges, with school- to-work transition being one of the prominent issues. Recent research showed that some countries are experiencing a worsening employment situation in the youth cohort. Critical discourse analysis (CDA) is employed as the methodology in examining the discursive construction of vocational education in the policy context. The findings show that the socioeconomic transformation of Hong Kong in recent decades, factors such as parental expectations are pertinent to the stigmatization observed in vocational education.

Siu's study is methodologically weak where it depended much on major policy documents analysis and discursive constructions. The topic needed more sound scientific instruments to collect data as well as procedure to validate its findings and so credibility of the conclusion. Its single direction conclusion of the findings where parental expectation are pertinent to the perception, is a simple response and conclusion to a serious question whose respondents were



not engaged fully in raising their voice during data collection. This evaluation study focused on proper scientific procedures of data collections instruments as well as analysis to arrive at the conclusion.

Svenja&Pilz (2017) did a study on Perceptions of teachers in industrial training institutes. The study demonstrates that India is a growing country in terms of both the number of young people and its economic expansion. Therefore, skilling is crucial both at policy level and for educational institutions. This study focuses on the issue of the attractiveness of vocational education and training (VET) in India. Forty- five interviews with teaching staff were conducted at Industrial Training Institutes in three different regions. The purpose of the study was to examine the teachers' understandings of VET's attractiveness in relation to their own situation as teaching staff.

The Surveyed 69 Institutes and Forty- five interviews with teaching staff carries weak grounds without involving more stakeholders like students and more other key people. Vocational education affects a cluster of sectors ranging from Government as well as private sector without mentioning the public whose children fall victim of the reality yet their personal views may have been limited. This evaluation study unlike Svenja&Pilz's descriptive study involved several respondents who triangulated the information and so valid information leading to valid findings.

Pietro (2018) did a study on the role of media in promoting vocational education and training. The case of Master Chef," The study looked at the role played by media in changing the negative social perceptions of VET. It is often suggested that vocational education and training (VET) could be key to cut youth unemployment. It examined whether in Italy the growing popularity of the cooking television reality show Master Chef has led to an increase in the number of students willing to study for a vocational qualification in hospitality and catering. The empirical results show that an increase in the number of Master Chef's viewers is associated with a higher proportion of students willing to attend hospitality and catering schools.

This study employed a balanced panel dataset of 18 regions covering the period from 2011 to 2015. Although the data represent almost the entire Italian population 98 per cent, the small sample size is likely going to yield into large errors. The results provide evidence that there is a relationship between Master Chef's audience and youth's increased interest in studying hospitality and catering. The findings of this evaluation study suggest that media, including television programs, movies and radio show, may help individuals see the vocational path as

a serious option when they choose what type of education is best for them.

This longitudinal survey as panel using the media leaves some loopholes in the survey. The findings are too general and have over assumed the role of media. Media viewers may not be the same all the time in a period of 3-4 years. So the data could end up being scattered and so impossible to have a valid consensus. This evaluation study has been keen on the methodology so as to have credible findings.

### **8. Summary of the Empirical Studies and Demonstration of Knowledge Gap**

The studies reviewed indicated that Vocational and Technical skills are in demand as youths face the reality of un-employability. The reviewed studies agree on two basic issues: Youth un-employment is palpable and a transitional skills deficit from schools to work is real. Moreover all agree on VETT prepares Youths with employability skills but rarely orient towards self -employment. Furthermore, most of the reviewed studies project youth's employability to be meant for University graduates. It stamps employability opportunities to be a gift wrapped only for university graduates. Most of the reviewed studies have not taken attention about the truth of wage un-employment that cuts across all the levels of education and has made majority of Primary and secondary leavers as well as university graduates job seekers.

The reviewed literature on the transitional Programs from School to Work answered the question though with some gaps. Studies like Heejin and Go (2020) revealed that internships and apprenticeships are key transitional programs in assisting University graduates to have skills. This indicates that the researchers have assumed Youth un-employability as a reality brewed by wage employment mentality. This could be the mindset of studying to be employed. It is even echoed by the students where 97.9% agree that going for internship as well as industrial fieldwork could earn them jobs. The internships, industrial fieldwork and apprenticeships spoken about are creating more job seekers for employers regardless the complains about skills mismatch and un-employment crisis. Young people are neither improving their future employability through investments in skills nor gaining experience through employment (ILO, 2020). Moreover, the studies assume to have all youths gone for University studies after which one faces the world of employment. These findings differ boldly with the expectations of ILO that estimated that youth aged between 18-25 in Tanzania, face un-employment and their rates is at 3.6 percent of the total youth population (ILO, 2020).

The evaluator also reviewed studies on perceptions. These included studies by Siu Ho et al. (2018) and Pietro (2018). These studies dealt more with Status of Vocational and Technical occupations in developing students' career for Self-employability. These studies identified issues like parents' unrealistic expectations, inferiority among students, and prejudice due to social perceptions of VET and society's mindset about academic preferences to shun Vocational preferences. Such perceptions were also evident from teachers where 89.6% disagree with the statement that vocational occupations are meant for students who performed well in Secondary School.

The main evaluation gap of the above two questions is the mentality or mindset that every graduate especially university graduates are oriented towards wage employability, a reality that has left many Youths challenged with un-employment. This has created more job seekers with good certificates and CVs. On the contrary this current evaluation studies on how employability skills could help the Youths become more of job creators rather than job seekers. This is building Youths mindset towards the world of self-employment.

## **9. Research Methodology**

The study employed Mixed Methods Paradigm with Convergent Design: Target Population totaled to 241, Sample size was 76 respondents a result of the 30% (Mugenda, 2012) plus the 5 Administrators not sampled by virtue of their office. Data collection Instruments were Questionnaires for Students and Teachers, Interview Schedule for Principal and District Vocational Education Officer, In-depth Interview guide for Ward Education Officer and the School Director. Focus Group Discussion was for the Alumni. Both Descriptive and Inferential statistics were employed using SPSS Version 26 whereas Qualitative data was analyzed through coding and analysis of relevant themes. Determining the reliability of Questionnaires the Cronbach's Alpha was used. The Correlation Coefficient was calculated and 0.76 was obtained to determine the reliability of the instruments. The hypothesis was tested using Independent Sample T-test.

## **10. Presentation and Discussions of the Findings**

### **The extent by which AVVETT programs have succeeded in the Transition of its graduates from School to work in Karatu District**

The evaluation Question aimed at examining the extent by which the Program has succeeded in the transition of its graduates from school to work. It was to determine whether the

program is formatively strong and empowers the students to face the real life after school. The world immediate after schooling could be stressful to the majority in that youths get out of school with a lot of dreams, ambitions and unrealistic expectations. This could be the situation at different schools that programs are run but never measure their impact from the practical level of life after training. This question intended to depict the extent by which employability skills, connecting needs with skills, connecting employers with job seekers, and connecting young people with opportunities (UNESCO, 2018) has become a success at AVVETT.

The students as respondents rated strongly agree to strongly disagree on programs that they feel are instrumental in their transition to work. It is indicated that majority of the students rated related subjects like life skills 100% at a mean score of 5, communication Skills 95.8% at a mean score of 4.5, Entrepreneurship 97.9% at a mean score of 4.8, and ICT 97.9% at a mean score of 4.6 as key programs that need to be integrated into the main core trades. However, looking at the main stream core trades VET occupational programs; students rated Masonry and Brick laying 97.1% at a mean score of 4.8, Metal Fabrication 93.8% at a mean score of 4.4, Tailoring and Dress making at 91.7% at a mean score of 4.5. These occupational subjects were highlighted as attractive and necessary for the transition.

The findings indicated that teachers key programs echo those of the students. They gave equal priority to related subject and core occupational subjects. Subjects like Masonry (B), Metal Fabrication (H) and Tailoring (G) have been rated 100% at a mean score of 5 yet, life skills formation 100% at a mean score of 5 as well as ICT at the mean score of 5.0. They also rate entrepreneurship and Communication skills 99% at a mean score of 4.8 as key programs for students' transition to work. The findings from the Students as well as teachers vividly exposed that VETT programs are treated equally and are sensitive regardless their demands as real. Therefore the programs are focusing on improving access to and quality of education leading to employability (UNICEF, 2017).

These findings indicated both teachers and students' focus on key soft and hard skills. They seemed to be interested in areas of motivational career formation and communication skills. Entrepreneurship is also highlighted as instrumental in terms of marketing of goods and services as well as customer care skills. The reality of amalgamating soft skills and occupational skills at Audrey Veldman has enabled even the Alumni to have a smooth transition. All the Alumni throughout the discussions were in agreement that Vocational and Technical skills are in demand. They exposed in their focus group discussion that

communication skills, entrepreneurship and life skills training were highlighted as programs that lead them to success as job creators. They harmoniously think that:

For any VET graduate to be successful at the market where goods and services are needed, communication, life skills and entrepreneurship skills learned at school need to be exercised; skills like negotiating skills, bargaining with customers, dialogues with people, building confidence when you get a loss and courage to convince customers to buy goods, these have become relevant that without them one can get stranded. The role of debates at school does well on this area especially when we had topics like money is better than education (27/6/2021).

This has facilitated in marketing skills, customer care and opening the horizon of business world through industrial training that leads to stand as Self-employed. It should be clear that Communication skills, Entrepreneurship and ICT seem to have interested the respondents simply because they lead to creative practical application of life experiences. Vygotsky explains that children contacts and interactions with people (Communication and interaction), adding own personal value to their experiences there innovations and creativity play their part in molding job creators for self employability (Verenikina, 2003). The interactive, creative and innovative aspects in it lead to constructive mind where instructors stand to motivate or Scaffold the learners thus molding job creators rather than job seekers. It is on the same note most of the alumni echoed the transition issue by saying:

Occupational studies become relevant when intermingled with entrepreneurship skills, motivational skills, and microfinance awareness, information sharing on Social media and ICT related activities and networking with others. The young people of our nature need to be trusted as genuine skilled workforce but sometimes we are ignored that we don't have experience to do big work in companies, yet we have no money for we are just starting life(27/6/2021).

Most of the Alumni indicated that most of the key programs that have facilitated them to be Self-employed are entrepreneurship, tailoring and dress Making, masonry and brick Laying. This indicates that those programs at AVVETT have helped the Alumni towards employability.

During the In-depth Interview, the Director spoke on the extent at which AVVETT Program has succeeded in the Transition of its graduates from school to work:

Young people should have access to skills needed by the job market and can develop

skills in demand. They need to access productive and decent work opportunities that make effective use of their skills. Some times student ability in communication and their confidence and courage have been so productive when I see those students busy with work on market days It is encouraging (25/6/2021).

It was from the In-depth Interview probing the WEO on the transition success he said:

Young people may be impacted by skills mismatch, whereby individuals may be well educated but not in the areas demanded by the labour market. Technical and vocational skill training at Audrey have used several internship programs and apprenticeship practices in our area here, most of the graduates from Audrey have opened up their own workshops here to employ others on Metal fabrication and welding, some I see them building and some have established good Tailoring shops at Wheat scheme Centre. These graduates have fitted well on the job market and connected smartly to work opportunities (24/6/2021).

The extent at which AVVETTProgram has succeeded in the Transition of its graduates from school to work was also triangulated to the Principal and the DVEO through Interview Schedule. The respondents remarked: The DVEO reiterates,

Skills development should always be demand driven. This entails ensuring that Vocation and Technical training programs like ICT, Metal Fabrications, Tailoring and business engagements activities can support our Youths. Some have been empowered to begin workshops and small enterprises like food and beverage, computer cyber and try gardening wherever they find conducive environment (25/6/2021).

The evaluator sought information too from the Principal through Interview Schedule:

A smooth and speedy transition from learning into decent employment call for supporting interventions from all education stakeholders but also supporting interventions of all job search skills, career guidance and counseling and work placements. We engage our students in various career aspirations through partnerships between business and apprenticeships, job tracking and work experience programs. We assist students on school visits and careers fairs monthly. Consistent exposure to employers and work experience can prepare young people for the job market and contribute to increased earnings upon graduation (25/6/2021).

These findings indicate a great ability of AVVETT programs in transforming the youth for employability. Youth are to be empowered to become skilled active partners and not mere spectators (MLEYD, 2017). This question was highly rated by the students at a means score

of 4.45 whereas teachers rated it at a grand total means score of 4.67. These indicate the reality that AVVETT transitional programs are relevant and are in great demand. Youth aspirations as job creators are likely going to be successful when transitional programs like technology, entrepreneurship, and life skills merge with the trades studied at school.

### **The Perceptions on the status of Vocational Education and Technical Occupations in transforming Students' career for Self-employability in Karatu District**

The evaluation question intended to determine the perceptions, attitudes, opinions and interpretation of Vocational and Technical skills in relation to Youths employability. The evaluator intended to get information from Students, Teachers, Alumni and the Principal. This was to determine whether societal perceptions, employers, Teachers and Peers have influence on possible career paths towards employability.

The findings presented indicated that 54.2% were agreeing that going for Vocational Study was their first choice whereas 41.7% disagreed. The perception that Vocational and Technical education is of low status yet is meant for failures, the 62.5% students confirmed this at the rate of 2.1 mean score. This indicates a two-way traffic perception: They could either be due to inferiority before university graduates that university students have pride of knowledge or that Vocational students have prejudice against university graduates. So the negative perception could be due to jealousy, prejudice, inferiority complex or stereotype tendencies as 93.8 % that is 45 students at the mean score of 4.52 disagree with the statement that University graduates value VET.

Findings from the interview Schedule with the Principal echoes the negative perceptions that:

Negative attitudes towards vocational education have led to low enrollment of students into VET programs and so to opt for vocational education. Academic education is perceived to have a higher social status than vocational education. The education policy and reforms on VETs are needed so as to save the nation from Youth un-employment crisis (25/6/2021).

A negative attitude towards vocational education is not only among the community members, but also manifested among teachers/ instructors and learners, as they feel inadequate academically. This acts against effective mentorship from the teachers. Having been used to a curriculum that is too academic and theoretical, the youth have developed a culture of dislike for practical based courses. This may have influenced wage employability against the reality of self-employment as an option facing unemployment today. The Alumni concurs with a new positive thinking as they reiterate that:



Change of attitude towards vocational education must be addressed. Education system should not create inequalities in the education system. Instead it should provide good quality vocational education and training equivalent to general academic education to avoid suspicion on quality by the society and raise public attractiveness (27/6/2021).

**Inferential Findings on the Perceptions of the status of Vocational occupations is demonstrated through The Independent Sample T-test in Table 10.2 below.**

The evaluator wanted to find out if there was a significant difference in the mean scores of Students’ and Teachers’ Perceptions on the status of Vocational occupations in developing Students’ career for Self-employability. An independent sample T-test was used to test the Significance at 0.95 Confidence Level.

Ho: There is no significant difference between the mean score of Students and Teachers Perceptions on the status of Vocational occupations in developing Students’ career for Self-employability.

Ha: There is significant difference between the mean score of Students and Teachers Perceptions on the status of Vocational occupations in developing Students’ career for Self-employability.

**Table 10.2 Independent Samples T-test on Perceptions of the status of Vocational occupations in developing Students’ career for Self-employability**

**Group Statistics**

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
-Mean scores of	Students	48	2.9306	0.30767	0.04441
students and Teachers	Teachers	6	2.8472	0.08193	0.03345

**Independent Samples Test**

Levene's  
 Test for  
 Equality of  
 Variances

t-test for Equality of Means

F	Sig.	t	df	Sig.	Mean	Std.	95% Confidence
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						(2-tailed)	Difference	Error Difference	Interval of the Difference	
									Lower	Upper
-Mean scores of students and Teachers	Equal variance assumed	4.094	0.048	0.655	52	0.515	0.08333	0.12714	-0.17178	0.33845
	Equal variance not assumed			1.499	28.681	0.145	0.08333	0.05560	-0.03043	0.19710

**Source: (Field Data, 2021)**

The findings indicate that the mean score of Students perception is 2.9306 and SD is 0.30767 while the mean score of Teachers' perception is 2.8472 and SD is 0.08193. The P –Value 0.515 is greater than 0.05 significant level.

Decision rule:

In either case: If the p value is less than the alpha value 0.05, we reject the null and if the P-value is greater than 0.05 we fail to reject the null. It is therefore statistically significant to fail to reject the Null hypothesis.

**Conclusion:** There is no significant difference between the mean score of Students and Teachers Perceptions on the status of Vocational occupations in transforming Students' career for Self-employability.

The observed similarity is by chance that both Teachers and Students have passed through similar experiences on Vocational and Technical training qualifications, enrollment and choices. Both could have been victims in their choice to VETT as last resort and also after getting low pass in secondary or primary school they could have developed Vocational education apathy (Kizza et al., 2019). The apathy could be a conventional and created reality of the education system. Therefore, skill formation is crucial both at policy level and for educational institutions.

This created mindset of both VETT trend as well as the Academic trend calls for new education policy from pre-primary school to see VETT as vital skilled programs meant for

bright students and not failures, likewise VETT program reforms that recognize standardized entry requirements. It can be concluded that the negative attitude towards Youths Vocational and Technical training should be discouraged. Based on the findings positive attitude should be encouraged.

## **11. Conclusions and Recommendation**

Vocational Education and Technical training program: transforming job seekers into job creators envisions the generation of youth as the largest ever and must be viewed in terms of an opportunity, a 'demographic dividend', rather than a problem to be solved. Youth can play a decisive role in solving the youth employment question, if they are given the rights tools, policy, the knowledge and empowerment to use them. It is by doing so Youths could make themselves relevant and constructive self-employers. Young people as assets are a catalyst for development; they have the potential to positively shape the landscape of the world economy, as well as social, cultural, technological and political development. They are already playing key roles either as workers, innovators, and agents of change, professionals or entrepreneurs. Tapping into these potentials of youth requires both an integrated and targeted approach where VETT integrates occupational studies with related studies. It is about amalgamating soft skills with hard skills.

### **Recommendation**

Vocational Education and Technical training programs should ensure all children across the globe learn both soft and hard skills so as to be successful as skilled job creators. Skills that allow young people to adapt to global rapid changes so as to determine whether the future is full of promise or peril.

Government should network and revise its educational policy of VETT for quality education reforms where they could expose, facilitate and support contact with employers, provide support where Youths could make choices for self-employment.

Vocational Education and Technical training programs should be examined to determine the extent they have formed job seekers into job creators. Subsequently evaluation should be both formative and impact based.

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