

# NACTE Newsletter

The National Council for Technical Education (NACTE)

**"Striving for World-Class Excellence in Technical Education and Training"**

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## VISION:

An exemplary regulatory body to oversee the quality of Technical Education and Training for National socio-economic development.

## MISSION:

To oversee the provision of quality Technical Education and Training, through registration and accreditation of tertiary non-university institutions, and advising the Government on development of quality technical education and training for the benefit of Tanzanians.

## From the Executive Secretary's desk

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**Dr. Adolf B. Rutayuga**

I warmly welcome our esteemed readers to our Newsletter after a decade break that brings with it, new hopes with vision and spirit to serve better. It is my sincere hope that you will find this Newsletter informative and useful.

Foremost, I salute the Fifth phase governance for remarkable achievements attained in the education sector particularly technical and vocational education and training as agents of change toward industrialization. As the country takes strides in the middle-income economy well ahead of the 2025 target, ongoing efforts in mapping and developing skills for the labour markets cannot be overemphasized.

Technical education and training (TVET) are the best approach for our national development Agenda on industrialization, through which research and innovations the driving sub-sectors. In a mid-income economy like Tanzania, provision of quality technical education and training is indispensable in order to produce

well-trained personnel that is suitable to national development needs. This is equally a demand in existence in the regional and global labour markets.

On the horizons for us there many tasks to be undertaken besides the ongoing in areas of research including labour market demand surveys as wells as skills gaps. Sectoral skills mapping studies are underway too, to ensure equal distribution of skills in varied sectors including strategic sectors which are increasingly cross-cutting. The strategic importance of technical education and training to social and economic development of countries lies in in the fact that it provides necessary competences and skills for exploitation of potentials of a country through application of science and emerging technologies.

In recognition of this, the Council has since its establishment been directing its effort toward being an exemplary regulatory body to oversee the quality of Technical Education and Training for National socio-economic development. We have therefore to ensure that our technical institutions continue to adhering to best practices, approved quality assurance guidelines and standards in the provision of quality outputs needed by the labour markets and for the development of this country.

I wish you a pleasant reading of this Issue.



### Editorial Board

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The National Council for Technical Education as the legitimate provider of a framework for coordinating provision of technical education and training and establishing of efficient national qualifications system is doubtless a noble one. It is a fore-teller of education and training undertaken by students to equip them to play roles requiring higher levels of knowledge, skills, and understanding and in which they take responsibility for their areas of specialization. NACTE is thus, the corporate body for ensuring that products from technical institutions are of high quality and respond to changing needs as well as technological innovations and advancement in the world.

The contextual definition of Technical education as a multidisciplinary and multi-sectoral body empowers NACTE to oversee and coordinate the provision of technical education and training in Tanzania. In the move to realize radical change in the current mid-income economy status, consolidation has to be in the educational field, particularly Technical and Vocational Education and Training (TVET). The National Council for Technical Education (NACTE) holds the key, in as far as harnessing appropriate knowledge, skills and competences is concerned. The government agenda for industrialization can only become a reality if locally available

### TVET: An Indispensable Prerequisite for Tanzania Industrialization

human resource is re-directed to skillful path. This could be done though tapping further knowledge and appropriate technologies that are home-grown for the benefit of Tanzanians and the nation at large.

The Government has embarked on a large-scale campaign to enhance change in mindset for majority of Tanzanians to adopt a path that will take them to better livelihoods through an array of economic activities. The future generation is a group that TVET has eyes on. At formal levels, pupils and students are being encouraged to adopt science subjects. At vocational level through technical level, there is need for relevant competence-based curricula to be developed. It is a means for empowerment of young graduates at different levels to venture into technical know-how and skills relevant for use in different fronts for national development. NACTE itself, as a custodian of technical education regulation looks upon education stakeholders as important partners for the excellency of technical education graduates in the world of work.

Several crucial issues need be taken aboard as facilitate factors which could equally be very beneficial to learning institutions in Tanzania such as researching on skills gaps and collection of labour market information which is highly essential in devising appropriate curricula particularly in newly emerging strategic sectors of the national economy. The quest for quality training is thus hinged upon training materials and facilities that are essential components in the implementation of centers of expertise on TVET and labor market for various sectors. This paves way for establishing and organizing business and industrial sectors facility in the realization of Tanzania industrialization agenda.

In that regard, there is need for establishing linkages between technical and vocational education and training sector on the one hand; and on the other hand, organized business and industrial sectors as they jointly share responsibility for high quality output. The idea of merging TVET experiences is in no way the end but the very beginning of enriching expertise and practice in our educational institutions in accordance with our own peculiar environment, so that such institutions provide high quality education that keeps with current technological innovations and scientific progress so far achieved in Tanzania.

Thus, the National Council for Technical Education (NACTE) would like to take this opportunity to urge all educational institutions under its ambit, to take advantage of the acquired knowledge and experience from different fora of national and regional collaboration to bring about real and meaningful changes in their respective institutions. This will make real, the objective of producing high quality education that responds to the changing needs as well as technological innovations needed for the realization of industrialized Tanzania agenda.

### Mindset Towards Technical Education and Training

*By Dr. Baitilwake, A.M.*

The importance of technical education and training in developing countries cannot be overemphasized. Availability of technical personnel in the right numbers, at the right time, in the right place and with the right balance of technical knowledge and practical skills greatly determines the pace and direction of industrial innovation and social economic development.

In most African countries students must, at some point, make the choice of academic route as to whether they want to continue on to higher education or tertiary/technical education and training (TET), which usually leads to immediate entrance into the labor market. Unfortunately, in many countries including Tanzania, for many decades TET has been "the last choice" for those who have not scored high enough in secondary school final exams. It is not considered as a desired career alternative in the eyes of young people.

This negative attitude towards technical education does not only affect the youths, but also manifests amongst parents and

teachers/instructors and learners as they feel inadequate academically. This is against effective mentorship from the teachers and parents. The perception among other things was mainly contributed to the minimum entrance qualifications which are relatively low compared to set qualifications for enrolling into higher/university education. This entailed the branding of TET as irrelevant and not enough to enable a graduate to venture into higher levels of education.

In a bid to create awareness, the National Council for Technical Education (NACTE), through exhibitions, has been tirelessly creating awareness to the public regarding the relevance of Technical Education Training. The Council organized the 1<sup>st</sup> Technical Education and Training Exhibitions which took place from 27<sup>th</sup> to 31<sup>st</sup> May 2019 at Jamhuri Stadium in Dodoma which provided a platform for Technical Education stakeholders to demonstrate to the public their contributions to skills development for industrialized Tanzania's economy.





*Hon. Prof. Joyce Lazaro Ndalichako, Minister for Education, Science and Technology delivering Inaugural Speech at the 1<sup>st</sup> TET Exhibitions held in May 2019 at the Jamhuri Stadium, Dodoma*

Technical Education and Training is grounded in its importance in equipping learners with competence education. The emphasis is placed on the acquisition of employable skills where delivery systems are well placed to train the skilled and entrepreneurial work force that Tanzania needs to alleviate poverty. Equally important, technical education and training is education undertaken by students to equip them to play roles requiring higher levels of skill, knowledge and understanding

and in which they take full responsibility for their areas of specialization.

As a result of increased awareness, there has been a rapid shift towards technical education by secondary school graduates. Recently, TET preference in Tanzania has increased considerably as evidenced by number of secondary school graduates opting to join technical institutions. Against the odd, many graduates with higher grades (Divisions I, II and III) pursue technical education route (Table 1).

**Table 1. Students Enrollments in Technical Institutions**

DIVISION	2019/2020			2018/2019			2017/2018			2016/2017		
	M	F	T	M	F	T	M	F	T	M	F	T
I	1,728	2,138	<b>3,866</b>	1,427	1,082	<b>2,509</b>	1,628	936	<b>2,564</b>	1,340	569	<b>1,909</b>
II	9,038	13,210	<b>22,248</b>	8,958	6,265	<b>15,223</b>	9,277	7,194	<b>16,471</b>	6,124	3,090	<b>9,214</b>
III	23,300	28,831	<b>52,131</b>	23,512	16,469	<b>39,981</b>	21,264	18,892	<b>40,156</b>	24,039	14,442	<b>38,481</b>
IV	30,696	56,142	<b>82,838</b>	36,708	53,160	<b>89,868</b>	39,636	48,519	<b>88,155</b>	17,264	53,664	<b>70,928</b>
Others	1,001	2,005	<b>3,406</b>	1,676	207	<b>1,883</b>	1,453	1,265	<b>2,718</b>	28,784	6,344	<b>35,128</b>
<b>TOTAL</b>	<b>65,763</b>	<b>102,326</b>	<b>164,489</b>	<b>72,281</b>	<b>77,183</b>	<b>149,464</b>	<b>73,258</b>	<b>76,806</b>	<b>150,064</b>	<b>77,551</b>	<b>78,109</b>	<b>155,660</b>

There is no doubt that continuous efforts to provide appropriate knowledge to TET beneficiaries will significantly increase their understanding and positively change perceptions of many towards TET.

Therefore, deliberate efforts by NACTE and other stakeholders to continuously create awareness on TE. Furthermore, provision of technical education and training that matches the technological

developments in place, training institutions will attract more students and

reduce suspicion on the part of the community.

## **NACTE Alignment with Government's Industrialization Agenda**

*By Dr. Annastelah Sigwejo*

National Council for Technical Education (NACTE) is a regulatory body established by the Act, Cap. 129, to oversee and regulate the provision of technical education and training in the country. NACTE, in executing its regulatory mandates, is cognizant of the importance and role that match with the National Industrialization Agenda. Being an overseer of technical education and training, it has a significant role to play in producing quality and quantity of workforce that meets the demands of the labour market.

Technical education and training in this context mean: *"education and training undertaken by students to equip them to play roles requiring higher levels of skills, knowledge, understanding and attitudes/ethics and in which they take responsibility for their areas of specialization."* NACTE has undertaken huge steps in positioning itself to support the country's industrialization agenda. The National 2025 Vision envisaged Tanzania to become a Middle-Income Country and industrialization is recognised as the best strategy for achieving the objectives of the country of increased gross domestic product (GDP) and reduced poverty by 2025. This objective has indeed increased the demands for skills in various sectors of the economy, including in agriculture, textile industry, mining and gas,

construction, iron and steel, energy, the emerging blue economy, ICT, fish processing among others. The provision of skills needed in these sectors by technical training institutions is very vital for not only boosting the industrial sector, but also in providing employment opportunities to young people.

NACTE has quickly responded by conducting a study on skills identification and anticipation soon after the Industrialization Agenda blueprint came in place. The study was concluded, and findings published and presented to the Technical Education and Training Forum (TET Forum) held in Dodoma, December 2020. The study was aimed at stages which will bring about understanding on skills anticipation, new emerging skills, and skills mismatch in the world of work, particularly in Tanzania. NACTE advocates for Competence-Based Education and Training (CBET) system as a cornerstone for technical education and training because it integrates work learning, trainer development and emphasizes practical training. The CBET curriculum is considered flexible and responsive to the changing needs of the labour market because it imparts current skills relevant for the world of work. This kind of training is therefore linked to the needs of the labour market.

## Mapping skills gaps and skills needs for technicians graduates in the selected economic sectors in Tanzania

*By Dr. Oleke, J.M., Dr. Baitilwake, M.A. and Dr. Mahenya, J.O.*

### Introduction

Technical education in Tanzania has expanded rapidly, with different rates of change being experienced across sectors with expansions occurring at different times. This has had important and profound impacts on labour markets and in the way in which employers use highly educated labour. However, along with expansion of technical education has come a range of questions that have emerged. For example, is there any evidence that supply of graduates is addressing the skills need for the Tanzania development agenda? Has the increase in technical education graduates resulted in an oversupply of workers with relevant skills. This study, therefore, attempts to map the skill gaps at the levels of technicians in the selected sectors currently identified as drivers of economic growth in Tanzania.

This survey sought to address the following objectives:

- i) Analyze institutional context of skills development in Tanzania and supply of manpower at the level of technicians for selected sectors;
- ii) To establish skills gaps in selected sectors for industrial growth; and
- iii) To determine skill needs in fostering the growth of the industrial economy for selected sectors.

### The Choice of Sectors

This survey involved a total of six (6) economic sectors selected based on national priority for nurturing industrialization in Tanzania (NSDS, 2016).

These sectors included Agriculture, agribusiness and agro-processing, Transport and Logistics, Tourism and Hospitality, Energy, Construction and ICT. These sectors are the priority of the Government's FYDP II, and the National Skills Development Strategy since they present the highest potential for economic growth, job creation and critical enabling supportive role for other growth sectors

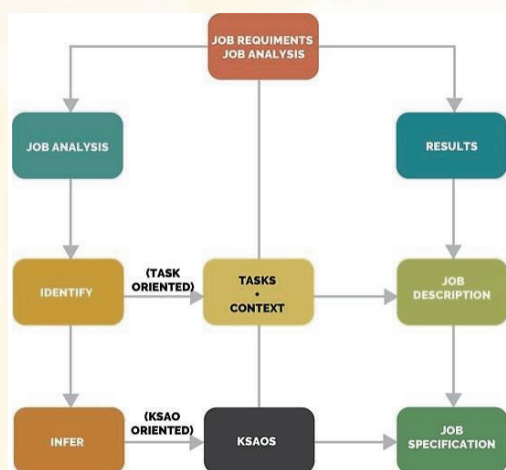
### Supply of skills across the priority economic sectors

Technical education and training in Tanzania have been expanding to match with the ever-growing demands of technical personnel in appropriate levels for all sectors of the economy. Information on number of technician graduates, courses offered and graduates education qualification during last five years (2014/2015 to 2018/2019) were obtained from all 124 technical institutions within the identified sectors of the economy.

### Measuring skills gap and skills needs using job Requirement Approach

This survey concentrated on the job requirement approach that asks respondents about the skills they use in their jobs. This provides a proxy measure of skills possessed by individuals as they exercise their jobs; and skills needed by employers in a particular job. The study analysed skills acquired, needs, mismatch of duties performed, and skills needed for emerging technology.





#### KSA Model

KSA is a competency Model of individual. These include Knowledge, Skills and Abilities that individual must have to perform successfully in the position.

#### Knowledge:

A body of information needed to perform the task

#### Skills:

Proficiency needed to perform a certain task

#### Abilities:

Enduring traits useful for performing the task. e.g. comprehension

**Figure 2. Job requirement model**

### Data Sources and Sample Size

This survey involved 105 companies drawn from 1,426 companies representing 7% of the sample frame. The lists of companies whose business are related to the six selected priority economic sectors were obtained from the Ministry of Industry and Trade (MIT), Confederation of Tanzania Industries (CTI), President's Office-regional Administration and Local Government (PO-RALG). A total of 647 companies were surveyed.

### Supply of Skills at Technical Level

It is estimated that a total of 95,771 technician graduates with different skills related to selected sectors have entered the labour market from different technical institutions since 2014/2015. However, supply rate of technicians is still low compared to demand. Table 1 summarises number of graduates per each sector.

**Table 2. Supply of Labour at Technical Levels**

Sector	Cumulative Number			Percentage
	Male	Female	Total	
Agribusiness	21,095	14,108	35,203	37%
ICT	20,017	5,459	25,476	27%
Construction	15,314	3,192	18,506	19%
Energy and Mining	4,496	1,010	5,505	6%
Tourism and Hospitality	3,386	1,829	5,214	5%
Transport and Logistics	3,601	2,267	5,867	6%
Total	67,907	27,864	95,771	100%

## Skills Gaps

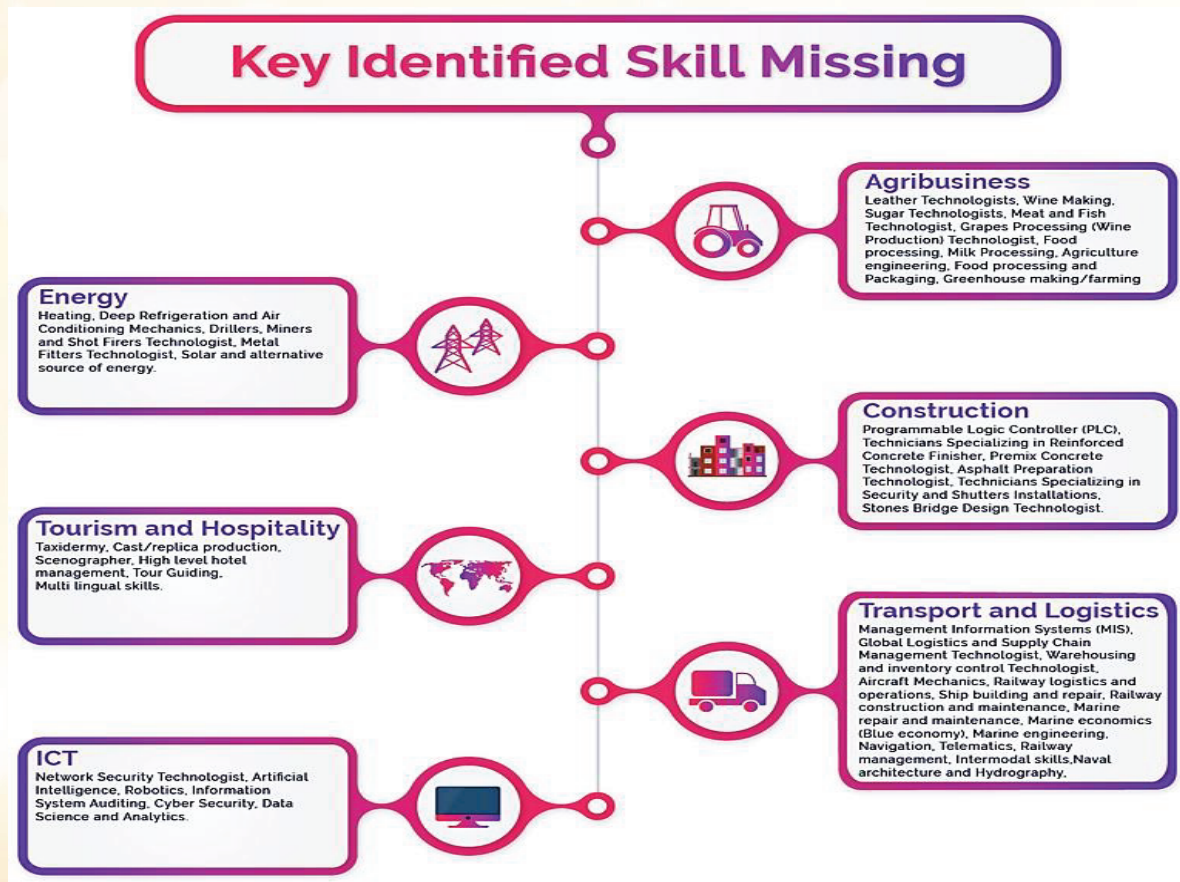


Figure 2. Key Skills Identified

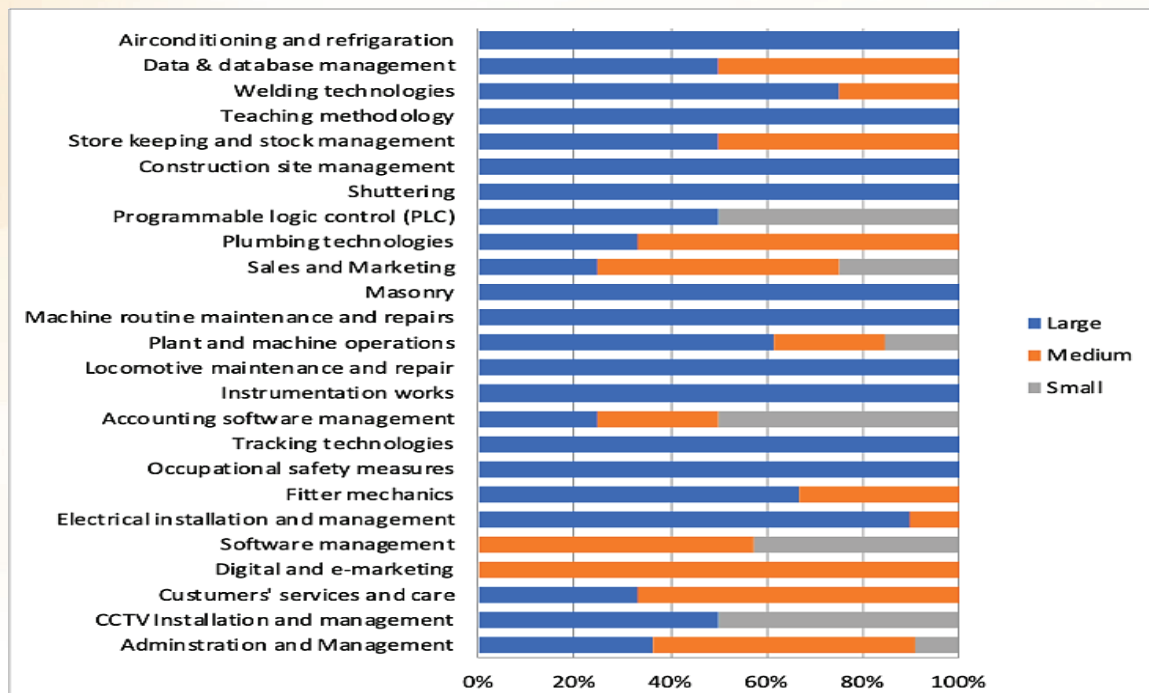
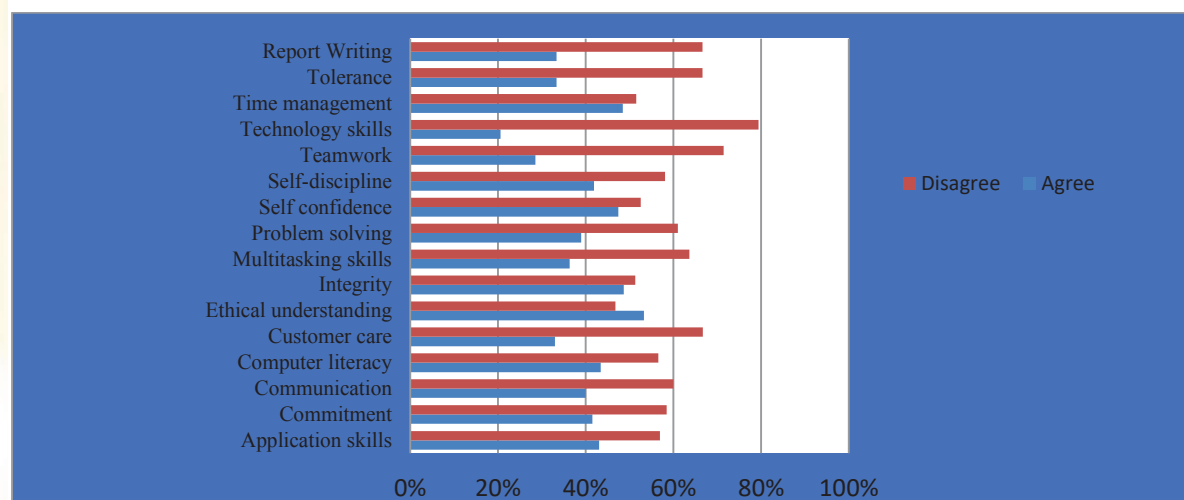


Figure 3. Skills gaps reported by line managers

Skills gap in many sectors are increasingly seen in terms of soft skills rather than specific technical competencies. Figure 2 summarizes the

Likert scale results of survey questions that asked employers to rate the adequacy of their workforce's soft skills in different areas.



**Figure 4. Percentage of firms reporting skill constraints in operations**

### Key missing skills

This survey established that there are few or no technicians specializing in infant but fast-growing sub-sector such as wine making and meat processing. Many employees are either form four leavers or below and get skills through on-job training.

### Conclusion

Technical education in Tanzania has expanded rapidly resulting into increased number of graduates at technical levels entering the labor market with various skills. Yet, the findings showed that the rate at which the education systems in technician level is expanding is still low compared to expected demand. Strengthening key competences and soft skills within education curricula is inevitable, given that a significant part of employer recruitment difficulties reflects skill deficiencies.

### Recommendations

- (i) **Investing in Teaching and Learning Infrastructures;** This survey has established that while there is increased number of technical institutions offering programmes at technician levels, number of graduates is still low compared to supply. This number is low especially in technical colleges due to inadequate teaching and learning facilities. Both Public and private investments are therefore needed to increase the capacities of technical institutions in the studies sectors to absorb more students than it is now;
- (ii) **Bridging Technical Skills Gap:** Skills gap has been established almost in every sector studied. The overall picture is consistent with the view that new technology — especially information technology — is raising the skill level needed to thrive in the workplace. Technical institutions don't teach all of these skills and



consequently on-the-job learning is very important. Employers aren't the only ones who recognize this challenge. Employees know the skills gap is real, and they're trying to close it. Technical institutions should develop relevant courses/programmes that will address the missing skills identified in this survey.

- (iii) **Bridging Soft Skills Gap:** Developing the foundation of soft skills among graduates is the responsibility of technical institutions by incorporating them into curricula. Therefore, prioritizing the soft skills

based on employer needs is important.

- (iv) **Development of National Skills Development Policy:** It is recommended that there should be National Skills Development Policy that will focus on the future skills needed; and

- (v) **Strengthening Stakeholders Collaboration in Skills Development;** Enhancing multi-actor collaboration between government, private sector and academia to boost a sector, possibly add CSO's/NGOs to make it a quadruple helix in supporting skills development in Tanzania is necessary.

## TECHNICAL EDUCATION AND TRAINING IN TANZANIA

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### Access, Equity and Improved Quality for Sustainable Socioeconomic Development

By Dr. Gemma Modu

#### Introduction

The demand for highly skilled employees to meet the needs of a knowledge economy is growing. Investing in people, their knowledge and skills is therefore key for the success of national socioeconomic development agenda. **Investing in education isn't just the right thing to do, it's smart economics.** If that is the future we want, we must invest in our youths of today. In this context, Technical Education and Training is of strategic importance to social-economic development of our country, absorbing a large proportion of secondary school leavers; providing for most middle cadre employees in the country; and great potential for self-employment and informal sector activities.

#### Technical Education and Training (TET)

The ideal of technical education and training is best contextualized as *"education and training undertaken by students to equip them to play roles requiring higher levels of skills, knowledge, understanding and attitudes/ethics and in which they take responsibility for their areas of specialization"*. The goals and objectives of Technical Education and Training (TET) aim at imparting, mainly to young people, the knowledge, skills, and attitudes necessary to enhance microeconomics development of their communities and the nation. TET has influence on efficiency of the labour force, productivity, quality of goods, services and potential for responding to technological change and innovation.

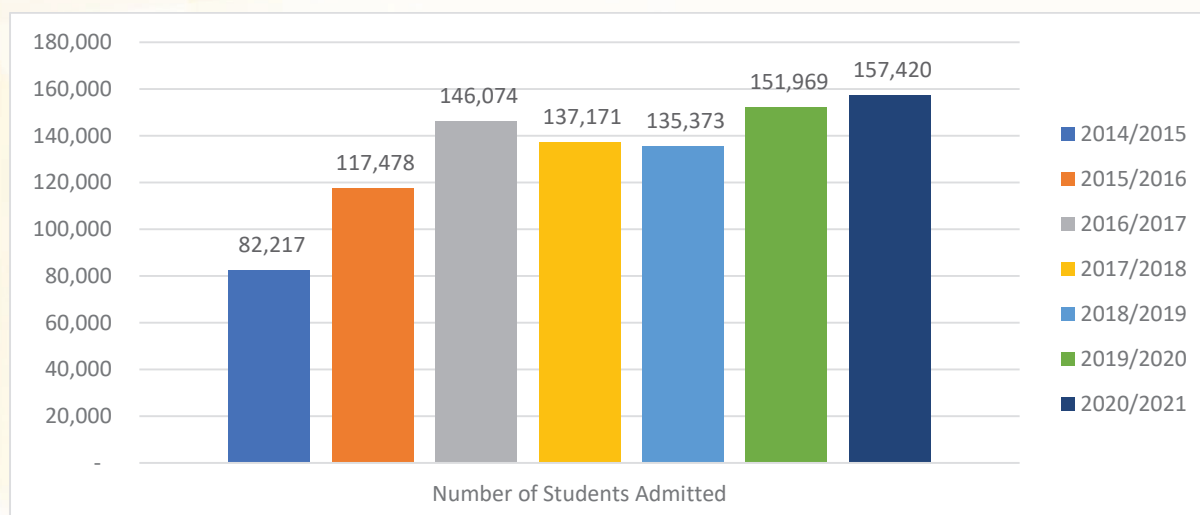
The National Council for Technical Education (NACTE), a legally authorized body, regulates the provision of technical education and training in Tanzania. It is cognizant of and fully accepts TET as responsible for contributing significantly towards attainment of the Tanzania Development Vision 2025. The nation's aspirations, to a greater extent, could be realized with availability of a steady TET system, which the Council is endeavoring to realize, capable of producing a critical mass of high-quality technicians and professionals required to effectively respond to and manage development challenges at all levels.

#### Increased Access to Technical Education and Training

The number of registered technical institutions has increased over the years. This has opened more opportunities for secondary school youths to access TET. Introduction of various programmes by technical institutions triggered a rapid increase in students' enrollment. In Figure 1, we present the trend of student's admissions into various technical institutions since 2015/2016 to 2020/2021. As shown, selection of students joining various technical institutions has nearly doubled from 82,217 in 2014/2015 to 128,093 in 2020/2021 representing an increase of 55%. In 2020/2021 students selected to join technical institutions has increased up to 157,420 compared to 151,969 in September 2019/2020 Intake representing an increase in approximately 4%. This increase is due to a number of factors including increased number students

completing Certificate of Secondary Education (CSE) and Advanced Certificate of Secondary Education (ACSE) and aspire to join various technical institutions.

However, this figure does not, include students enrolled during the March 2021 intake.



**Figure 5. Trend in Students Enrolment in Technical Institutions**

### Increased Educational Equity and Opportunities

The essence of TET in Tanzania, practically implements the Sustainable Development Goals 2030, guided by the Vision 2025, the National Five-Year Development Plan, 2016/17 – 2020/21, the Education and Training Policy, 2014 and other related policies that eye equitable access to quality technical education is provided to all youths and adults across the subsector. Basically, TET's main emphasis is on equal opportunity to learn, develop and enhance knowledge, skills and competences regardless of gender, disability, disadvantaged and vulnerability or any kind of obstacle, by all to equally participate and contribute in creating transformative changes and development in the national economy.

The observed gradual increase in enrollment by technical institutions from 112,447 in 2012/2013 to 128,121 in 2018/2019 with the number of female students at 53,889 in 2012/2013 and 57,456 in

2018/2019, makes a remarkable indicator for achieving progressive gender equity in TET. On the other hand, the enrolment of students by field of study and awards indicates profound enrollment in science and allied technology programmes at 19,386 in 2018/2019 out of which the number of enrolled females was 5,596, i.e., 29%. This indicates a need for devising gender mainstreaming strategies to increase number females in science and technology related fields. At institutional level, there have been initiatives to mainstream gender issues, specifically to ensure increased number of females in science and technology programmes, including introduction of access courses for female students.

### Improved Quality of Technical Education and Training

The skills mismatch problem need reduction through various kinds of trainings. Some improvement in the quality of technical education and training



is critical for enhancing employment prospects. A purposeful measure to ensure provision of quality and relevant technical education and training, rests in Competence Based Education and Training (CBET) which was introduced in Technical Education and Training Sector early 2000s. This serves to bridge skills gap and enrich human capital, which is essential for boosting productivity and incomes. In implementing this initiative, various procedures and guidelines have been developed and used in various stages of developing the competence-based curricula.

By itself TET does not create jobs, but it is beneficial when associated with actual needs of the labour market, as it enhances

economic and social development through human development in various ways. CBET imparts people with knowledge; skills and adequate understanding necessary to contribute effectively to various economic activities and addresses poverty and problems associated with it. It helps with, provision of entrepreneurial skills and knowledge to especially youths and women, opens way to self-reliance in the absence of salaried employment, and enhances industrialization process of any country. Investing in TET is key for the success of our national socio-economic development as it significantly contributes to development, by turning more Tanzanians into job creators than job seekers.

### Accreditation: an “Absolutely Necessary” Task for Technical Institutions

*By Mr. Chamshama, J.E.*



#### Introduction

One of statutory functions of the National Council for Technical Education (NACTE) is to register and accredit technical institutions capable of delivering courses and produce graduates for the labour

market. While registration is intended to ensure that an institution is both legal and viable, accreditation is aimed at achieving approval or certification of a training institution by the relevant authority as having programmes and quality assurance

systems that ensure quality provision of an established qualification(s) to meet educational standard(s) in place.

### **Understanding the Meaning of Accreditation**

Accreditation is the approval or certification granted by a relevant authority representing the interest of both the public and students, to an institution, on account of having programmes and a quality assurance system that ensures provision of set qualification(s) and educational standard(s) for a particular period of time.

To stay accredited, technical institutions need always be at their best and keep their standards high over time. On the other hand, pursuant to Regulation 21-(1) (a) and (b) of the NACTE Accreditation and Recognition Regulations, 2001, where in the opinion of the Council an Institution fails to maintain its status as an accredited Institution or radically alters the conditions on which the Institution was admitted to accreditation; the Council shall cancel the accreditation certificate granted to the Institution. Therefore, though accreditation is a comprehensive process, it is not a one-shot deal, it is subject for renewal after the elapse of the prescribed period of time span of five (5) years.

### **Accreditation Process**

Institutional Accreditation is the status granted to an institution that has been found to meet the established standards for educational quality. Institutional accreditation is the comprehensive evaluation of the institution and its academic and administrative effectiveness, with specific focus on the robustness of its Internal Quality Assurance (IQA) systems and on overall systems, policies and practices of the

institution and how they impact the quality of all programmes offered by the institution.

Therefore, institutional accreditation involves the following main components:

- (i) Development of Training Programme(s) that can be validated by NACTE;
- (ii) Establishment of training infrastructure, facilities and resources that can be recognized by NACTE as having the capacity to offer the validated programme(s);
- (iii) Establishment of internal systems and mechanisms to monitor and control each component constituting the institution in order to assure quality operations and the subsequent output; and
- (iv) Conducting Institutional Self-Evaluation and preparing a Report for the same.

Each of the four components listed above constitutes a comprehensive process with specific requirements demanding separate detailed descriptions. NACTE has developed Guidelines for each component and usually provides guidance, on request, to technical institutions requiring to attain accreditation. At the end, the applicant institution will be required to submit to NACTE the following documents, being evidence of having developed infrastructure and systems enabling it to carry out its training core functions in accordance with NACTE Accreditation Standards:

- (i) Comprehensive Institutional Self Evaluation Study Report;
- (ii) Filled in Application Form for Recognition of Technical Institution's Department;
- (iii) Detailed Institutional Policy on Quality Assurance; and;
- (iv) Detailed Institutional Quality Management Plan.

### **A Call for Institutional Accreditation**

Accreditation is regulatory demand for each technical institution registered by NACTE as provided for under Regulations 3 and 5 of the Accreditation and Recognition Regulations, 2001. Despite enjoying the benefits of accreditation as presented in Section 4 of this article, NACTE calls upon all technical institutions to fulfil this regulatory obligation with a notion in mind that, pursuant to Regulation 21-(1) (a) and (b) of

the NACTE Accreditation and Recognition Regulations, 2001, where in the opinion of the Council an Institution fails to maintain its status as an accredited technical institution or radically alters the conditions on which the institution was admitted to accreditation; the Council shall cancel the accreditation certificate granted to the technical institution. Accreditation is an "Absolutely Necessary" Undertaking for Technical Institutions.

### **NACTE Launches Project "Strengthening Skills and Training Capacity in The Horticulture Sector" In Tanzania**

*By Mr. Shellembi, J.*

The joint Tanzania and The Netherlands project for Strengthening Skills and Training Capacity in the Horticulture Sector, was launched as a brainchild that not only seeks to improve the sub-sector but also to ensure maximum quality of Technical and Vocational Education and Training (TVET) in Tanzania. The implementing agencies of the project; the National Council for Technical Education (NACTE) and the Dutch partner, Maastricht School of Management (MSM) have an obligation to the Dutch Organization for Internalization in Education (NUFFIC) that availed the grant.

Empowerment is a catch line through which one is enabled to become more creative and or improve the horticulture

business and value chains with the ultimate goal of bridging unemployment facing the youths, through creation of more opportunities especially the incomes position of primarily women who are involved in the sector. The project is a response to challenges particularly the lack of technical and business skills and limited hands-on exposure by staff of technical institutions and the youths who want to engage in horticulture. The immediate executing agencies are Technical Institutes under NACTE, in this case, starting with three institutes which will pilot this project whose returns are envisaged to be spread across other agriculture-oriented Institutions in Tanzania, accredited by the Council.





*The Minister for Education, Science and Technology, Hon. Prof. Joyce Ngalichako (R) with the ambassador of The Netherlands, His Excellence Prof. Jeroen Verheul (L), cutting tape to signal the official launch of the project for Strengthening Skills and Training Capacity in the Horticulture Sector.*

A well-attended launching ceremony at Dodoma on 1<sup>st</sup> October, 2019 was graced by among distinguished guests, the presence of Honourable Minister of Education, Science and Technology, Prof. Joyce Ndalichako; His Excellence the Ambassador of the Netherlands, Jeroen Verheul; and some

members of the Parliamentary Standing Committee for Social Services, students' representatives from Tanzania Research and Career Development Institute (TRACDI); members of the local media and other stakeholders.



A report by the Tanzania Horticultural Association (TAHA), asserts that over 1,000 farmers in Kilimanjaro Region alone have been reached in efforts to transform the sub-sector to enhance its contribution to the economy. Through the drive, more smallholder farmers are expected to acquire the necessary skills needed in the cultivation of horticultural crops.

The project is a complement to other efforts being taken by other agricultural Institutes or higher learning institutions to providing skills in planning, organization,

management, and administrative tasks related to horticulture production. A training in Horticulture aims at producing competent graduates that are able to integrate horticultural components in farming systems, to understand farmers' circumstances and provide technical solutions compatible to the available resources, conversant with different types of horticultural industries, from the smallholder farmer and cooperative level to large estates and also from field/greenhouse production to marketing and export aspects.

## DECCA College of Health and Allied Sciences for Change in Quality Community Health Delivery

*By Special Correspondent*





DECCA College of Health and Allied Sciences (DECOHAS) is a private health institution which was established and registered by NACTE in July, 2014. The college started with only 65 students study in Clinical Medicine, Medical Laboratory Sciences, Nursing and Midwifery, and Pharmaceutical Sciences. In few years ago, DECOHAS has made remarkable improvements in infrastructure, human resource and internal operational systems under guidance of NACTE and the Ministry of Health, Community Development, Gender, Elderly and Children. These efforts and collaboration resulted into another DECOHAS campus located at Nala Ward in Dodoma. The number of students has been increasing every year, and to date the College has a total of 1,665 students in her two campuses with a total of 57 academic staff, of all cadres together. DECCA is a conglomerate of DECCA College of Health and Allied Sciences, DECCA Pharmacies and DECCA Polyclinic.

The College's contribution to the surrounding community is significant in the sense that to date a total of 819 students have graduated and some have been employed in various institutions. Our College's goal is to train highly competent graduates equipped with the requisite competences and professional attributes for ethical conduct and practice in health care delivery at national, regional or global levels. Of all the graduates, DECCA College, and its sister facilities have employed 32 graduates from DECOHAS. We believe in our products since we are producing competent graduates. Quality Assurance at DECCA College of Health and Allied Sciences makes sure individuals are doing the right things and in the right way. The Quality Assurance team's job is to make sure that those standards, processes, and policies are in

place and are adhered to by staff and students. In addition, the Quality Assurance team has the responsibility of making sure that staff and students are aware of quality assurance practices at the College. In making sure that quality assurance is achieved. Quality Assurance "audits" or "reviews" are routinely done so as to determine the efficacy of governing procedures. DECCA College of Health and Allied Sciences in collaboration with different stakeholders in the context of Public Private Partnership has been identified as one of the best approaches in achieving the National/Global targets in health-related targets. DECCA College, among the Private Institutions, has been actively involving itself in collaborating with the Government as well as private institutions as highlighted hereunder;

Additionally, DECCA College of Health and Allied Sciences has been routinely participating in different events organized by the Government Authorities, e.g., NACTE's Technical Education and Training Exhibition, World's AIDS Day etc. The College has been participating in different forums/activities organized by the regulatory bodies, e.g., Pharmacy Council, TNMC, Medical Laboratory Training Board and Tanganyika Medical Board and in terms of Social responsibilities/Events, DECCA College of Health and Allied Science has been routinely participating in different social events within Dodoma region, for example in March, 2019 the College issued Community Health Fund cards to 20 households each with 6 family members.

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Mob: +255 767 832211/+255 655 407282  
Website: [www.decohas.ac.tz](http://www.decohas.ac.tz), E-mail:  
[dpfa@decohas.ac.tz](mailto:dpfa@decohas.ac.tz), [info@decohas.ac.tz](mailto:info@decohas.ac.tz)

## College of Business Education Dodoma Poised for Competitive Edge

*By Special Correspondent*

The College of Business Education (CBE) is an autonomous academic institution operating under the Ministry of Industry and Trade (MIT). The college was established by the Act of Parliament Number 31 of 1965 that has hitherto been amended thrice through amendment Act Number 17 of 1968, Number 38 of 1974 and Miscellaneous Amendment Act Number 2

of 2010. The College of Business Education has four campuses. The first campus is based in Dar es Salaam which started in 1965, the second campus based in Dodoma commenced in 1983, third campus based in Mwanza was established in 2007 and the fourth campus based in Mbeya was established in 2013.



The College of Business Education (CBE) is guided by its Vision and Mission statements. *"The vision of CBE is to be a leading College in transforming and developing business education capabilities"*. Whereas the mission of CBE is *"to provide demand-driven and competence-based business education, and to offer quality public services through applied research and consultancies"*

The College of Business Education - Dodoma campus is composed of competent and qualified teaching staff in different business disciplines such as Accountancy, Business Administration, Information Technology and Mathematics, Marketing Management and Procurement and Supplies Management all for NTA Levels 4 - 8 respectively. On the other hand, the Campus extended its coverage

by establishing and running Master Degree programmes (NTA Level 9) in Supply Chain Management, International Business Management and Banking and Finance. It should be noted that the programmes are offered in terms of competence-based education and training (CBET) to equip learners with practical training and skills.

The identified programmes were prepared and nurtured by experienced academic staff, practicing institutions and other stakeholders in business related areas with a focus on providing demand-driven and competence-based business education while offering quality public services through applied research and consultancies. All programmes are verified and approved by the National Council for Technical Education (NACTE). Programmes offered by CBE - Dodoma



Campus, intend to meet flexible market demand accelerated by World Technological and Economic transformations, through producing competent graduates from the mentioned

business areas. We take this opportunity to welcome you at CBE - Dodoma. Here under is the summary of programmes offered by CBE - Dodoma Campus:

**Table 3. Academic Programmes offered by CBE**

Programme	NTA Level	Intake	Duration
<b>Master of Degree in International Business Management (MIBM)</b>	9	September	2yrs
<b>Master of Degree in Supply Chain Management (MSCM)</b>	9	September	2yrs
<b>Masters of Business Administration in Banking and Finance (MBABF)</b>	9	March	2yrs
<b>Bachelor Degree in Business Administration (BBA)</b>	7-8	September	3yrs
<b>Bachelor Degree in Accountancy (BACC)</b>	7-8	September	3yrs
<b>Bachelor Degree in Marketing (BMK)</b>	7-8	September	3yrs
<b>Bachelor Degree in Procurement and Supplies Management (BPS)</b>	7-8	September	3yrs
<b>Bachelor Degree in Information Technology</b>	7-8	September	3yrs
<b>Bachelor Degree in Business Studies with Education (BBSE)</b>	7-8	September	3yrs
<b>Diploma in Business Administration (DBA)</b>	5-6	March& Sept	2yrs
<b>Diploma in Accountancy (DA)</b>	5-6	March& Sept	2yrs
<b>Diploma in Marketing (DMK)</b>	5-6	March& Sept	2yrs
<b>Diploma in Procurement and Supplies Management (DPS)</b>	5-6	March& Sept	2yrs
<b>Diploma in Information Technology (DIT)</b>	5-6	March& Sept	2yrs
<b>Basic Technician Certificate in Business Administration (BCBA)</b>	4	March& Sept	1yr
<b>Basic Technician Certificate in Accountancy (BCA)</b>	4	March& Sept	1yr
<b>Basic Technician Certificate in Marketing (BCMK)</b>	4	March& Sept	1 yr
<b>Basic Technician Certificate in Procurement and Supplies Management (BCPS)</b>	4	March& Sept	1yr
<b>Basic Technician Certificate in Information Technology (BCIT)</b>	4	March& Sept	1yr

## Drivers of Skills Development in Tanzania

*By Dr. A.B. Rutayuga and Dr. J.M. Oleke*

### Introduction

Tanzania's need for skilled labor is being addressed through the delivery of strategic initiatives. The current industrialization drive, embedded in the country's National Five-Year Development Plan (FYDP II) 2016/17–2020/21, themed '*Nurturing Industrialization for Economic Transformation and Human Development*', is intended to promote the growth ,economic transformation and technological advancement articulated in the Tanzania Development Vision (TDV).The Tanzanian government is currently focusing on the development of an industrial economy which will require skills graduates for across the industrial production chain. This will require TVET providers and training programmes to focus, concentrate and

prioritize on the required industrial skills. This section, highlights the major drivers of change for skills development in Tanzania. This includes an overview of the supply of skills from technical institutes.

### Development Vision 2025

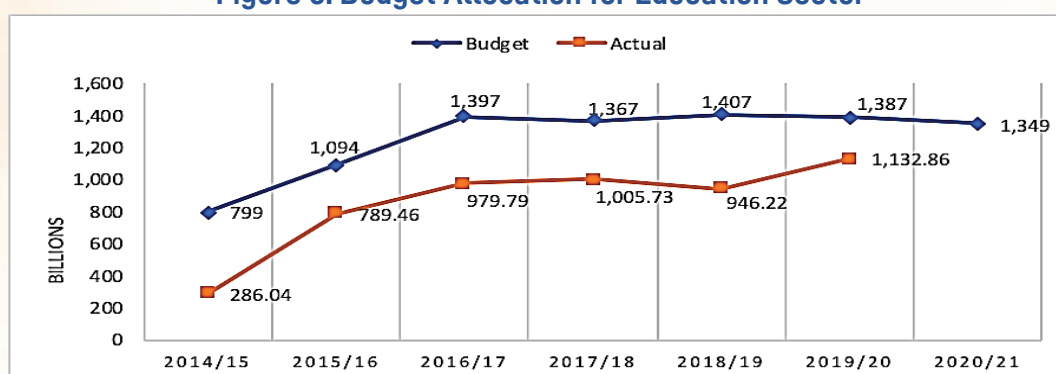
For Tanzania to achieve its Development Vision 2025 of becoming a middle-income country, it will need to develop the right mix of high-quality skills to drive further growth (ESPI, 2016). Countries' efforts to upgrade the workforce skills are driven by two imperatives; the need for a skilled labour force which can support the growth of key economic sectors, and the need to accommodate large numbers of young

people entering the labour force every year in search of productive jobs. Tanzania's medium-term growth will be driven through; foreign and domestic investment in export industries; higher productivity in agriculture, electricity, ports and transportation infrastructure; revenues from the oil and gas sector; and urbanization. This growth will also result in a more diversified economic structure, more productive jobs and varied occupations, including those with greater skills content. At the same time, young people expected to enter the labour market over the next 15 years and those who have recently joined the labour force have high aspirations for moving out of poverty, finding quality jobs and building a better future for themselves and their families. Therefore, the strengthening the skills will put Tanzania on a trajectory for development that combines growth with poverty reduction and shared prosperity.

### Increased Budget allocation for the Education sector

Education is one of Tanzania's priority sectors, as represented by its allocation of 15% of the total budget (or 21% if the government's method of excluding debt servicing and other expenditures captured under the consolidated fund is applied), making it the second largest government funded sector. Education is also among six top priority areas included in the Vision 2025 policy document and in the more recent Five-Year Development Plan, which contains a stronger emphasis on industrialisation. The education sector has enjoyed a significantly increasing trend in both budgetary allocations and actual spending. The budgetary allocation for the FY 2020/21 is nearly twice the amount allocated in FY 2015/15, while actual spending increased by 55% over FYs 2015/2015 –2020/2021 (Figure 4). This growth in funding is consistent with the recommendations for an increased educational budget made in 2015 by the Committee on the Convention on the Rights of the Child.

**Figure 6. Budget Allocation for Education Sector**



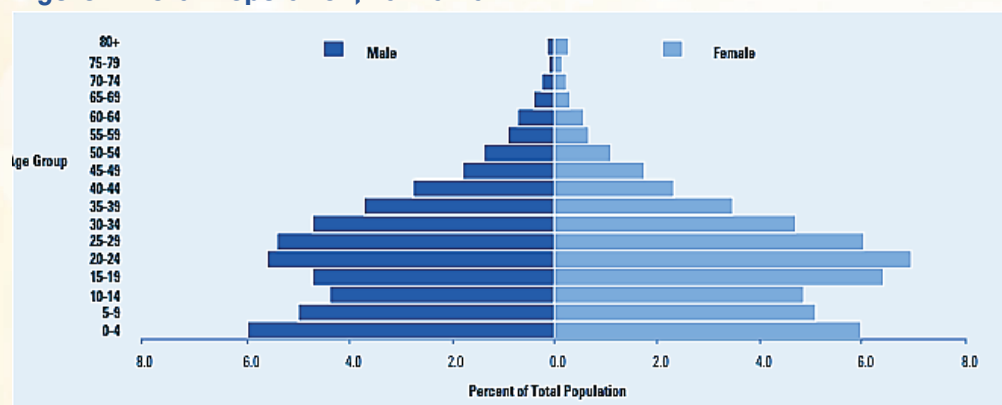
Source: MoEST, 2020

### Expansion in the youth demographics

It is estimated that 15 million youth will enter the labour market between now and 2030. Over the next few years, over one million young people a year, with varying levels of education and skills, are expected to leave the education system and potentially enter the labor market (ESPI). By 2030, this number is projected

to reach 1.6 million per annum. This requires a rapid expansion of employment opportunities to keep pace with the supply of new labour market entrants. While the fast expansion of the youth demographic is a challenge, it also represents a unique economic opportunity through the implementation of efficient workforce development.

**Figure 7. Total Population, Tanzania**



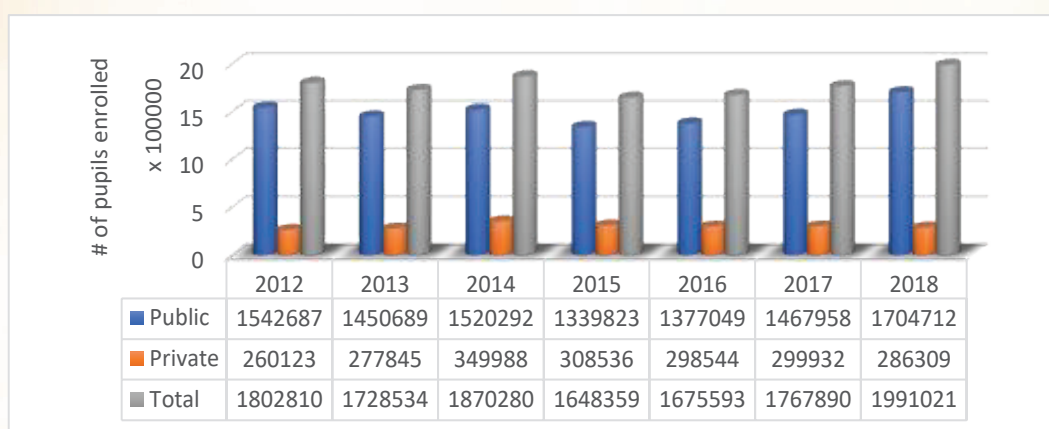
Source: Tanzania Human Development, 2017

### Tanzania's Free Basic Education Policy

In the medium and long term, the Tanzanian Government's emphasis on promoting access to quality secondary education will increase the flow of students from primary and secondary education to vocational and technical routes. The Government launched the 'Free Basic Education Policy' in 2015, which extended free education to the secondary school level, cutting tuition fees up to Form IV. This policy has reduced dropouts and increased the number of students taking the general secondary

education route (Figure). In the long term, this policy will probably result in a reduction in the number of students choosing vocational education after completing primary education. It will also help to strengthen the basic competencies of the secondary graduates who will later take technical courses. These outcomes would be consistent with global evidence that core/basic competencies and skills are best acquired through general education prior to students taking up vocational or technical training.

**Figure 8. Total Enrollment in Secondary Schools, 2012 – 2018**



Source: BEST, 2018



### **Impact of technological innovation**

Like many other countries, Tanzania has prioritised industrial policies and science, technology and innovation (STI or innovation policies) to support industrialization and closing technological gaps. Industry has been assigned specific targets for growth, GDP contribution, innovation and job creation. Projections based on current performance indicate that some of these targets may not be realised within the planned time frame. Industry performance, and manufacturing in particular, is still perceived as weak compared with its potential contribution to GDP, exports and job creation. Reasons for this include; shortages in skilled labour; unfair competition from improperly taxed imports; and high operating costs.

### **Skills Mismatch and Lack of Employment/Life Skills**

Skills gaps are one of Tanzanian employers' most pressing concerns. Tanzanian employers, as is the case in many countries, struggle to find adequately qualified personnel to fill vacant positions. There is a considerable divergence between the kind of graduates' employers expect, in both the public and private sectors, and those produced by colleges and universities. Closing skill gaps will directly lead to improved productivity, employment, and enterprise creation in both the formal and informal sectors.

## **NACTE Hosts Technical Education Forum themed “Engaging Stakeholders in Skills Development in Tanzania”**

*By Dr. Mahenya, O.J.*

Skills matters virtually in all aspects of human life. The skilled workforce, equipped with ethics and possess right attitude towards work can contribute significantly in the creation of equitable national prosperity. This article sheds some light on how this pressing issue of skills development in Tanzania could be achieved. Development of skilled workforce cannot be left to the government or training institutions alone. It should involve all key stakeholders including the Government, industry/employers and education providers. In Tanzania, employers have been complaining that graduates do not possess relevant and adequate skills to perform

satisfactorily the duties that are assigned in the world of work. These claims are supported by a labour market survey 2020 conducted by the National Council for Technical Education (NACTE), which revealed that the majority of the employers were not satisfied with the skills graduates possess. To overcome that challenge, many employers resorted to on-job training to skill up their employees. This implies an additional cost to the employer as one could see how employers incur extra cost in training their employees in order to fit in their roles.



*The Permanent Secretary in the Ministry of Education, Science and Technology Dr. Leonard Akwilapo, addressing participants of a one-day Forum on Technical Education and Training (TET), held on 10<sup>th</sup> December 2020 in Dodoma.*

This challenge is evidently acknowledged when one sees a country that is not doing well in export-trade, communication, infrastructure, technology, and industry. The underlying causes include skills gap or skills mismatches. Sometimes the combination of all the factors may manifest in the socio-economic of a sluggish economy. Hence, if the economy has the labour force that is well skilled, much of the socio-economic problems faced by many countries can be minimized if not eradicated all together. In the context of Tanzania, at the national level the government has realized this and undertaken to solve this by designing good initiatives directed towards developing the skilled workforce. This has been manifested clearly in the National Skills Development Strategy 2016 and the Tanzania Development Vision 2025 were both stipulated the commitment of government to continuously develop skilled workforce for our economic development by close involvement of the society. Hence the innovation is

required in order to involve all actors in the skills development initiatives.

In Tanzania, many actors are involved in skills development, for instance, Tanzania Private Sector Foundation (TPSF), Ministry of Labour, Youth, Employment and Persons with Disabilities, Tanzania Commissions for Universities (TCU), NACTE, Vocational Education and Training Authority (VETA) and specific sectors such as finance, information, and communication, just to mention a few. The challenge with this approach is more visible in terms of duplication of efforts in skills development initiatives. Several initiatives geared toward bringing key stakeholders in one platform for skills development initiatives have been witnessed. Recently, NACTE organized a Technical Education and Training (TET) forum held in Dodoma on 10<sup>th</sup> December 2020.





*Stakeholders attending TET Forum held on 10th December 2020, Dodoma*

More than 200 participants, representing the Government, Government agencies, employers, employees and education providers attended the Forum. Papers on skills development were presented, discussion on the same revealed that there is a need to engage all stakeholders in developing skills. Moreover, it was apparent that provision of internships, apprentices and study tours opportunities to students are of paramount importance for skills development.

Such kinds of engagements that draw all stakeholders in developing skills allow trainees to create a linkage of what they learned in colleges with what is happening in the world of work. In addition, it was suggested that there was a need for the industries-specific and sector-specific training institutions that absorb the graduates from specific training institutions to take active roles as board members or academic planning technical teams in the respective institutions. This will impact curriculum development, as the current practice for curriculum development in most academic institutions involves industry stakeholders during market labor survey and curriculum validations. In the current practice, the industry is not actively involved in the drafting and design of the curriculum. Thus, the curricula obviously would not capture and address the skills required by industries

In order to tame the challenge of skill development in Tanzania, there is a need

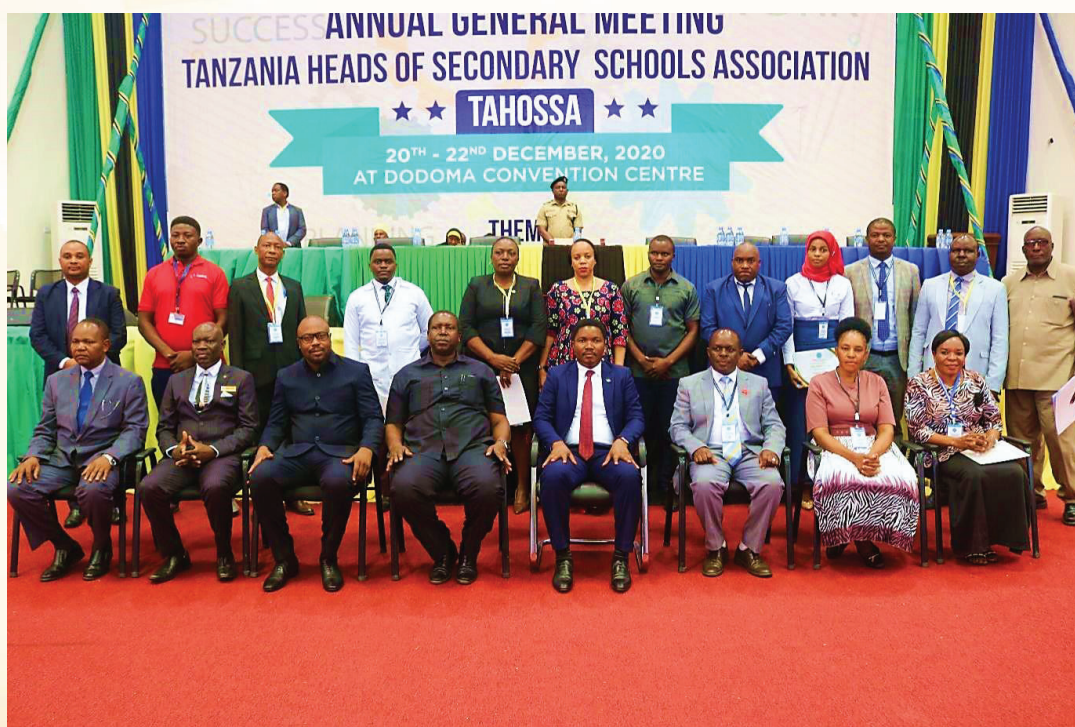
to have one authority in Tanzania that would be responsible for skills development. This authority or an institution will be vested with power to regularly bring together the skills development stakeholders to discuss, identify skills missing, and evaluate the progress of skills development in all sectors. As it is today, skills issues are dealt with in silos. To avoid such in-silos efforts, it would require mapping out all institutions involved in skills development issues and then bringing together the stakeholders to make recommendations to the government. Such recommendations include how skills problems could be addressed without overlapping or those institutions aligning to only certain skills, or not to continue offering the courses that produce graduates with skills that are no longer needed by the labour market as well as the industrial-based economy.

This can be solved if there could be a good link between skills development partners and employers. By doing that, the cost continuously incurred by employers in training the employees can be eliminated or less incurred. This year (2021), the Technical Education Forum will precede the Exhibitions from 27 May to 2 June 2021 in Dodoma.

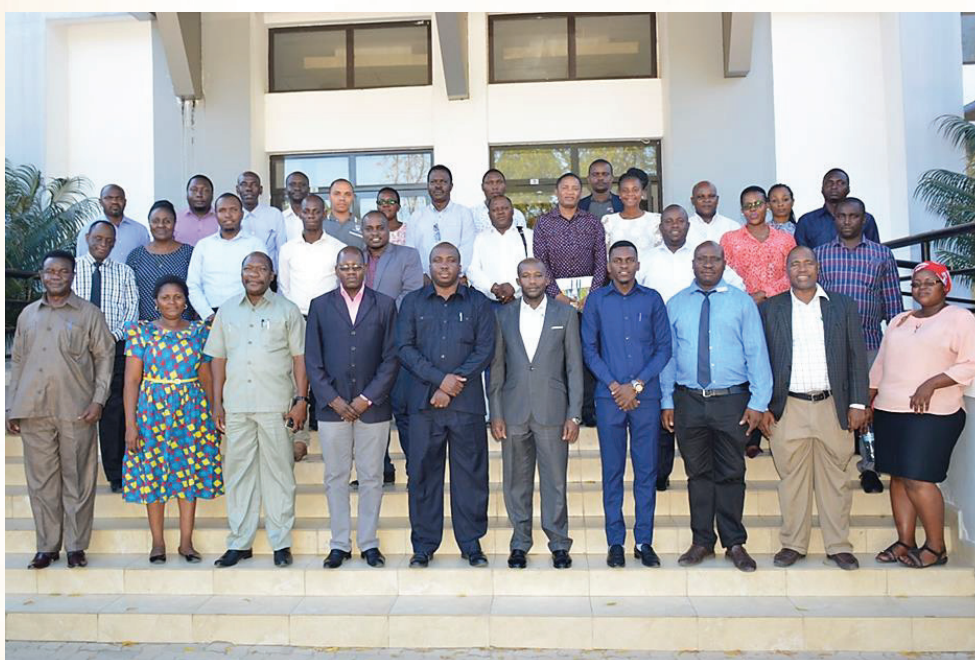


## PHOTO CAPTION STORIES

### CAPTION STORIES FOR NACTE NEWSLETTER



*Px# 1. The Minister of State in the President's Office – Regional Administration and Local Government, Honourable Selemani Jafo (seated in red tie) poses for a group photo after he officially opened the 15<sup>th</sup> Annual General Meeting of the Tanzania Heads of Secondary Schools Association (TAHOSSA) held from 20<sup>th</sup> - 22<sup>nd</sup> December 2020 in Dodoma.*



*Px# 2. A group photo of participants to the NACTE Strategic Plan 2020/2021 – 2025/2026 Stakeholders' Meeting held on 2nd October 2020 at the Institute of Tax Administration in Dar es Salaam.*



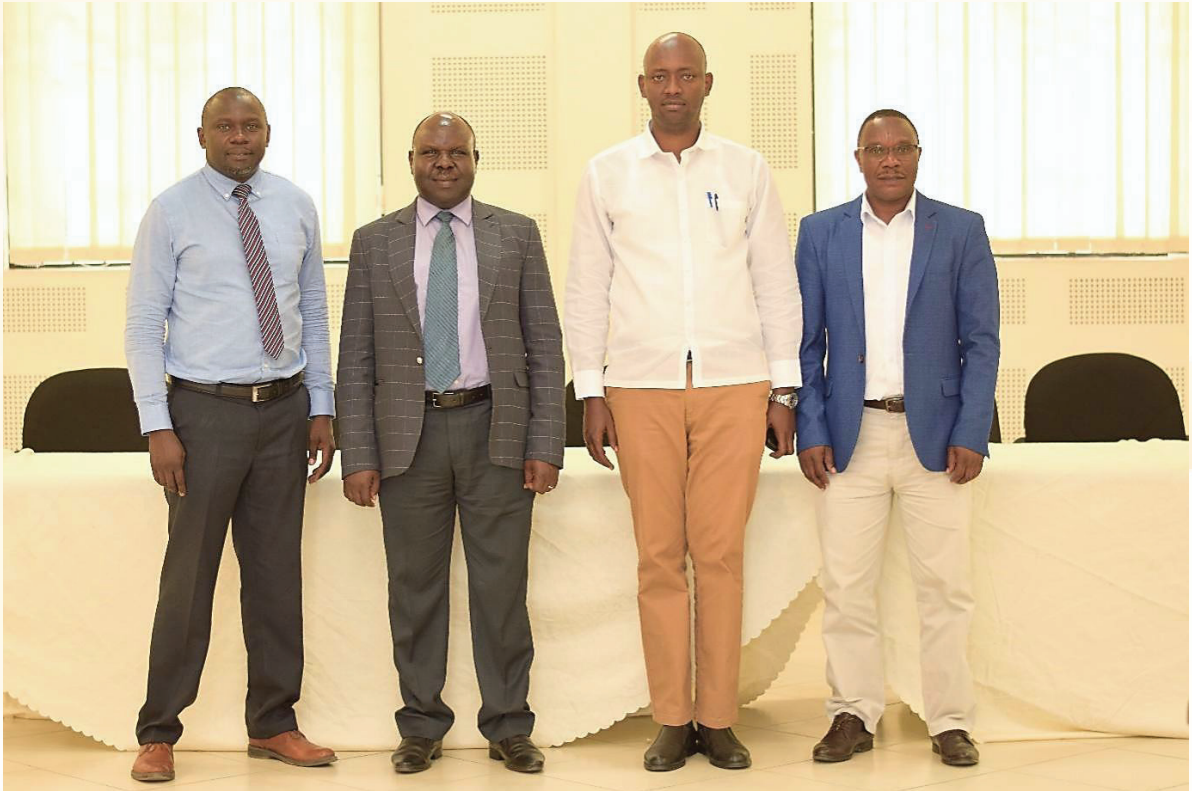


***Px# 3. Vice Chancellors of Universities and Rectors of Higher Learning Institutions in a group photo after their working session for harmonization of functions and organization structures of their respective institutions, held on 16th August 2020 at NACTE Headquarters, Dar es Salaam. The Permanent Secretary in the Ministry of Education, Science and Technology, Dr. Leonard Akwilapo (seated middle) was the Guest of Honour.***



***Px# 4. The Minister of State in the President's Office – Regional Administration and Local Government, Honourable Selemani Jafo presenting a Certificate of Appreciation to Executive Secretary of NACTE, Dr. Adolf Rutayuga, for his role as Resource Person at the 15th TAHOSSA Annual General Meeting 2020, held in Dodoma from 20th - 22nd December 2020.***





*Px# 5. The Executive Secretary of NACTE, Dr. Adolf Rutayuga, (second left) in a group photo with, (from his left) Peter Niboye, the President of Tanzania Higher Learning Institutions Students Organization (TAHLISO) and Twaha Twaha from NACTE Admissions Unit. To his right is Dr. Amani Makota, the NACTE Acting Director of Institutional Guidance and Support.*

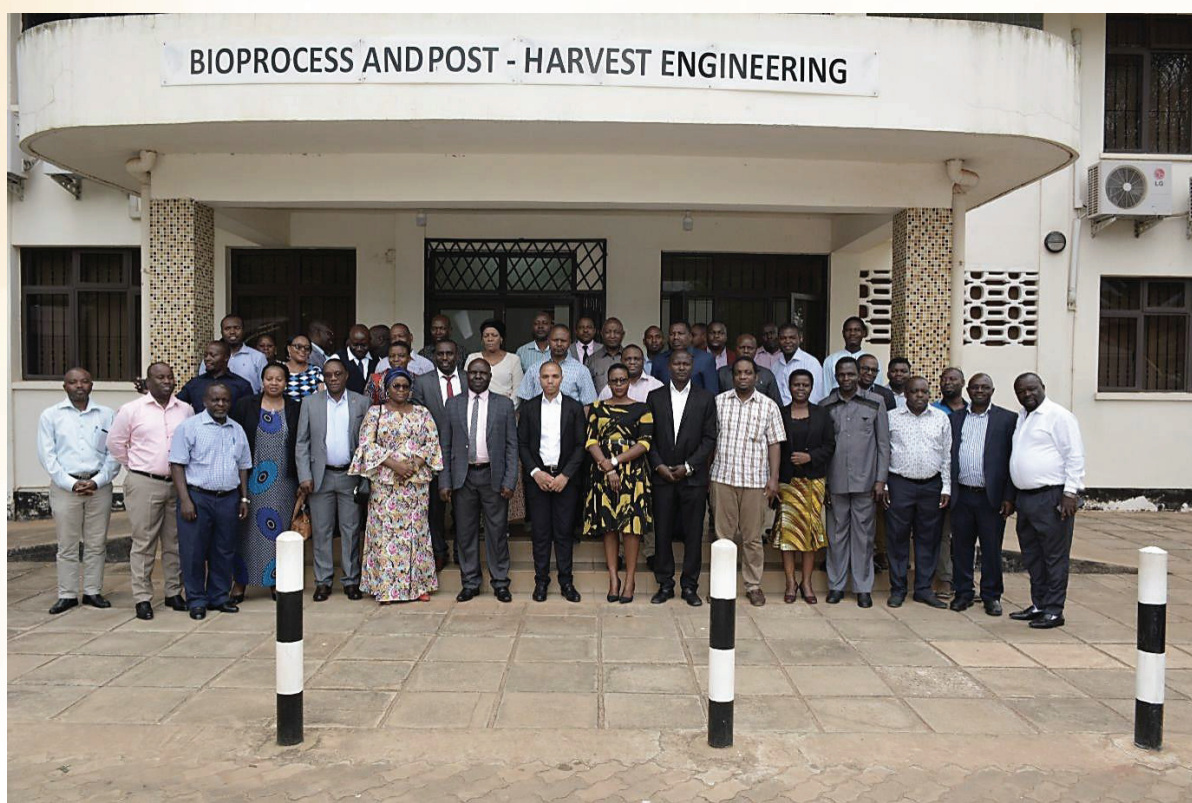


*Px# 6. Participants of a joint session between NACTE and Principals and Rectors from eleven Technical Institutions who sat to discuss challenges faced in Students Admission.*





*Px# 7. The Executive Secretary of the National Council for Technical Education (NACTE), Dr. Adolf Rutayuga, addressing members of staff (not in picture) during a two-day training on Risk management.*



*Px# 8. Members of the NACTE Workers' Council in a group photo after the closure of the Annual Workers' Council Meeting held at the Sokoine University of Agriculture in Morogoro, from 24th - 25th September 2020.*





*Px# 9. The Permanent Secretary in the Ministry of Education, Science and Technology Dr. Leonard Akwilapo, addressing participants (not in the picture) of a one-day Forum on Technical Education and Training (TET), held on 10th December 2020 in Dodoma.*



*Px# 10. Visitors being attended at the NACTE booth during the 15th Exhibitions on Higher Education, Science and Technology, organized by the Tanzania Commission for Universities (TCU), and held from 31st August – 5th September 2020, at Mnazi Mmoja Grounds, Dar es Salaam.*





*Px # 11. The Director of Compliance Monitoring and Evaluation, Dr. Jofrey Oleke , explaining a point to members of the mass media during a news conference on the commencement of the Admission season for Certificate and Diploma programmes for Academic year 2019/2020, held at NACTE Headquarters, Dar es Salaam.*



*Px # 12. Members of a traditional ngoma troupe from the Hombolo Local Government Training Institute, entertaining guests and participants (not in the picture) during the opening ceremony of the National Competitions for Science, Technology and Innovations (MAKISATU), held in March 2020 at the Jamhuri Stadium, in Dodoma.*





*Px# 13. Participants from NACTE Head office, and Zones listening to the Executive Secretary Dr. Adolf Rutayuga (not in the picture) during opening remarks of a two-days Risk Management training, held from 28th – 29th September 2020 at the NACTE Headquarters.*



*Px # 14. Representatives from NACTE Zones in a group photo on the climax of a Risk Management training, held from 28th – 29th September 2020 at the NACTE Headquarters.*





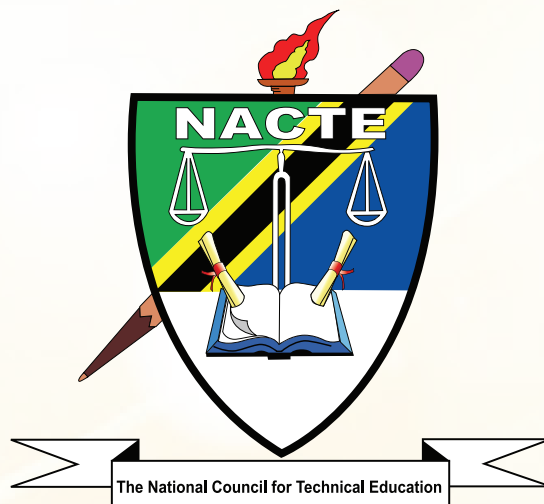
*Px # 15. The President of Tanzania Higher Learning Institutions Students Organization (TAHLISO) Peter Niboye, responding to the Press on lessons learnt on NACTE Admission System after a day workshop facilitated by the National Council for Technical Education on 23rd July 2020 at NACTE Headquarter.*



*Px # 16. The President of Tanzania Higher Learning Institutions Students Organization (TAHLISO) Peter Niboye, making observations on TAHLISO perception during a Sensitization Workshop on NACTE Admission System held on 23rd July 2020, at NACTE Headquarter, in Dar es Salaam.*







**NATIONAL COUNCIL FOR TECHNICAL EDUCATION**

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