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## VISION:

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

## MISSION:

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

## A WORD FROM THE EXECUTIVE SECRETARY

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*Dr. Adolf B. Rutayuga*

I would like to use this opportunity to welcome our esteemed readers to the 10th Issue of NACTVET Newsletter. It is my sincere hope that you will find this Newsletter not only informative but also educative.

Foremost, we cherish remarkable achievements attained by the Sixth Phase Government in the education sector particularly technical and vocational education and training (TVET) 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.

TVET plays an important role in equipping individuals with relevant skills and

knowledge for the labour market that foster the competitiveness of the economy and technological innovation processes. To this effect, improving the capacity of TVET system and the quality, effectiveness and relevance of teaching and learning are indispensable. In order to improve relevance of TVET, regulatory function of vocation education and training have been shifted to NACTE making a new name as NACTVET.

Collaborations between public and private sectors need to draw up new curricula that match young generation with the real needs of businesses. This issue also covers the newly forged partnership between NACTVET and other stakeholders aiming at improving the landscape of TVET in the country.

I wish you a pleasant reading of this Issue.



## **NACTE changes to NACTVET**

*By Dr. Adolf Rutayuga*

The Council would like to inform its esteemed stakeholders on the recent decision by the Government of the United Republic of Tanzania to shift the regulatory roles of Vocational Education and Training from Vocational Education and Training Authority (VETA) to the National Council for

Technical and Vocational Education and Training (NACTVET) formerly known as the National Council for Technical Education (NACTE). These changes are a result of amendments of both NACTE Act Cap. 129 which was responsible for regulation of Technical Education and VET Act, Cap. 82 which was responsible for both regulation and provision of vocational education and training.



*The Executive Secretary of NACTVET Dr. Adolf Rutayuga Breaking the News Before the Press of the Change from NACTE to NACTVET*



*Dr. Rutayuga answering questions from members of the Press during a News Conference held at the NACTVET Headquarters, Mikocheni, Dar es Salaam*

The reform has made NACTVET regulatory role extended to vocational education and training and become the Regulator of Technical and Vocational Education and Training (TVET) and VETA remains with its core function as a training provider of vocational education and training. This reform was based on the principles of good governance to resolve the contradictory roles of VETA of being both a regulator and a training provider - the condition that might jeopardize training services rendered by VETA and eventually affects the quality of training outputs. Thus, it was important to shift the regulatory roles to NACTVET which neither owns colleges nor provides training. The changes happened with effect from September 2021 following the Miscellaneous Amendments No. 6 of 2021.

### What are the New Roles of NACTVET?

The new roles have extended NACTVET regulatory functions from technical education and training to vocational education and training. Thus, NACTVET is now responsible for coordinating and overseeing the entire technical and vocational education and training system in Tanzania. Therefore, the new roles of NACTVET relating to regulation of

vocational education and training among others include registration of vocational training centres, accreditation of vocational education programmes and short courses, validation of curriculum, quality assurance role and other regulatory functions. The Council is determined to provide the highest quality services to the esteemed customers on the new roles. We would like to encourage stakeholders to invest in vocational education and training in order to increase opportunities for Tanzanians to have access to education to get skills for employment and self-employment. This consequently will boost the livelihood of the individuals and contribute to the country's development.

### Our Offices and Service Delivery

The Council headquarter is located in Dar es Salaam extending its services through Seven Zonal offices. The Zonal Offices include Northern Zone located in Arusha, Southern Zone located in Mtwara, Southern Highlands Zone located in Mbeya, Central Zone located in Dodoma, Western Zone located in Tabora, Lake Zone located in Mwanza and Zanzibar Office located in Unguja. Our stakeholders are warmly invited to access services at any of the offices preferably closely located to them.

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## NACTVET Honors Employers Contributions to Skills Development through Gala Dinner

***By Dr. J.M. Oleke, Dr. M.A. Baitilwake, J. Shellembi,  
Dr. Obeid Mahenya***

Employers have an important leadership role to play in providing viable pathways into the workforce, particularly amid uncertainty about exactly what the future of work will look like. This leadership can

take many different forms, from partnering with training institutions, to creating internal skills development programs, to identifying the skills they need and communicating these skills to education and society at large. Over the years, employers in Tanzania, have played this important role in supporting skills development through providing work-based opportunities to graduates in areas such as internships for graduates, formal apprenticeships, practical training and providing bursary to college students.



*The Minister for Education, Science and Technology (MoEST) Hon. Prof. Adolf Mkenda led invited guests to the Gala Dinner in singing the National Anthem, on behalf of the Prime Minister who was Guest Honour at the evening function to Honour Employers Contribution in Skills development, held on 13th April 2022 at Hyatt Regency Hotel, Dar es Salaam.*



*The Permanent Secretary the Ministry of Education, Science and Technology (MoEST) Prof. Eliamani Sedoyeka (Middle) flanked by (to his Left) the NACTVET Governing Council Chair Prof. John Kondoro and (Right) the Executive Secretary of NACTVET Dr. Adolf Rutayuga during a prayer session by invited religious leaders (not in picture) before the opening of the Gala Dinner.*



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areas such as internship or graduates, formal apprenticeships, practical training and providing bursary to college students.



*A cross section of participants to the gala dinner hosted by NACTVET on the 13th to recognize the contribution of employers in skills development in response to the labour market demands*



*Hon. Prof. Adolf Mkenda in a group photo during the 2022 NACTVET Annual Gala Dinner in honor of employers at Hyatt Regency Hotel, Dar es Salaam on the 13th of April, 2022*





*The Guest of Honour Prof. Adolf Mkenda (MoEST) presenting Award to representatives from one of employers TP Label who excelled in providing apprenticeship opportunities*



*Officials from the CRDB Bank Plc receiving a prize from Hon. Prof. Adolf Mkenda (MoEST) during Award presentation at the gala dinner*





*Hon. Prof. Adolf Mkenda (MoEST) presenting Award to Tanzania Commercial Bank Plc representatives*

Entrusted with overseeing the relevancy and quality of education in the TVET sub-sector, the National Council for Technical and Vocational Education and Training (NACTVET) strives to forging partnership with key stakeholders including employers in skills development. Realizing their importance, NACTVET in collaboration with Association of Tanzania Employers (ATE) and Tanzania Private Sector Foundation (TPSF) organized a Gala Dinner in recognition of contribution of employers in skills development on 13<sup>th</sup> April, 2022 at the Hyatt Regency Hotel, Dar es Salaam.

Hon. Prof. Adolf Mkenda, Minister for Education, Science and Technology blessed the occasion on behalf of the Prime Minister of the United Republic of Tanzania. The event was attended by more than 300 guests, mostly employers.

Addressing the invitees, Prof. Adolf Mkenda hailed the organizers for recognizing employers as key partners in skills development in the country. "I direct that such an event should be organized annually", said the Minister. This is due to the fact that employers' role in supporting training is key to enhancing the relevance of training to the needs of the labour market.

During the event, 250 certificates of recognition for skills development initiatives were given to all employers present. The Minister also awarded Trophies to 20 best employers providing more opportunities to graduates and students in various colleges. These skills development opportunities include internship, apprenticeship, field training and bursary to students. The overall winner was Tanzania Commercial Bank (TCB).

## Hon. Prof. Adolf Mkenda Pledges Part of Skills Development Levy (SDL) to TVET Regulation

*By Dr. Adolf Rutayuga and Dr. J.M. Oleke*

On Tuesday the 2<sup>nd</sup> March 2022, Prof. Adolf Mkenda, the Minister for Education, Science and Technology visited NACTVET headquarters in Dar es Salaam. His coming to NACTVET was part of the Minister's visit NACTVET.

to institutions under the Ministry of Education, Science and Technology – aiming at following up activities and familiarizing himself with these organizations. The Minister was accompanied by the Director of Technical and Vocational Education and Training – Dr. Noel Mbonde. During the visit the Minister was received by his host, Dr. Adolf Rutayuga, the Executive Secretary of



*The Minister for Education, Science and Technology (MoEST), Hon. Prof. Adolf Mkenda being introduced by Dr. Rutayuga to the NACTVET Management during his familiarization visit after his appointment to the education Ministry early this year*

In a brief introduction, the Executive Secretary explained the roles of NACTVET, gravitating on matters related to quality assurance of education in TVET institutions. Apart from functions of NACTVET, the Executive Secretary clarified to the Minister, on various matters including students' admission, and central admission of students currently requested

by several technical institutions. Other matters included preparedness of the Council to hold skills shows, commonly known as TVET exhibitions planned to begin from 7<sup>th</sup> – 13<sup>th</sup> June, 2022. The Executive Secretary also extended his request to the Minister in the bid to facilitating approval of the Prime Minister to be the Guest of Honor in the Fundraising



Gala Dinner scheduled to take place on 1<sup>st</sup> April, 2022.

Speaking of the new roles added, the Executive Secretary informed the Minister that following Miscellaneous Amendment of the NACTE Act Cap. 129, which bore NACTVET, the Council will need more resources to effectively execute regulatory

functions of TVET. Together, NACTVET regulates a total of 1,270 institutions (439 TIs and 831 VTCs). This means, with this number, the Council's budget may hike twice as much. He added that these resources include additional finances and manpower.



*The Hon. Prof. Adolf Mkenda making a point during his visit of NACTVET concerning the departure of the Council from NACTE to NACTVET and additional obligations ahead*

Addressing the cheerful crowd of NACTVET Secretariat in Dar es Salaam, Prof. Adolf Mkenda applauded the good work done by the Council in ensuring quality of technical and vocational education in the country. The Minister Urged to the Council to ensure

that standards of education are highly maintained. Prof. Mkenda directed that number of teachers and infrastructure in institutions must be adequate and enrollment of students should consider these aspects.





*A cross-section of NACTVET staff members listening to Hon. Prof. Mkenda during his introductory visit of the Council Headquarters at Mikocheni, Dar es Salaam*



Addressing the importance of labour market information, he underscored the need for having evidence-based information on the employability of the graduates, not only vocational education but also technical education graduates. Explained that now that the regulatory functions of vocational education and training have been shifted to NACTVET, the Government will facilitate the Council to undertake a tracer study on VET graduates. The Minister promised that part of Skills

Development Levy (SDL) will be allocated to NACTVET to facilitate regulation functions. The Minister further directed the Council to ensure that local qualifications meet not only local labour requirement but also international standards through collaborations with international accreditation bodies. This will in turn

provide opportunities for upgrading skills for TVET graduates for international jobs.

## **NACTVET Bids Farewell to Members of the Outgoing Governing Council**

*By Dr. Alex Nkondola, Dr. J.M. Oleke, Dr. Obeid Mahenya and Mr. Jeff Shellembi*

On 19<sup>th</sup> July, 2021, NACTVET Secretariat bid farewell to four members of the Governing Council. According to the Act, Cap. 129, members of the Governing Council serve for a period of three years. The four members were appointed on 20<sup>th</sup> July, 2018 and completed their service on 19<sup>th</sup> July, 2021. The members include Mr. Ramadhani A. Mataka, Prof. Leonia N. Henry, Mr. Gotfrid M. Muganda and Dr. Mustafa A. Garu.



***Members of the Outgoing NACTVET Governing Council include Mr. Gotfrid M. Muganda (3-L), Mr. Ramadhani A. Mataka, Prof. Leonia N. Henry, Mr. and Dr. Mustafa A. Garu (not in Picture)***



***Members of the NACTVET Governing Council (From left seated: Mrs Winnifrida Rutaindurwa, Prof. John Kondoro and Dr. Adolf Rutayuga): (Standing from Left; Prof. Sylvester M. Mpanduji, Dr. Aggrey Mlimuka, Dr. Noel Mbonde, Dr. Kokuberwa Molllel and CPA Pius Maneno)***

During their service, the Council has registered remarkable successes in ensuring that its strategic goals are achieved and that they are always aligned with national agenda for skills development. In order to increase equitable access to technical education, the Council registers and accredits institutions and programmes offered. Number of technical institutions registered increased from 334 in 2017/2018 to 440 in 2021, representing an expansion of 32%. Similarly, an increase in student's enrollment in technical education and training has provided equal opportunities to learn, develop and enhance knowledge, skills and competences and contributed in

creating trans-formative changes and development in the national economy.

In the period of 2017/2018 to 2020/2021 (Table 1), the Council accredited new programmes addressing skills for industrial requirements. Furthermore, from 2017/2018 to 2020/2021, the Council has guided and accredited a total of 168 institutions. In realizing the importance of sharing best practices among technical institutions, industry, policy makers and other stakeholders, the Council organized two Technical Education and Training Exhibitions.



**Table 1: An illustration of new programmes accredited during the tenure of the Council which address skills for industrial requirements.**

2018/2019	2019/2020	2020/2021
<ul style="list-style-type: none"> <li>• Fire and Safety (NTA 4-6)</li> <li>• Industrial Engineering (NTA 4-6)</li> <li>• Range Management and Tsetse Control (NTA 5-6)</li> <li>• Aqua-Food Business Management (NTA 7-8)</li> <li>• Geoinformatics for Natural resources Management (NTA 5-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Military Science (NTA 4-6)</li> <li>• Cyber - Security (NTA Levels 7- 8),</li> <li>• Mechatronics Engineering (NTA 5-6)</li> <li>• Renewable Engineering (NTA Levels 4 - 6)</li> <li>• Sugarcane Production Technology (NTA Levels 4 - 6).</li> <li>• Sugar Production Technology (NTA Levels 4 - 6).</li> <li>• Airline Management and Flight Operations (NTA Levels 4 - 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Leather Processing Technology (NTA Levels 4 - 6)</li> <li>• Railway Signaling and Telecommunication (NTA Levels 4 -6)</li> <li>• Naval Architecture (NTA Levels 4 -8).</li> <li>• Rail Track Technology (NTA Levels 4 -6).</li> <li>• Marine Engineering (NTA Levels 4 -8)</li> <li>• Maritime Transport Management and Nautical Science NTA Levels 4 -8),</li> <li>• Strategic Governance (NTA Level 9)</li> <li>• Anesthesia (NTA Level 7)</li> </ul>

## Review of TVET Policy Implementation in Tanzania

*By Dr. Adolf Rutayuga, Dr. Jofrey Oleke and Dr. Obeid Mahenya*

### 1.0 Introduction

Technical and Vocational Education and Training (TVET) is viewed as a tool in implementing and promoting sustainable development in Tanzania. TVET institutions are major suppliers of

workforce who will be in the forefront in dealing directly with sustainable issues. It is an integral part of the whole education system in the United Republic of Tanzania and aims at guiding and promoting the development of citizenship and an appreciation of the cultures, customs, and traditions of Tanzania. In particular, TVET programmes aim to enable and expand the acquisition of life skills needed to meet the changing needs of industry and the economy.



*The Deputy Rector from National Institute of Transport (NIT), Dr. Prosper Mgaya (right) explaining to Dodoma Regional Commissioner (Hon. Anthony Mtaka) – Left, about some innovations by a student at the Institute, that would provide solution to road traffic jam*

Technical and Vocational Education and Training (TVET) is among the five (5) Education subsectors in Tanzania. It is composed of Technical Education and Training (TET) and Vocational Education and Training (VET). TET and VET form a ten (10) level qualifications framework whereby VET takes the lowest three levels i.e., Level 1 – 3. TET begins from Level 4 – 10. TET provides alternative educational opportunities after O-Level and A-Level secondary education. TET graduates are equipped to play roles requiring higher levels of skill, knowledge and understanding, in which they take responsibility for respective areas of specialization as technicians, associate professionals and professionals, as appropriate. Essentially, TET is part of higher education obtained in a non-university institution.

Upon successful completion, TET graduates are awarded Certificate, Diploma, Bachelor's Degree, Master's Degree and Doctorate degree as

appropriate. To join the lower level in TET requires graduates from ordinary and advanced secondary schools, depending on the programmes to be pursued, as well as a lower TET qualification for progression within the TET qualification framework. According to the enabling legal instrument, VET in Tanzania is defined to mean training leading to a skilled occupation. Learners in VET centres are hence pursuing competence-based training to become skilled workers for meeting the specific requirements of occupations and upon successful completion they are awarded competency certificates - National Vocational Awards (NVA) Levels I – III for the relevant trades. Entry qualifications to the long VET courses vary from primary to secondary school education, depending on the course, and also through progression within the VET qualifications. VET graduates with NVA III may also be eligible for progression into TET.

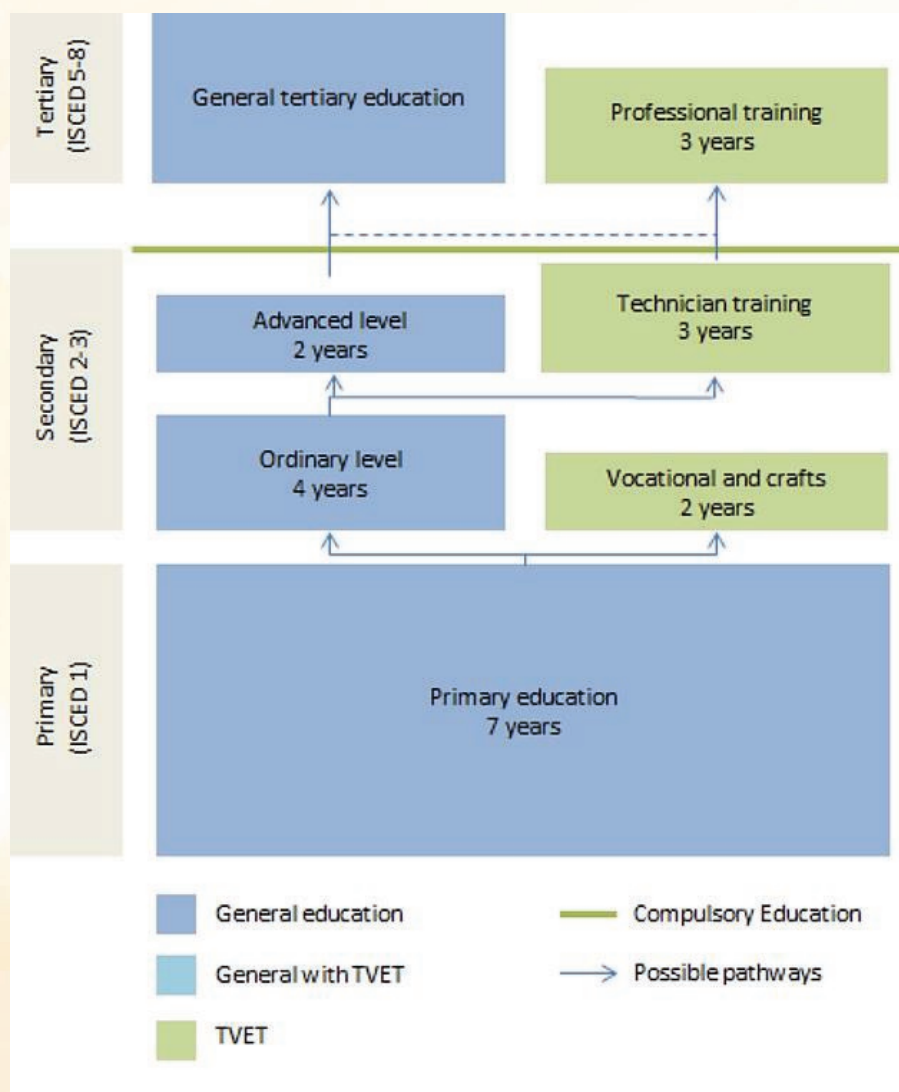




***A student from a TET institution demonstrates his innovative solution to the value chain from groundnut growers to peanut butter producers, during 2021 TET exhibitions***

Although they have distinct frameworks so far, Technical Education and Training (TET) together with Vocational Education and Training (VET) provide what is referred to as Technical and Vocational Education and Training (TVET). Both TET and VET are provided by Public and Private Institutions. The Private TVET institutions include; Non-

government Organizations (NGOs), Community Based Organizations (CBOs), Faith Based Organizations (FBOs), Companies and Individuals. Public TVET institutions are owned by different government ministries, departments and agencies.



**Figure 1. TVET Formal, non-formal and Informal**

Provision of TVET is enshrined in global and national policies, programmes and strategies. These include Development Goals 2030; Tanzania Development Vision (TDV) 2025; the Five-Year Development Plan (FYDP)II 2016/2017-2020/2021; NSDS 2017; Education and Training Policy 2014; Technical Education and Training Policy 1996; Vocational Education and Training Act 1994; Technical and Vocational Training Programme TVETDP 2014-2018; TVETDP 2021-2026; the Ruling Party Election Manifesto 2020 - 2025 and NACTVET Act 2021. All these policies, strategies and visions focus on bringing equitable access and quality of TVET in Tanzania.

The Technical and Vocational Education and Training Development Programme (TVETDP) 2013/2014 – 2017/2018 in particular, was developed and implemented in line with Education Sector Development Plan (ESDP) 2007/08 – 2016/17 a ten-year plan guiding the implementation of all education. The TVETDP 2013/2014 – 2017/2018 focused on the four priority areas namely: (i) Access and equity in TVET; (ii) Quality of outputs; (iii) Capacity to provide quality TVET; and (iv) Monitoring and Evaluation of TVET. This presentation reviews key results and challenges of implementation of these policies and strategies for development of TVET in Tanzania.



## 2.0 Improving Access and equity in TVET

### 2.1 Students Enrolment and Graduation

The overall goal of TVETDP 2013/2014 – 2017/2018 was to increase enrolment of students from 112,447 in TET and 121,348 in VET in 2011/12 to 400,946 and 1,012,967 in 2017/18 (both long and short course for VET), respectively. As indicated in Tables 1(a) and 1(b), students' enrolment in both

technical and vocational training institutions has continued to increase yearly. Increase in students' enrollment in TVET institutions has provided equal opportunities to learn, develop and enhance knowledge, skills and competences and contributed in creating trans-formative changes and development in the national economy.

**Table 1(a). Number of Students Enrolled and Graduated from VET Centres in Tanzania**

Year	Enrolment			Graduates		
	Male	Female	Total	Male	Female	Total
2010/11	52,027	50,190	102,217	NA	NA	NA
2011/12	64,499	56,849	121,348	NA	NA	NA
2012/13	78,372	67,139	145,511	NA	NA	NA
2013/14	100,835	63,242	164,077	NA	NA	NA
2014/15	109,146	80,541	189,687	NA	NA	NA
2015/16	120,742	75,349	196,091	111,154	68,776	179,930
2016/17	80,135	49,944	130,079	69,369	42,656	112,025
2017/18	80,050	39,134	119,184	75,041	40,503	115,544
2018/19	120,249	102,434	222,683	60,889	29,960	90,849
2019/20	202,718	117,425	320,143	190,731	103,089	295,446

NA-Not available

**Table 1(b). Number of Students Enrolled and Graduated from TET Institutions**

Year	Enrolment			Graduates		Total
	Male	Female	Total	Male	Female	Total
2015/16	57,895	59,172	117,067	42,246	44,088	86,334
2016/17	70,665	57,456	128,121	63,910	50,746	114,656
2017/18	68,973	59,967	128,940	15,540	13,375	28,915
2018/19	57,375	56,052	113,427	32,869	32,531	65,400
2019/20	76,334	75,045	151,379	43,163	43,384	86,547
2020/2021	111,244	99,531	210,775	68,916	63,969	132,885

### 2.2 Female Participation in TVET

The overall target for TVETDP 2013/14 – 2017/18 was to improve the participation of Female in TVET. According to the plan the target was to increase the overall enrolment of female learners from 46.8% and 47.9% for in VET and TET in 2011/12 to at least 50% for both cases in 2017/18. Also,

the Plan aimed to increase the enrolment of female learners in Science and Technology programmes in both VET and TET from about 11-19 % in 2011/12 to at least 35% for all such programmes by 2017/18. The data reveals that 48.2% and 32.8% of females were enrolled in Technical Education and Vocational Education and

Training in 2017/18 respectively. In comparison to the set target the achievement is 96.4% and 65.6% for technical education and Vocational Education and Training respectively.

### 2.3 Enrolment of learners with disability

The target was to increase the opportunities for access of learners with disabilities from about 20% in VET and 3% in TET in 2011/12 to at least 50% of all such potential candidates in VET and 35% in TET by 2017/18. However, the actual achievement in 2017/18 was 3% for Technical Education and 4.45% for Vocational Education and Training.

## 3.0 Improving the Capacity to provide Quality TVET

### 3.1 TVET Teaching Staff

The goal was to attain the ratio of students to teaching staff in conventional full time residential programmes at 8:1 in TET and 16:1 in VET by 2015/16 and the same

maintained afterwards. This entails increasing the number of teaching staff from 4,590 in TET and about 3,010 in VET in 2011/12 to 20,048 in TET and 16,530 in VET by 2017/18.

However, the estimated number of teaching staff is 10,000 and 5,357 for TET and VET which is 46% and 32.4% achievement of the targets respectively, indicating that there is a huge challenge of teaching staff in TVET institutions.

### 3.2 Infrastructure Development

The overall target was to ensure adequacy of buildings and related physical infrastructure for meeting the enrolment targets and adopted training strategies. This entails availing the following square metres of building constructions by 2017/18. On vocational training, there were less than 672 VET centers in 2013, but today there are more than 831 vocational training centers in Tanzania.

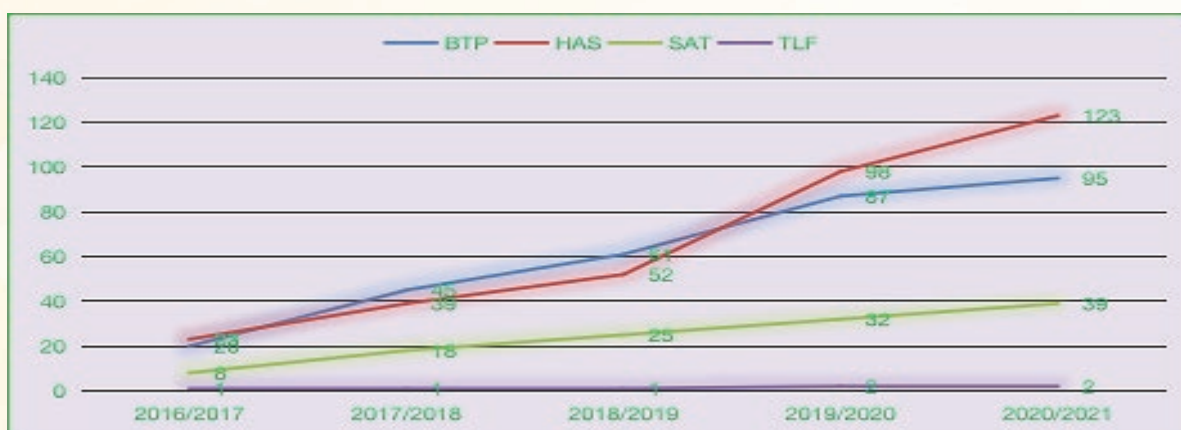
**Table 2. Targeted Square Metres of Building Constructions**

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
TET	232,634	298,195	434,034	524,034	723,296	902,135
VET	420,185	995,537	1,218,056	1,542,773	1,828,553	2,279,176
TVET	646,820	1,293,732	1,652,114	2,066,807	2,551,849	3,181,312

In order to increase equitable access and quality of technical education, the number of registered and accredited institutions and programmes offered has increased. Currently, a total 439 institutions distributed across the three Subjects Boards; Business, Tourism and Planning (BTP), Health Allied Sciences (HAS) and Science Allied and Technologies (SAT) have been registered. Number of technical institutions registered increased from 334

in 2017/2018 to 439 in 2021, representing an expansion of 32%. During this period, there was a general expansion of provision of technical education across all subject boards. However, pronounced expansion was observed in Health and Allied Sciences (Figure 1). The expansion in registration of Health and Allied Sciences colleges was in a response to initiatives of the Government in improving health-care sector in Tanzania.





**Figure 2: Trend of Registration of TIs**

### 3.3 Improving the Quality of TVET Graduates

To respond to the growing skills mismatch and skills gap, the Government of Tanzania in collaboration with other partners including employers have established a national-wide internship and apprenticeship program which provides opportunity to young graduates to acquire relevant skills at workplaces. The Prime Minister's Office (PMO) for example implements its own workplace-based skills development programmes, in areas such as internships for graduates, formal apprenticeships, recognition of prior learning through informal apprenticeships, skills upgrades and other modular or short-term programmes.

Through the implementation of the National Skills Development Program, 22,899 youths have been provided with skills that enable them to become self-employed or employed. Of these, 14,440 young people, including 349 young people with disabilities, have been trained for vocational training in 72 technical colleges and institutions in the country. Another 3,600 young people have been trained to modernize agriculture using home nursery technology and 2,644 have been trained to formalize the skills they acquired through the informal system. Similarly, the

Government has enabled 2,215 graduates to receive on-the-job training in private and public institutions.

### 4.0 TVET Financing

Skills Development Levy (SDL) makes up for the largest share of the VET Fund (81%). SDL is payable by employers with four or more employees as a monthly fee at 4.5% of the total employee payroll. The Tanzania Revenue Authority collects the levy and gives a third of the money collected to VETA. The other two thirds go to the Government. TET is financed through cost sharing between providers and clients (students, parents, communities, and private institutions). TET providers mainly rely on internally generated funds through consultancy, production, maintenance and international students exchange programmes.

### 5. Challenges

In order to enhance TVET programme, key actions are identified to address the current challenges facing TVET, including:

- Strengthen TVET's coordinating mechanisms as regulatory and quality assurance bodies still face difficulties in adjusting training courses to the demands of the labour market and target populations;

- Coordinate and harmonize the TVET programmes offered by the various providers and ensure a continuation between the vocational and technical curricula;
- Balance financing between technical non-higher education funding (57% of all TVET resources) and vocational training (37% of TVET resources);
- Define a funding formula to institutionalize the allocation of resources amongst technical institutions to limit the variations in the costs of courses offered by institutions;
- TVET subsector still does not consider marginalized groups such as disabled and women due to gender stereotype in some programmes such as in Science, Technology, Engineering and Mathematics (STEM)
- In order to reduce skills mismatch and skills gap, inclusion of stakeholders (employers, academia and policy makers) is of great paramount.

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## Employers in the Development of Employability Skills in Tanzania

*By Dr. Obeid Mahenya, Dr. Marcelina Baitilwake and Dr. Jofrey Oleke*

### 1.0 Introduction

In Tanzania, over the next few years, it is projected that economic growth will be driven through: foreign and domestic investment in export industries, higher productivity in key sectors (agriculture and energy), transport infrastructure, as well as expected revenues from the oil and gas sector and urbanization. Additionally, automation and globalization are reshaping the world economy including that of Tanzania. Achieving structural transformation of the economy and poverty reduction, while preventing environmental degradation, will therefore require a massive effort in skilling the labour force. Tanzania's skills development system faces the challenge of training 800,000 young people who enter the labour market each year. The total capacity of the formal TVET system is about 400,000 to 500,000 trainees. Further, many employers complain about low skills and low volume of high skills which results into industrial low productivity and unsustainable growth. This poses the importance in the investment of skills development programs to address these shortfalls for economic growth of the country. This also calls for a need for skills development frameworks which are transformative and inclusive in form of work-based learning.

Work-based trainings are an essential part for skills development, allowing learners to spend time, in a professional practice environment undertaken in a workplace setting, acquiring the necessary skills, attitude, and competences they need to become skilled practitioners. Therefore,



practical skills can mainly be learnt through a workplace learning (WPL) placement.

To respond to these challenges, the Government of Tanzania in collaboration with other partners including employers have established national-wide internship and apprenticeship programs which provide opportunity to young graduates to acquire relevant skills at workplaces. The Prime Minister's Office (PMO) for example implements its own workplace-based skills development programmes, in areas such as internships for graduates, formal apprenticeships, recognition of prior learning through informal apprenticeships, skills upgrades and other modular or short-term programmes.

Employers have an important leadership role to play in providing viable pathways into the workforce, particularly amid uncertainty about exactly what the future of work will look like. This leadership can take many different forms, from partnering with training institutions, to creating internal skills development programs, to identifying the skills they need and communicating these skills to education and society at large.

Over the years, employers in Tanzania, have played critical roles in supporting skills development through providing work-based opportunities to graduates in areas

such as internships for graduates, formal apprenticeships, practical training and providing bursary to college students.

Entrusted with overseeing the relevancy and quality of education in the TVET sub-sector, the National Council for Technical and Vocational Education and Training (NACTVET) strives to forging partnership with key stakeholders including employers in skills development. Therefore, this report highlights contributions of employers in supporting skills development in Tanzania. The report specifically presents strategies/ways used by employers in fostering skills development.

## **2.0 Approaches**

In collaboration with Association of Tanzania Employers (ATE), 200 employers were selected. The sample was drawn from a list of employers who are the members of ATE. An online questionnaire was sent to be filled by employers. At the end, 50% of the sampled employers responded. Employers were then classified according to the size. SIDO (2003), classified enterprises based on number of employed staff and capital investment on machinery. Accordingly, the enterprises are classified as small, medium and large. The employers were ranked based on number of apprentices, interns and field practical students received annually.



### 3.0 Skills Development Programmes by Employers

#### 3.1 Type of Skills Development Programme

Employers in Tanzania have continued to be part of skills development by offering several opportunities to graduates of all qualifications including artisans, technicians and degree holders. As shown, in Table 1, large companies receive majority (81%) of the apprentices. Contrary to

expectations, medium sized companies receive fewer apprentices compared to small scale establishments. This could be attributed to the fact that small scale companies are numerous and offer more opportunities to graduates in apprenticeship. Similarly, large companies provide more opportunities for internships and practical training compared to medium and small sized companies respectively.

**Table 1. Type of Skills Development Programme**

CATEGORY	APPRENTICES (N)	INTERNSHIPS (N)	PRACTICAL TRAINING (N)
SMALL	129 (13%)	130(8%)	148 (2%)
MEDIUM	58 (6%)	172 (10%)	1,093 (15%)
LARGE	775 (81%)	1,410 (82%)	6,189 (83%)





### 3.2 Distribution of Skills Development Programmes across Enterprises

Table 2 presents average distribution of number of apprentices, interns and practical training students accepted by

across companies. On average, companies with apprenticeship programs are rare (average of 19) in the medium sized compared to small and large enterprises.

**Table 2. Average Trainee/Students Accepted Annually**

TYPE OF COMPANY	APPRENTICESHIP (N)	INTERNSHIPS (N)	PRACTICAL TRAINING (N)
SMALL	43	43	49
MEDIUM	19	57	364
LARGE	258	470	2,063

### 3.3 Qualification of Graduates Received by Employers for Various Skills Development Programmes

In Table 3, we present the average distribution of type of qualification of graduates accepted for various skills development programmes. On average, large companies accept more apprentices and degree graduates compared to those of diplomas. This could be attributed to several reasons. Notably, apprenticeship

systems are increasingly recognised as a key element to tackle the employment crisis by employers while many graduates from tertiary colleges view diploma qualification as pathways to acquiring degree. Apprenticeship programmes are already successful in Tanzania. Many employers are now investing in apprenticeships and see this as a great way to recruit and retain people in their organization.

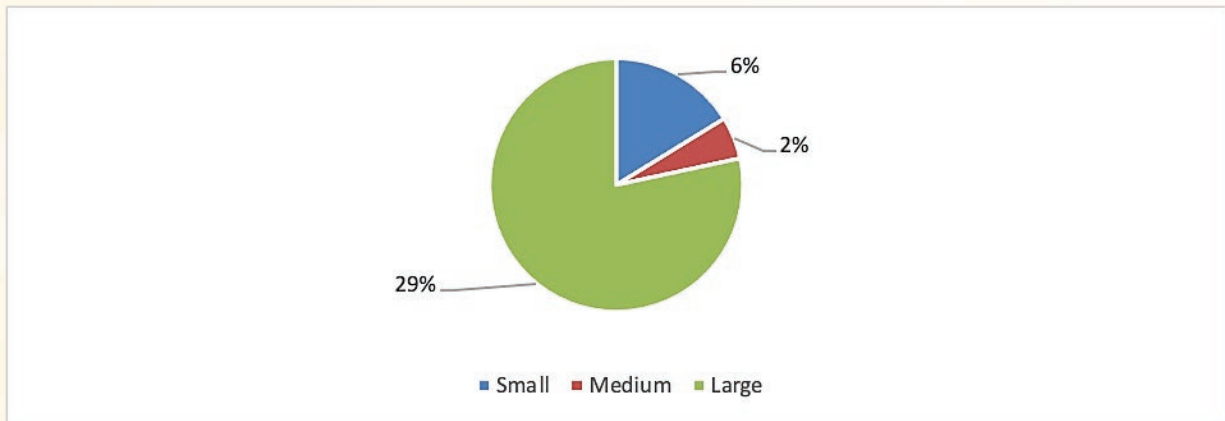
**Table 3. Types of Trainees Received**

TYPE OF COMPANY	ARTISANS FROM VOCATIONAL TRAINING	DIPLOMA/CERTIFICATE	DEGREE
SMALL	77	140	190
MEDIUM	94	423	806
LARGE	2,657	1,712	4,005

### 4.4 Financial Support to Students in Training Institutions

In Tanzania like elsewhere, employers tend to contribute to skills development through sponsoring students by paying tuition fee. Many employers support skills development through paying levy (Skills Development Levy - SDL). Despite SDL, employers in Tanzania also support direct skills development by supporting students studying in various learning institutions. Serengeti Breweries Limited, for instance,

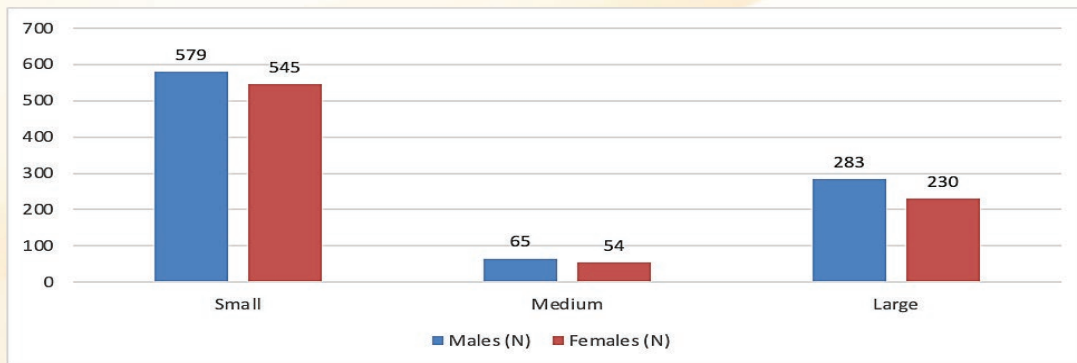
is one of the few companies that directly support students at Diploma through partnership created between the company and four agricultural colleges namely Kaole Agriculture College, Kilacha Agriculture College, Igabiro College of Agriculture and Mt. Maria Goretti College of Agriculture. Currently SBL supports Serengeti Youth Group from Kaole College Bagamoyo who have procured a farm in West Kilimanjaro to venture into farming enterprises.



**Figure 1. Percentage of Employers Supporting Students Studies (n=100)**

Similarly, number of students sponsored by employers varies. On average, employers with small sized companies sponsor many students both males (579) and females

(545) than medium sized companies (Figure 2).



**Figure 2. Average Number of Students Sponsored by Sex**



*A female student sponsored by employers on apprenticeship programme in an apparel industry*



### 3.5 Qualification Levels of Students Sponsored by Employers

With the primary purpose of improving the levels of knowledge and competency and the numbers of skilled and qualified people

within the workforce, larger companies sponsor students of all categories. On average, small companies sponsor more students than medium sized companies.

**Table 6. Levels of Qualification**

CATEGORY	VOCATIONAL (N)	DIPLOMA/CERTIFICATE	DEGREE
SMALL	25	84	123
MEDIUM	0	15	104
LARGE	146	244	1,015

### 4.0 Ranking Employers Supporting Skills Development

As alluded earlier on, the enterprises are classified as small, medium and large. The employers were ranked based on number of apprentices, interns and field practical students received annually. This classification helped identify the best Sponsorship/Bursary.

companies supporting skills development initiatives in the work-place. The categories of best employers considered the size of the firm and the type of the support offered to students and graduates. These programmes include: Internship, Apprenticeship, Practical Training and

**Table 7. Winners of Various Categories of Skills Development Programmes**

	SMALL SIZE EMPLOYERS	MEDIUM SIZE EMPLOYERS	LARGE SIZE EMPLOYERS
INTERNSHIP	1. HIGHLAND SEED GROWERS 2. BRIDGE FOR GIRLS' WELFARE	1. TTCL CORPORATION 2. TP LABEL LIMITED	1. CRDB BANK PLC 2. SONGAS LIMITED
APPRENTICESHIP	1. HIGHLAND SEED GROWERS 2. ASB TANZANIA LTD	1. TP LABEL LIMITED 2. CLOUDS MEDIA GROUP	1. TANZANIA COMMERCIAL BANK (TCB) 2. TANZANIA BREWERIES LTD PLC
FIELD PRACTICAL TRAINING	1. HIGHLAND SEED GROWERS 2. NIMETA CONSULT (T) LTD	1. TTCL CORPORATION 2. TP LABEL LIMITED	1. TANZANIA COMMERCIAL BANK (TCB) 2. TANZANIA ELECTRIC SUPPLY Co LTD
STUDENTS BURSARY	SERENGETI BREWERIES LIMITED		
OVERALL, WINNER	TANZANIA COMMERCIAL BANK (TCB)		

## 5.0 Conclusions

Generally, employers have important roles in skills development in the country by providing opportunities for work-based training to students and graduates. Internship and apprenticeship training will be the game changer to employment trends because employers will be collaborating with training institutes to prepare a worker with skills, they actually want in the labour market. According to data from the ILO, the apprenticeship training minimizes a mismatch between what training institutes offers, and what the employer's needs. Many employers are now investing in apprenticeships and internship see this as a great way to recruit and retain people in their organization. While this survey has shown that at least 72% of the employers' support work-based skills development programmes, number of students/graduates supports has continued to remain low. Many students still struggle to find places for internships, apprenticeship and field practical training. This calls for tripartite collaborations among key stakeholders namely employers, education providers and government for sustainable skills development.

### What Qualities are Expected of a TVET Teacher?

*By Dr. Alex A. Nkondola and Dr. Jofrey Oleke*

It is without doubt, teachers play a central role in the provision of education and training. Thus, the quality of education is to a large extent contributed by the quality of its teachers. Technical and Vocational Education and Training (TVET) follows competence-based education and training (CBET) approach. This is the new paradigm advocated in TVET institutions in Tanzania focusing on training students the skills which are labour market demand driven that will enable students upon graduation

to become competent to perform job responsibilities as per labour market standards.

In the context of CBET learning environment, there are qualities that a TVET teacher is required to uphold in order to become a competent trainer to produce graduates who meet the labour market demands. The critical qualities of TVET teacher among others include *professional competence, CBET teaching skills, workplace skills and use of technology*. These skills are globally recognized as vital to enhance the capabilities of a TVET teacher to train in a CBET learning environment. In the same context, the National Council for Technical and Vocational Education and Training (NACTVET) is encouraging TVET teachers in Tanzania to uphold the following standards for quality delivery of training.

#### *Professional competence*

TVET teachers are required to possess relevant professional qualifications related to the subject they are teaching and have one level higher than the level of the programme they are teaching. This criterion ensures that a teacher engaged in teaching has a mastery of the profession and competent enough to train students and impart them with adequate and relevant professional skills. In this regard, we encourage TVET institutions to comply with this standard and provide continuing professional development programmes to academic staff to suit to this standard and enhance their professional career development. For example, Certificate and Diploma Programmes must be taught by a Bachelor Degree holder. Bachelor Programme must be taught by Teachers with at least Master's Degree and Masters Programme be taught by a holder of Doctorate Degree. It is also recommended that those whose professions have professional bodies need also to adhere to professional body requirements.



### *CBET Teaching Skills*

With the introduction of competence-based education and training, it is expected that teachers must be trained to become competent to facilitate it otherwise they will not be able to interpret CBET curriculum and apply CBET teaching approaches. Thus, TVET teachers are required to undergo CBET delivery training to acquire pedagogical skills. This will enable them apply properly various CBET teaching methods to effect transfer of knowledge and skills to students. For vocational teachers, there is Morogoro Vocational Teachers Training College which offers teaching methodology to Vocational Teachers. The Council has also introduced an online CBET training system for TVET teachers which is under piloting and established Training of Trainers (ToT) Centres which will facilitate CBET teaching and training to TVET teachers. This is expected to expand access to CBET pedagogical training to ensure that TVET teachers get the necessary CBET teaching skills. You may also contact the Council for guidance on CBET facilitation.

### *Workplace Skills*

TVET teachers must have the experience of working in industry with the latest technologies and work practices in order to gain workplace skills which will help them prepare relevant training materials and deliver quality training to meet industry needs. Thus, teachers must regularly have exposure to the industry to be aware of the changes happening in the industry in terms of the required skills, technology, work behaviours and ethics. This will enable them train students the relevant skills demanded by the industry. Thus, TVET institutions are encouraged to have academic staff development programmes supporting teacher-industry exposure.

### *Use of Technology*

In this era of modern world, TVET teachers need to be well versed with skills to use technology in the teaching and learning process. The use of e-learning systems requires TVET teachers have ICT skills in order to facilitate training. ICT is further used for presentation such as use of power point presentation and access to online teaching and learning materials. Thus, technology has become vital to support teaching and learning, hence teachers' possession of relevant technology is inevitable. This method is considered more appropriate in this era of Covid-19 pandemic and increased concern of introduction of e-learning programmes.

We therefore encourage all TVET teachers in TVET institutions to uphold the four aforementioned qualities for effective transfer of relevant knowledge and skills to the students. We also require the Management Teams of TVET institutions to put in place academic staff training and development programmes that will equip their teachers on the four aforementioned qualities. The Council believes that if all TVET teachers in Tanzania uphold such qualities, they will play a great role on producing competent graduates to feed the various sectors of the economy and for self-employment.

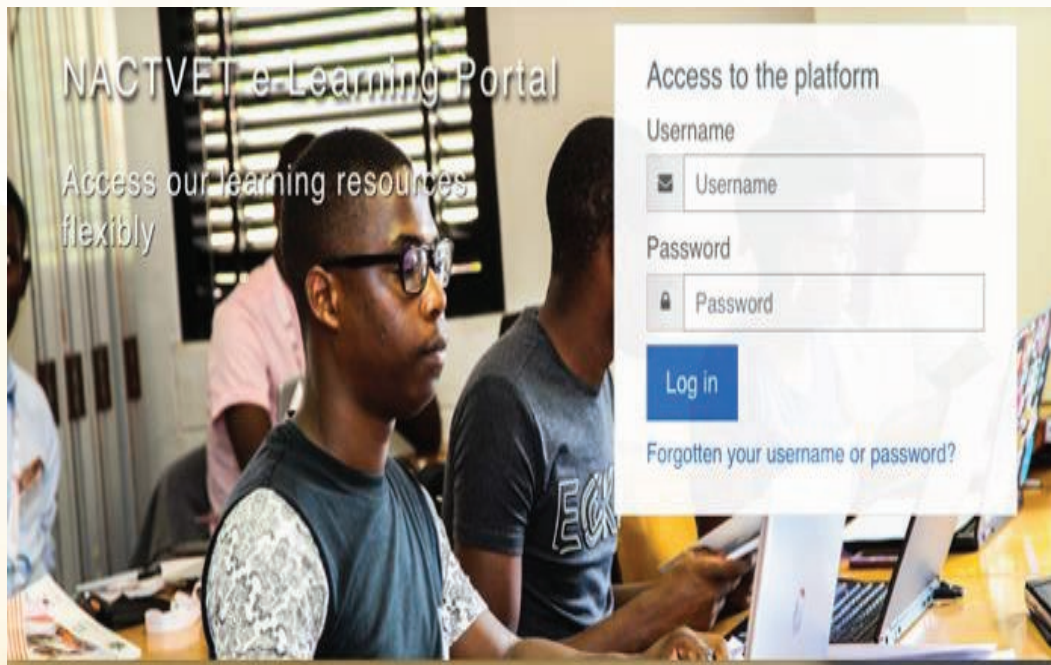
## **Blended (Online and Face-to Face) TVET Teachers Training Course**

*By Dr. J.M. Oleke and Mahija Waziri*

The need for changes in sustainable instructional approaches, calls for the need to equip teachers (both in-service and pre-service) with the necessary competences for teaching competence-based curricula. Teachers are key players in mediating the mandated curriculum for the students' benefit. They should first

understand it and then use their experiential knowledge to evolve a workable curriculum. The implementation of CBET requires the use of new assessment strategies aligned with the

new paradigm. To implement these changes, it is necessary that all teachers in technical and vocational institutions become knowledgeable and equipped with approaches to delivering CBET curricula.



*Participants in a NACTVET developed Open and Distance Learning (ODL) for TVET teachers e-learning training held in May 2022 at Dodoma*



*TVET Teachers e-Learning Platform in a group photo after a training for equipping them with requisite methodologies for effective competences on teaching CBET delivery in TVET institutions*



To ensure that all teachers in TVET Institutions become competent on the pedagogical aspect, a flexible and cost-effective programme was developed to ensure that teachers are equipped with the required competence on teaching methodologies for effective CBET delivery in TVET institutions. Therefore, NACTVET has developed Open and Distance Learning (ODL) for TVET teachers training course. This course is designed to equip TVET with pedagogical skills necessary to deliver competence-based curricula.

Through a consultative process involving subject matter experts from various fields, we have developed different modules. Each module is divided in units and each unit consists of learning sessions. The key modules to be covered in each 12 weeks are listed below:

- ⇒ Guidance, Counseling and Mentorship for Career Development
- ⇒ Integrating Gender and Disability Inclusion Facilitation Learning
- ⇒ Interpreting Competence Based Curriculum for Effective Implementation
- ⇒ Facilitating Learning Process in CBET
- ⇒ Using Information Communication Technology in Teaching and Learning
- ⇒ Assessment of Learning in Competence Based Education and Training

This TVET teacher training programme uses a learner centered, blended learning approach (online and face-to-face). It is interactive and engaging, by using different learning strategies to ensure that learning is enhanced. The modules use video, audio,

learning activities, lesson notes, quizzes, self-reflections and self-assessment in the system.

## Enhancing Cooperation with International Accrediting Bodies

*Dr. J.M. Oleke, Dr. Obeid Mahenya and Mr. Jeff Shellembi*

The need for upgrading local skills for TVET graduates to international recognition cannot be overemphasized. In order to achieve this, NACTVET is forging cooperation with the Engineering Construction Industry Training Board (ECITB) in the UK. Engineering qualifications enable learners to acquire the specific vocational skills, knowledge and behaviours to perform a particular role as set out by the national occupational standards (NOS). By working with industry, ECITB engineering qualifications are valued by employers because they offer development opportunities to staff across a wide range of engineering construction roles. In addition, because vocational qualifications allow for a variety of assessment methods, they offer candidates flexibility in how they achieve their qualification.

Under this arrangement, ECITB will work with approved training providers and employers in Tanzania to attract, develop and qualify engineering construction workforce and get internationally recognized licences for particular skills. The ECITB Approved Centres will be quality assured in their delivery of qualifications to ensure quality and standards are maintained.



*Members of NACTVET Management and ECITB delegation from the UK in a consultative the meeting about skills recognition for economic growth*

## Why Should Tanzania Join World Skills International?

*By Dr. Jofrey M. Oleke*

The World Skills International (WSI) is a global movement that began in 1946, having risen out of the ruins of the Second World War which had devastated the economies of Europe and created a huge skills shortage that threatened a new economic depression. Its current membership is 83 countries and regions across the world inclusive of 8 African member countries. Uganda and Ghana are

the latest entrants to WSI as World Skill African Chapter.

World Skills International seeks to improve the world with the power of skills, by raising the profile and recognition of skilled people, and show how important skills are in achieving economic growth and personal success. The global movement's current goal is to inspire and support over 100 million young people across the world to get ahead with skills by the year 2030 mainly through skills competitions.





*Participants of 2022- World Skills – Africa in Swakopmund, Namibia*



*Skills Competition in 2022 - World Skills – Africa in Swakopmund, Namibia*

The World Skills Africa held three-tier event hosted by WorldSkills Namibia in partnership with WorldSkills International and the African Union. It included a Skills Competition, a Careers Exhibition, and a TVET Conference and that take place from 29-31 March 2022. Tanzania was represented by only five observing delegates.

### **Benefits of Skills Competitions**

World Skills is an effective mechanism for the development of professional education and access to leading technologies in the field of production and service. Each stage of the competition hones the skills of participants and contributes to the modernization of the TVET Systems of participating countries taking into account best international practices and standards.

### **Promoting skills**

- Gain access to the world's leading network of organizations promoting skills training.
- Learn best practices about how other countries and regions are attracting young people to skilled careers.
- Adopt the WorldSkills brand, which is recognized by partners and stakeholders who are committed to skill development around the world.
- Use WorldSkills initiatives to accelerate your promotion of skills and become champions within your own country/region of the WorldSkills brand
- Access and usage rights to WorldSkills intellectual property, resources, photos, videos, social media, marketing, and communications tools.

### **Career building**

- Inspire and attract the new generation of skilled professionals to

discover the relevance and importance of skills.

- Invest in the development of skills excellence in Champions, as an example of the opportunities available to skilled individuals.
- Use local and national competitions as the stepping stone to a once-in-a-lifetime experience for young skilled professionals to represent their country/region on the world-stage.
- Connect the youth of your country/region to initiatives that create global citizens, and provide a platform to apply their talents and skills to create social impact.

### **Education and training**

- Gain knowledge on training systems and practices around the world, to develop new and innovative ways of teaching in-demand skills.
- Access to the WorldSkills Standard Specifications, which offer industry best practice what a capable practitioner must know, understand, and do.
- Individual Experts connected to each skill gain access to an international community of authorities in their field, accelerating their understanding of global trends in education and industry.

### **International cooperation and development**

- Gain tools to demonstrate the importance of skills training for economic development.
- Join an existing community that is interested in supporting new and developing Members.
- Regular events, conferences, and programmes, that accelerate Members connection to the global



VET community and thought leaders, identifying emerging trends in skills development.

- Connections to the world's largest network of VET leaders.
- Research
- Connection to information, facts, figures, and news on skills of today and the future.
- Access to research on skills competitions, as a proven model of strengthening national skills development.
- Regular benchmarking of skills required by professionals within more than 50 skill competitions.
- Analysis of emerging professions and skills of the future.

### **Skills Competitions**

- Connection, as a peer, to the largest network of organizers of skills competitions in the world.
- Platform to showcase the young skilled professionals of your country/region on the global stage to compare the skills being taught in your country/region against the highest global benchmark.
- Accelerate the establishment of local competitions by utilizing WorldSkills' competition projects, infrastructure lists, and judging criteria, in order to enhance your own national system.

- Access to state-of-the-art tools to host local competitions.

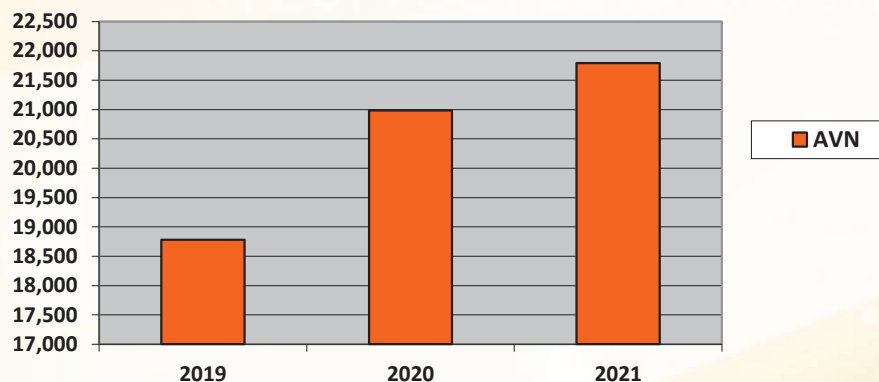
### **Trend and emergence of award verification Number**

*By Frank Florens Kalili*

In response to the government strategies of eradicating fake and false certificates from employee, The National Council for Technical Education (NACTE) in 2017 instituted award verification numbers for all diploma holders aspiring join bachelor degree programmes in Tanzania and abroad.

Award verification Number is a special number offered by the Council to Diploma holders upon successful completion of studies. This number is given to the graduate who has studied accredited programmes and institution

Since the beginning of the academic year 2017 and up to June 30<sup>th</sup> 2021 a total of 73,912 Diploma graduates were given AVN. Awareness to our stakeholders has been speeded all over and the number of applicants who are issued has been increasing annually. This success is being attributed to efforts by the Council including emphasis to institutions to submit timely, semester examination results – a perquisite for issuance of AVN.



**Trends in Award Verification Number**

Procedurally, an applicant has to first register through NACTVET website ([www.nacte.go.tz](http://www.nacte.go.tz)) linked to Award Verification Number. Applicant may be required to fill-in all required information including those with qualifications such as FTC or educations from NECTA. Upon successful payment, an applicant AVN shall display on profile of the applicant.

## **Towards 2022 TVET Exhibitions**

*By Dr. Obeid Mahenya & Mr. Jeff Shellembi*

The National Council for Technical and Vocational Education and Training (NACTVET) organizes annually, symposia and skills fairs (TVET Skills Development Exhibitions). TVET Exhibition in Tanzania is the biggest exhibition grounds in the entire period.

skills development and careers fair and showcasing a wide range of exciting opportunities.

The 1<sup>st</sup> Technical Education and Training Exhibition took place from 27<sup>th</sup> to 31<sup>st</sup> May, 2019 at Jamhuri Stadium in Dodoma City. The theme was ***“Technical Education and Training for Industrialized Tanzania Economy”***. It was officially launched by Hon Joyce Lazaro Ndalichako – Minister for Education Science and Technology then on 27<sup>th</sup> May 2019. A total of 96 institutions took part in this event. Of these, 71 (74%) were technical institutions, 11 (11%) were Universities, 5 (5%) were companies owned by graduates from different technical institutions 9 (9%) were business companies and other regulatory agencies. Moreover, a total of **14,500** people (both National leaders and citizens) visited the





*The Aerial View of the extreme view of the Jamhuri Stadium – Dodoma During the 2nd TET Exhibitions in 2021*



*The Prime Minister Hon. Kasim Majaliwa Majaliwa (PM) being briefed on some innovation by an exhibitor during the 2021 TET Exhibitions in Dodoma*



The second 2021 TET Exhibition themed ***"Strengthening Stakeholders Collaboration in Skills Development for Economic Growth in Tanzania"*** were organized by NACTE in collaboration with Tanzania Private Sector Foundation TPSF and place from 27<sup>th</sup> May to 2<sup>nd</sup> June, 2021 at

Jamhuri Stadium - Dodoma. It was officially inaugurated by **Honorable Kasim Majaliwa Majaliwa, the Prime Minister of the United Republic of Tanzania**. The exhibition was attended by a total of **19,083** visitors.



*The Technical Education and Training (TET) Exhibitions theme, "Strengthening Stakeholders Collaboration in Skills Development for Economic Growth in Tanzania" witnessed a showcase of innovations by young innovators such as this one who demonstrated a prepaid water device if developed further could enhance revenue by water supply service providers*

The 1<sup>st</sup> TVET 2022 Skills Exhibition is planned to take place from 7<sup>th</sup> – 13<sup>th</sup> June, 2022 in Dodoma, Tanzania. This event will be preceded by a TVET Conference which will take place

from 7<sup>th</sup> to 8<sup>th</sup> June, 2022 at PSSSF building in Dodoma. The theme of exhibition for 2022 TVET is ***"Strengthening TVET Quality and Relevance for Production of a Competent Workforce"***.



## Development of Manuals for Establishing Health Training Institutions: A Move Towards Ensuring Institutions' Adherence to NACTVET Academic Quality Standards

*By Joseph E. Chamshama*

### Introduction

The National Council for Technical and Vocational Education and Training (NACTVET) is a statutory body, legally established by The National Council for Technical and Vocational Education and Training Act, Cap. 129 to oversee the provision of technical and vocational education and training in tertiary, non-university technical institutions and vocational education training centres in Tanzania. Among its functions, the Council is mandated to register and accredit technical institutions and vocational education training centres capable of delivering courses.

In order to effectively execute this role, the Council developed a set of requirements and procedures for registration of technical institutions and vocational education training centres. These are the mandatory requirements and procedures to be fulfilled by applicants intending to register training institutions (whether technical or vocational).

### Registration

Registration is a process in which NACTVET satisfies itself that an institution has been established according to legal and viable requirements for conducting training programmes sustainably.

### Registration Requirements

NACTVET is responsible for providing guidance and support to stakeholders wishing to invest in technical and vocational education and training

undertakings. A technical institution or vocational education training centre applying for registration has to meet the following requirements:

- (a) Provide evidence that the proposed institution meets the **legal requirements** of establishing the same. This means being in possession of a document showing the establishment and ownership of the institution such as:
  - (i) Constitution;
  - (ii) Charter;
  - (iii) Articles of Association; and
  - (iv) Business license (where applicable).
- (b) The applicant institution should also provide evidence of the extent to which the institution is viable to deliver, that is its ability to provide the intended training.

To ensure this the following should be availed to NACTVET:

- (i) Curriculum for the intended programme (i.e. market-oriented, competence-based curriculum, modular in format);
- (ii) Master plan of the institution;
- (iii) Evidence of sources of funding other than the students' fees;
- (iv) Adequate infrastructure, human, physical and financial resources;
- (v) Evidence of physical structure development or hire of premises;
- (vi) Evidence of procuring and / or plans for acquiring equipment and learning materials;
- (vii) Organizational structure of an institution; and
- (viii) Name and CV of the Chief Executive Officer (Principal/Rector/Provost as the case may be).

The requirements shown above are generic (cover all technical institutions and vocational education training centres in a wide range of training programmes). One important component of guidance and support is to provide the required information with regard to the basic necessary and specific requirements for establishing and maintaining technical and vocational education and training institutions. However, so far the Council has only developed these generic requirements.

### **Development of Programme Specific Requirements for Establishing Health Training Institutions**

Following an observed increase in the number of stakeholders showing interest in investing in the development of education and training in the health training sub sector; and in order to ensure provision of a tailor-made guidance and support to stakeholders, the Council found it imperative to develop Manuals for Establishing Health Training Institutions, which would provide a focused guidance to stakeholders intending to invest in the establishment and development of training in the health field.

The Council, as at May 2022 has approved training programmes up to Ordinary Diploma (NTA Level 6) in 13 fields of the health and allied sciences training sub sector. These include:

- (i) Clinical Medicine;
- (ii) Nursing and Midwifery;
- (iii) Pharmaceutical Sciences;
- (iv) Medical Laboratory Sciences;
- (v) Clinical Dentistry;
- (vi) Physiotherapy;
- (vii) Clinical Optometry;

- (viii) Environmental Health Sciences;
- (ix) Health Records Management;
- (x) Health Information Sciences;
- (xi) Disaster Management\*;
- (xii) Counseling Psychology\*;
- (xiii) Radiology.

\*Owned by Zanzibar School of Health – Zanzibar

Each of the training programmes listed above has its unique establishment requirements for the same to provide efficient and effective training leading to quality outputs. This entails different establishment requirements.

In May 2022, the Council conducted a workshop to develop Manuals for Establishing Health Training Institutions in five (5) health fields namely:

- (i) Clinical Medicine;
- (ii) Nursing and Midwifery;
- (iii) Medical Laboratory Sciences;
- (iv) Pharmaceutical Sciences; and
- (v) Clinical Dentistry.

The workshop was composed of a team of reputable, highly qualified and experienced experts, drawn from Professional Regulatory Authorities, Technical Institutions, Ministry of Health, the Industry and Retired Officers. The workshop was conducted in Morogoro for 20 days. The output for the workshop was five Manuals for Establishing Health Training Institutions for the five programmes. The manuals not only provide guidance to the requirements for establishment, but also provide checklists for institutional self-assessment and hence will as well serve as tools for guidance on institutional adherence to NACTVET Academic Quality Standards for the existing registered and accredited health training institutions.





***Group Photo of the Guest of Honour with Participants in the Opening of the Workshop for Development of Manuals for Establishing Health Training Institutions at Morogoro Teachers Training College***

## EVENTS IN PICTURE

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### **GALA Dinner Speech Makers:**

- **Dr. Adolf Rutayuga - NACTVET Executive Secretary**
- **Ms. Suzanne Ndomba-Doran - ATE Executive Director**
- **Prof. John Kondoro - Chair-NACTVET Governing Council**
- **Prof. Adolf Mkenda – Minister for Education, Science and Technology**







## GALA DINNER Distinguished and Invited Guests











***Management teams from VETA-NACTE and Officers from the Ministry of Education, Science and Technology MoEST in a group photo after pre-consultative meeting about NACTVET***





*Dr. Adolf Rutayuga Delivering a Closing Speech During TVET Regional Conference held from 28th – 29th April, 2022, AICC – Arusha.*



*Participants at the TVET Regional Conference held from 28th – 29th April 2022, AICC – Arusha posing for a group photo.*





*Women staff members from NACTVET Headquarters at the Uhuru Stadium Dar es Salaam to mark the International Women's Day on 8th March, 2022.*





*Member of NACTVET Workers' Council after an Annual General Meeting held on 12th February, 2022 at ARUSHA.*



*Participants of a Stakeholders Meeting held at DODOMA May 26, 2022.*



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