



# NACTVET Newsletter

The National Council for Technical and Vocational Education and Training (NACTVET)

**“Striving for World - Class Excellence in Technical and Vocational Education and Training”**

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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 vocational training centres; and advising the Government on development of quality technical and vocational education and training for the benefit of Tanzanians.

## FROM THE CHIEF EDITOR'S DESK

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Dear Esteemed Readers,

It is with great pleasure and a sense of accomplishment that I extend my warm greetings to each of you as the Editor of the NACTVET Biannual Newsletter for 2023. This edition captures the essence of our collective journey in Technical and Vocational Education and Training (TVET), showcasing remarkable strides, innovative initiatives, and collaborative ventures that have shaped the landscape of technical and vocational education and training in Tanzania.

Our lead article, "Triumphant Achievement: The 2023 TVET Conference Sets New Standards," reflects the pinnacle of our commitment to excellence. The Conference not only served as a platform to share insights but also paved the way for setting higher standards in the realm of TVET, ensuring that our institutions remain at the forefront of educational innovation.

The article on "China-Tanzania TVET Collaboration to Scale-up Skills" illuminates the global perspective we adopt to enhance the skill set of our students. The collaboration serves as a testament to our commitment to providing world-class education and opportunities for our learners. In this issue, we also review Global Trends in Technical and Vocational Education and Training by taking a panoramic view of international developments, ensuring that our approach to TVET is aligned with global standards. The piece delves into emerging trends that shape the future of technical and vocational education and training including critical aspects of credential verification, emphasizing the importance of authenticity and credibility in the qualifications obtained through our TVET programs.



**Dr. Adolf B. Rutayuga**

Included is the exploration of competence-based curricula reflecting on our proactive stance in adapting to the evolving needs of the job market. Exploring new curricula is a testament to our commitment to producing graduates equipped with the skills demanded by today's dynamic industries.

The account of the "Ngorongoro Tour: An Unforgettable Experience" introduces an element of enrichment beyond the classroom. Such experiences broaden horizons and contribute to the holistic development of our students.

Conclusively, this newsletter serves as a chronicle of our journey, a testament to our achievements, and a guide for the path ahead. We invite you to immerse yourselves in the diverse facets of TVET that we have explored in these pages, and we look forward to your continued support as we strive for excellence in technical and vocational education and training provision.

## Triumphant Achievement: The 2023 TVET Conference Sets New Standards

By Dr. Jofrey Oleke.

The splendid 2023 TVET Conference was graced at the Mount Meru Hotel in Arusha, Tanzania, from May 16<sup>th</sup> to 17<sup>th</sup>, 2023. This distinguished gathering aimed to convene thought leaders and stakeholders from the realm of Technical and Vocational Education and Training (TVET) to engage in meaningful dialogues regarding pivotal global TVET systems. The objectives were clear: foster knowledge exchange, encourage collaboration, and ignite innovation, all with a singular focus on elevating the quality and relevance of TVET programs, aligning them with the ever-evolving demands of a skilled workforce.

Under the banner of "Strengthening TVET for a Skilled Workforce in Tanzania," the 2023 Conference drew a formidable assembly of more than 200 participants. Among them were representatives from TVET institutions, private enterprises, international luminaries, government ministries, and departments, as well as private sector advocates, non-

governmental organizations, students, universities, and esteemed members of the commercial banking sector.

The Conference received an acceptance of honorable guest, Prof. Joyce Lazaro Ndalichako (MP), the Minister of State for Labor, Employment, Youth, and Persons with Disability in the Office of the Prime Minister. Her presence added a significant luster to the event as she lauded NACTVET and the attendees for orchestrating a meticulously organized Conference. In her address, she underlined the indispensable role TVET plays in propelling Tanzania's economic growth through the cultivation of a skilled labor force. The honorable Minister highlighted that crucial sectors such as agriculture, energy, tourism, hospitality, construction, transportation, telecommunications, and logistics are grappling with skills challenges marked by skills gaps and mismatches. She implored participants to delve deeply into these issues and collaborate on solutions to enhance the involvement of stakeholders, particularly employers, in shaping the relevant skillsets of our youth.

Over the course of two days, Conference





attendees engaged in comprehensive discussions and profound reflections on the critical facets of skills development in Tanzania. This extensive discourse spanned on various thematic areas, each aligned with specific presentation topics. The topics ranged from fortifying partnerships between industry and TVET providers to embracing digitization within TVET. Deliberations also encompassed the modality of TVET funding, labor market-oriented training, and the imperative of gender and social inclusion within the TVET framework. An innovative hybrid approach allowed participants from around the globe to attend both in-person and virtually, ensuring that international partners could partake in these insightful presentations.

Key takeaways from this momentous Conference included the resounding call for stronger collaboration between TVET institutions and industries, to ensure training programs remain in sync with labor market demands. The pressing need to integrate

digital technologies into TVET programs was underscored, facilitating adaptation to the rapidly evolving job landscape. Equally crucial was the emphasis on nurturing robust connections between TVET institutions and entrepreneurial ecosystems. Mentorship and incubation programs, equal opportunities, support services, and targeted initiatives emerged as strategies to champion the participation of underrepresented groups. Finally, the Conference highlighted the importance of public-private partnerships, humanitarian contributions, and innovative financing models to secure sustainable funding for infrastructure development, equipment acquisition, teacher training, and student scholarships within the TVET domain. All these endeavors are ultimately aimed at aligning training programs with certification requirements and industry standards, thereby propelling Tanzanian TVET into a promising future.



## Effective Governance in TVET Institutions

By Dr. Obeid Mahenya and  
Mr. Japhet Simpepo



In the realm of Technical and Vocational Education and Training (TVET) in Tanzania, the role of Governing and Advisory Boards cannot be overstated. Unfortunately, it has become increasingly common for some TVET institutions to operate without these crucial bodies, a practice that runs counter to the regulations and guidelines set forth by the National Council for Technical Education and Vocational Training (NACTVET), the overarching authority in the field of TVET in the country.

According to NACTVET academic standards, any registered institution must have a functional Advisory or Governing Board. The

Governing/Advisory Boards are supposed to deliberate on important matters of the institutions. Modalities to form these Boards are specified in the NACTVET Guidelines usually provided during registration. The Boards are required to meet at least twice a year. However, most of the Governing and Advisory Boards have been formed just to meet NACTVET guidelines for registration and not to support the development agenda of the institutions. During a recent visit to technical institutions, it was revealed that about 36.2% out of 105 institutions visited have no functional Advisory/Governing Boards (Table 1).

**Table 1: Presence of Functional Governing/Advisory Boards (%)**

Subject Board	Present	Not Present	Grand Total
SAT	13.3	10.5	23.8
BTP	20	10.5	30.5
HAS	30.5	15.2	45.7
Total	63.8	36.2	100%

The absence of functioning Governing/Advisory Boards can compromise the quality of education provision. In addition, some institutions are still led by Directors/Owners of the institutions instead of appointed and qualified Principals. Furthermore, most institutions are still run through poorly established institutional quality assurance systems. This situation calls for comprehensive awareness creation, including training programs for owners and heads of institutions, especially in the private sector, to adequately recognize the importance and subsequent formation of stronger Governing/Advisory Boards.

It is imperative to underscore the significance of establishing and maintaining robust Governing or Advisory Boards within our technical and vocational training colleges. These Boards play a pivotal role in shaping the direction and success of these institutions, offering a multitude of benefits, including:

**1. Ensuring Efficient Administration:**

Governing Boards are instrumental in overseeing the college's administration, guaranteeing the efficient execution of planned objectives. This oversight helps align the institution's operations with its broader mission.

**2. Providing Expert Guidance:**

These Boards serve as a valuable source of professional advice on various matters, offering insights that help college

administrations make informed decisions and navigate challenges effectively.

**3. Approving Institutional Policies:**

Governing/Advisory Boards have the authority to approve various rules and regulations of the college, ensuring that they are in line with the institution's goals and comply with relevant standards.

**4. Enhancing Accountability:**

With the active involvement of Governing or Advisory Boards, accountability within the college's leadership is heightened. This transparency fosters a culture of responsibility and commitment to excellence.

**5. Offering Valuable Input:**

These Boards bring diverse perspectives and experiences to the table, enriching the institution's decision-making processes and contributing valuable input for its growth and development.

Considering these outlined advantages, it is incumbent upon TVET colleges to prioritize the establishment and maintenance of functional Advisory or Governing Boards. This can be achieved by adhering to the guidelines and regulations provided by NACTVET. Effective governance is not just a matter of compliance; it is a cornerstone of excellence in technical and vocational education and training.



## **NACTVET SETS TO REACH OUT TO ITS STAKEHOLDERS: Commitment to Empowerment**

***By Ms. Casiana Mwanyika***

In concerted effort to involve potential stakeholders in Technical and Vocational Education and Training (TVET), the National Council for Technical and Vocational Education and Training (NACTVET) has launched an expansive awareness campaign. The primary goal is to enlighten students about NACTVET's crucial mandates and functions, fostering a deeper understanding of its pivotal role in various aspects of technical and vocational education and training.

In line with its mission, NACTVET has successfully reached out to 15 secondary schools, encompassing government, private, and religious institutions in Mwanza City and Ilemela Council. This strategic initiative underscores the Council's dedication to empowering secondary school students, who are a significant demography within the national technical and vocational education and training system.

The recent awareness campaign targeted the Lake Zone, covering Mwanza, Bukoba, Mara, Simiyu, and Geita regions, where NACTVET oversees 178 registered colleges. This regional focus marks just the beginning, as NACTVET plans to





replicate this enlightening initiative across all its zones. The objective is to establish a comprehensive understanding of procedures related to college admissions, certification, and the prerequisites essential for students aspiring to excel in technical and vocational education and training.

Mr. Godfrey Muhangwa, the Lake Zone Manager, highlighted that the campaign aimed to provide secondary school students with valuable knowledge on technical and vocational education and training. He emphasized the importance of students taking an active role in shaping their educational journey.

Magreth Mario, a student from St. Joseph Secondary School who actively participated in the program, expressed gratitude on behalf of her fellow students.

She remarked, "This awareness program is crucial and enlightening. We will relay it to our parents, as most of them are unaware of it". The campaign strategically leveraged the power of the media to reach Lake Zone stakeholders, breaking down barriers and fortifying the connection between NACTVET and the community.

NACTVET remains resolute in its commitment to empower students, ensuring they possess the knowledge and resources necessary for success in technical and vocational education and training. The Council diligently oversees the quality of education provided by tertiary non-university institutions and vocational training institutions nationwide. Through this outreach, NACTVET aims to provide stakeholders with accurate information, fostering mutual understanding, and thereby enhancing the overall quality of education.

## China-Tanzania TVET collaboration to scale-up skills

By Mr. Jeff Shellembi and Dr. Obeid Mahenya

Tanzania stands to benefit from technical and vocational education and training (TVET) collaboration with the China-Africa TVET Alliance, that envisions enabling TVET graduates in East Africa to meet both local and international standards. China is a good example of a country with strong TVET systems that contribute to the fastest economic growth in far east countries. This was revealed at a one-day China-Africa TVET Collaboration and Academic Exchange Seminar jointly organized by the National Council for Technical and Vocational Education and Training (NACTVET), China-Africa Vocational Education Alliance and Sunmaker Training Institute, held at the Mwalimu Julius Nyerere Leadership School in Kibaha district in Coast region.

In his opening remarks, the, Minister for Education, Science and Technology, honourable Prof. Adolf Mkenda noted that TVET collaboration with China was not only meant to improving quality in TVET provision but also producing competent human resources in countries such as Tanzania to

attract foreign investors, including Chinese investments. "It is the government's wish to have human resources who are well-trained and qualified at all levels in various sectors of the economy," he said, adding that it was encouraging some TVET colleges have already established collaboration arrangements with vocational institutions from China. He cited a few examples of such initiatives to include the National Institute of Transport (NIT), the Dar es Salaam Institute of Technology (DIT), the Arusha Technical College (ATC), and the Livestock Training Agency (LITA).

NACTVET worked closely with China-Africa Vocational Education Alliance in reviewing around 25 occupational standards developed by NACTVET to meet both local and international standards. Meanwhile, there are other occupational and programme delivery standards for over 90 programmes that are under development with collaborative initiatives which are enjoying support from China-Africa Vocational Education Alliance. The one-day seminar attracted vice-presidents of vocational colleges from China, rectors, and principals from TVET institutions in Tanzania, as well as development partners.





Meanwhile, the NACTVET Executive Secretary, Dr. Adolf Rutayuga, observed that the seminar was key at strengthening TVET provision in 1,329 TVET institutions in Tanzania, of which 465 are technical institutions, 809 are vocational institutions and 55 are Folk Development Colleges, which are synonymous with adult education schools. The one-day China-Africa TVET Collaboration seminar was intended to provide opportunity for sharing best experiences and practices among TVET institutions in the two countries.

On the other hand, the Executive Secretary of the Inter-University Council for East Africa (IUCEA), Prof. Gaspard Banyankimbona, reiterated that several partnership and collaboration initiatives have been initiated between the People's Republic of China and several institutions in the country with the aim of strengthening TVET development in the East African Community region. Prof. Banyankimbona underlined the mandate of IUCEA in coordinating all matters of higher education and TVET education across the East African region. IUCEA also coordinates certain World Bank funded projects namely, the Africa Centres of Excellence II Project (ACE II) and the East Africa Skills for Transformation and Regional Integration Project (EASTRIP) respectively, through which several collaborations have been initiated with institutions from China where

for instance, China offers 100+ scholarships to young Tanzanian staff to upgrade their expertise in China through the IUCEA-China TVET scholarships. It is through this scholarship programme; 60 slots have been filled so far with students currently at different stages in their studies.

IUCEA has this year renewed an MoU with Guangzhou Technical College from China through which knowledge and expertise shared will benefit the whole of East Africa, according to Prof. Banyankimbona, adding that notable achievements of EASTRIP were realized in projects undertaken by TVET Institutions which were steadily moving towards internationalization at NIT and DIT, staff mobility as well as development of regional TVET qualifications framework for Kenya, Ethiopia, and Tanzania and the facilitation of 44 occupational standards in the three countries. He also pointed out that DIT and NIT were examples of TVET institutions in Tanzania that have joined IUCEA, which values collaborations that support and strengthen TVET in the region. The IUCEA Executive Secretary encouraged all participants to engage in open and thoughtful discussions for the improvement of socio-economic status in the region, committing to empowering students through strengthened skills capacity of East African youths via linkages between IUCEA partners and China.

## Global Trends in Vocational Education and Training

By Mr. Joseph E. Chamshama

Vocational Education and Training (VET) programs worldwide are gaining recognition for their pivotal role in shaping the workforce of the future. These programs focus on equipping individuals with specific skills and knowledge required for occupations or trades, with an emphasis on practical, hands-on training. VET encompasses a wide array of industries, including healthcare, construction, automotive, information technology, and many more, offering various qualification credentials such as certificates.

### Key Global Trends in VET

Several global trends are transforming the landscape of vocational education and training:

**Shift towards Skills-Based Education:** The emphasis on practical, job-specific skills is growing, particularly in sectors with high demand for skilled workers.

**Industry Partnerships and Collaboration:** Collaboration between VET providers and industries is essential to ensure training aligns with labor market needs.

**Digitalization and Technology Integration:** VET programs are integrating technology and digital tools to enhance learning experiences and prepare students for the digital workforce.

**Lifelong Learning and Upskilling:** VET is adopting a lifelong learning approach to help individuals adapt to changing job requirements.

**Recognition of Prior Learning (RPL):** RPL recognizes existing skills and knowledge, allowing individuals to enter or progress within the workforce without repeating training.

**Internationalization and Mobility:** Efforts to promote global mobility and international recognition of VET qualifications are on the rise.





**Entrepreneurship and Innovation:** VET programs are incorporating entrepreneurship and innovation, preparing individuals for diverse career paths.

**Financing and Funding:** Governments and organizations are investing in VET, supporting infrastructure development and student incentives.

### Vocational Education and Training in Tanzania

VET is seen as a critical component in addressing unemployment, fostering entrepreneurship, and driving economic growth. Tanzania continues to work diligently to align vocational training programs with labor market demands and provide individuals with the skills they need to thrive in the ever-evolving workforce. With the regulatory role of VET shifting to the National Council for Technical and Vocational Education and Training (NACTVET), several key aspects of vocational education and training are being strengthened:

**NACTVET's Role:** NACTVET is responsible for coordinating, regulating, and promoting technical and vocational education and training in Tanzania. It registers and accredits training institutions, develops standards, and approves curricula.

**Technical and Vocational Education Qualifications Framework (TVETQF):** This framework standardizes qualifications, establishing competence-based credentials across various sectors and levels.

**Vocational Training Centers:** These centers provide practical training across fields such as agriculture, construction, and hospitality, often collaborating with industries to align training with industry needs.

**Apprenticeship Programs:** Apprenticeships offer practical training and work experiences for students, bridging the gap between education and employment.

**National Skills Development Strategy (NSDS):** NSDS focuses on strengthening links between training institutions and industries to ensure graduates are job-ready.

**Collaboration with Industry:** Enhanced collaboration between training institutions and industries addresses skills gaps and ensures training programs meet industry requirements.

### Enhancing VET in Tanzania

Improving the quality, relevance, and accessibility of vocational education and training programs remains a top priority for Tanzania. The government invests in establishing and improving vocational training centers (VTCs) across the country, encouraging private sector involvement, and bridging skill gaps through collaborative efforts.

## Award Verification Number (AVN): Why?

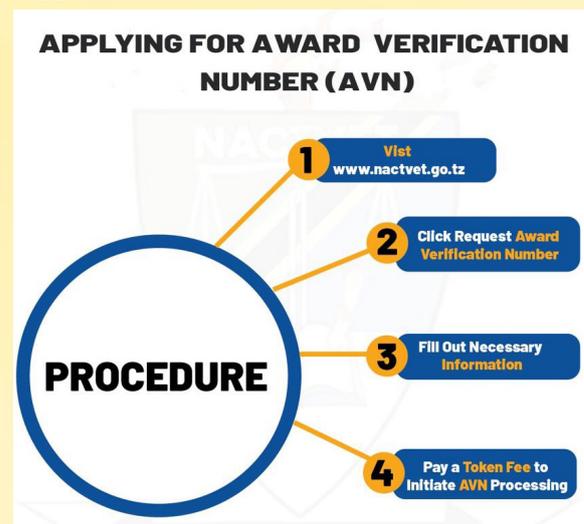
By Ms. Casiana Mwanyika

The adoption of the Award Verification Number (AVN) has gained significant attention in Tanzania, particularly among graduates of technical education and various authorities. But what exactly is AVN? The Award Verification Number (AVN) is a unique identification number assigned to holders of diplomas and other equivalent qualifications. Importantly, AVN serves as a prerequisite enabling diploma holders from both local and international technical institutions to gain admission into degree programs in Tanzania. For international awards obtained from non-university international colleges, an equivalence translation is necessary. The Award Verification Number facilitates Higher Learning Institutions' seamless access to applicants' information through an Institutional Panel or API, streamlining the admission process.

Similarly, AVN is employed by various public institutions to verify the legitimacy of such awards. The Higher Education Students Loans Board utilizes AVN in allocating educational loans to students. Students' information from technical institutions is interconnected with other institutions such as the Public Service Recruitment Secretariat, Immigration Department, and the Tanzania Nursing and Midwifery Council, among others.

Applicants can conveniently obtain their AVN online via the NACTVET website ([www.nactvet.go.tz](http://www.nactvet.go.tz)) by following the provided link: [AVN Application Link](#). It is essential for applicants to possess a valid and active email address and phone number for the AVN processing.

## Application Procedure for AVN:



For AVN eligibility, students' examination results should be marked as "confirmed," signifying that NACTVET has verified the results. If results are marked as "submitted" or "pending," students are advised to promptly contact their colleges to rectify the situation. TVET institutions play a pivotal role in uploading students results for NACTVET verification. Students are encouraged to reach out to their Admission and Examination Officers for clarification before visiting NACTVET offices.

## NACTVET SHADES LIGHT ON NEW CURRICULA

By Ms. Jane Mressa

In a bid to addressing challenges facing TVET graduates grappling with unemployment, revisiting current curricula becomes a necessity. In response to this thinking, the Council has embarked on capacity building training for TVET stakeholders to equip them with requisite skills and knowledge on the understanding of various issues pertaining to graduate employability.

The NACTVET Executive Secretary, Dr. Adolf Rutayuga revealed this during a capacity building training on competence and skills programmes for private VET owners and



Principals from Eastern, Southern Highlands, Lake, Western, and Northern Zones, held from 9<sup>th</sup> – 16<sup>th</sup> July, 2023 in Morogoro.

Dr. Rutayuga underscored that TVET colleges risk the trend of offering the same old courses in the likes of typist, tailoring, domestic electricity without embracing change. He noted that TVET institutions should offer courses that add value to society to help in income generation activities and employability opportunities.

Participants were counselled to switch from offering routine courses, to new and emerging fields such as specialized training

to pastoralists on how to preserve fodder during rainy seasons for use during drought or training farmers to reduce the use of pesticides on vegetables and fruits products to protect consumers health.

NACTVET nurtures TVET institutes to achieve their goals in building a skilled and competent workforce through encouraging compliance among TVET institutes to abide by regulations, procedures and guidelines set by NACTVET. This task included working on the various gaps identified in their institutions for the development of vocational education and training in the country.



## Ngorongoro Tour: An Unforgettable Experience

*By Dr. Jofrey Oleke*

In the lead-up to the 2023 TVET Conference and Exhibitions, which were scheduled from May 16<sup>th</sup> to 22<sup>nd</sup> 2023, the dedicated staff of NACTVET were treated to an extraordinary adventure: a tour of the Ngorongoro Conservation Area. The jewel in this crown of natural wonders is the awe-inspiring Ngorongoro Crater, renowned worldwide as the largest inactive and intact volcanic caldera. It stands as a testament to the

immense power of nature, the result of a cataclysmic explosion and collapse that occurred some 2 to 3 million years ago. In 2015, the Crater was rightfully recognized as one of the Seven Natural Wonders of Africa.

Our journey to the Ngorongoro Conservation Area was not just a delightful excursion; it was a complement to a broader initiative, one set in motion by the President of Tanzania, Dr. Samia Suluhu Hassan. This initiative, aptly named "Tanzania: The Royal Tour," is a visionary effort aimed at reinvigorating the tourism industry, inviting the world to rediscover the treasures that lie





within our beloved country. As we ventured into the heart of Ngorongoro, the magic of this place unfolded before us. Towering above, the Crater's vast expanse seemed to stretch endlessly, like a masterpiece painted by the hand of nature. It is a world within a world, teeming with life and lush with greenery.

During our visit, we were treated to breathtaking scenes that defy description. We witnessed a thriving ecosystem in action, where wildlife roamed freely, unperturbed by our presence. Zebras grazed peacefully, lions lounged in the golden grass, and elephants moved with majestic grace. It was a symphony of life, each species playing its part in the intricate dance of existence.

The highlight of our expedition was undoubtedly the descent into the Crater itself. As we made our way down, the magnitude of this natural wonder became even more apparent. The Crater is a microcosm of life, a sanctuary for countless species.

The thrill of being in the presence of such magnificent creatures was matched only by the serenity of the landscape. The Crater's sheer beauty is mesmerizing, a tapestry of colors and contours that beckons the soul to linger a while longer. As the sun began its descent, casting a warm, golden hue over the Crater, we knew that this expedition had etched itself into our memories as an unforgettable experience. Ngorongoro, with its grandeur and its wild heart, had captured our spirits, reminding us of the profound connection between humanity and the natural world.

In this corner of Tanzania, we had witnessed the untamed beauty of nature, and in doing so, we had played a part in the revival of our nation's tourism industry. Our journey to Ngorongoro was not just a tour; it was a testament to the wonders of our homeland and a pledge to safeguard them for generations to come.

# NACTVET GOES E-OFFICE TO IMPROVE CORPORATE PERFORMANCE

By Mr. Francis Zengo

In its unwavering commitment to excellence, the National Council for Technical and Vocational Education and Training (NACTVET) has undertaken a transformative shift towards adopting an E-Office framework to elevate its corporate performance. This strategic move stems from the imperative to enhance efficiency and align with the evolving technological landscape, ultimately serving the diverse needs of stakeholders.

## Why e-Office

The decision to embrace E-Office technology is rooted in the pursuit of efficiency. Recognizing the dynamic nature of its professional responsibilities and the geographic challenges faced by stakeholders, NACTVET deemed it essential to modernize its communication and operational systems. By doing so, the Council aims to cater to the needs of stakeholders who may be required to traverse significant distances.

## Council Services and Zonal Offices

NACTVET has strategically established regional offices to extend its services across Tanzania, recognizing the challenges faced by individuals nationwide. Despite facing operational challenges due to the financial burden of maintaining physical offices, the Council has persevered to provide essential services to Tanzanians during challenging times.

## Documentation Areas

NACTVET embarked on the development of an institutional recordkeeping policy, culminating in its finalization in November 2021. Aligned with the contemporaneous formulation of NACTE's document handling policy, the Office of Records and Archives, aptly named "Masjala," underwent strengthening measures. This included enhanced security measures to mitigate unauthorized access, with distinct workspaces designated for officers and separate locations for stored files.

## Key Word System for Office Users

The transition to an E-Office framework is a strategic maneuver by the Council to expedite work processes and facilitate seamless information exchange as mandated by government directives.

## Training

Recognizing the paramount importance of adapting to technological advancements, NACTVET has prioritized capacity-building initiatives for registry staff. This includes ongoing training for archival professionals to reinforce a three-pronged approach to document usage, emphasizing the protection of information based on confidentiality, and implementing parallel separation.

As NACTVET forges ahead with its E-Office implementation, the Council remains dedicated to upholding the highest standards of service delivery and technological innovation, ensuring continued advancement of technical and vocational education and training in Tanzania.



## Enhancing Quality TVET in Tanzania: A Regulator and Stakeholders Approach - Inevitable

By Ms. Deborah M. Ngalemwa

The role that NACTVET plays in facilitating the equipping of individuals with skills and knowledge necessary to meet demands of the ever-evolving job market, cannot be overemphasized. The regulator – stakeholder collaboration has played a pivotal role in improvement of the quality of TVET amid challenges presented by demands in the world of work. NACTVET ensures TVET effectiveness and relevance through programs that are competence based.

There are setbacks in the likes of; inadequate infrastructure and resources, limited access to modern equipment, tools, and technology that can hinder effective teaching and learning. Similarly, TVET programs may not be aligned with industry needs, leading to a mismatch between

the skills taught and the skills required in the job market. This inevitably calls for industry collaboration, which is significantly insufficient between TVET institutions and industries. This has, resulted in a gap between the skills taught and the skills demanded by employers. Insufficient funding is another setback, where limited financial resources allocation to TVET programs restricts investments in infrastructure, equipment, and staff development.. Low public perception and societal attitudes towards TVET have equally been singled out as hindrances that discourage students from pursuing vocational education, leading to a lack of motivated and talented individuals in the field.

The borne of contention here is that painstaking measures ought to be explored to bridging insufficiency in guidance and counseling services for students, short of which, can result in poor career choices due to lack of awareness about the potential benefits of TVET education. In address the challenges, Tanzania has developed



various plans, aspirations, and strategies for consistent improvement of the quality of TVET. Some of the measures are notably heralded by instruments such as the National TVET Policy, that was specifically formulated to provide a framework for improving the quality and relevance of TVET. The focus of the policy among other key components is on enhancing access, equity, and efficiency in TVET by promoting partnerships with industries. Another interesting measure is Curriculum Development, whereby the country is striving for maintenance of the competency-based curricula that aligns with industry needs and standards. This ensures that TVET graduates possess the necessary skills and knowledge required for the job market.

NACTVET, in consultation with stakeholders has devised interventions measures, that necessitate further collaboration in addressing challenges affecting quality delivery of TVET programs in Tanzania. It is uncontested fact that quality standards for TVET institutions and programs must clearly be developed and implemented. These standards should encompass various aspects, including curriculum design, teaching methods, assessment practices, and infrastructure requirements. By setting these benchmarks, the Authority ensures that TVET programs meet industry standards and produce competent graduates.

The onslaught to this begins with stakeholders' engagement in expanding TVET programs in Rural Tanzania. The trajectory to this is to synergy stakeholders' collaboration in developing of occupational standards that could be incubated by quality TVET institutions in rural Tanzania. The best-case scenario to this is to identify

and engage relevant stakeholders such as government agencies, local communities, educational institutions, industry representatives, NGOs, and development partners who have an interest in TVET development in rural Tanzania.

This could take the form of organizing of awareness campaigns and workshops to educate stakeholders on the importance of TVET institutions in rural areas and the benefits they can bring to the community and economy. Several campaigns have produced little result before by failure to involving local communities in the decision-making process by conducting community consultations and engaging community leaders to understand their needs and aspirations regarding TVET education.

### **Conclusion:**

Collaborative initiatives are necessary as a TVET regulator engages with stakeholders on mutual understanding of the Nation's Development Agenda to guarantee tangible improvements of the quality of delivery of curricula in acceptable standards. Through establishing of clear quality standards, engaging industry experts, enhancing teacher training, promoting internships, and strengthening quality assurance measures, the Regulatory Authority can ensure TVET programs are relevant, up-to-date, and aligned with industry needs. It is this kind of approach that has seen collaboration empowers individuals with the skills and knowledge required for successful careers, contributing to the overall socio-economic development of their nations. It is inevitable and a must go for if there is a real wish for breakthrough.

## **NACTVET STAFFS ORIENTED ON NEW PERFORMANCE APPRAISAL SYSTEMS FOR PUBLIC SERVICE AND INSTITUTIONS (PEPMIS and PIPMIS) ~ URGED TO DELIVER**

*By Ms. Lily Malima*

Staffs of the National Council of Technical Education and Vocational Training (NACTVET) have been urged internalize new changes in Public Employee and Institution Performance Information Management systems (PEPMIS and PIPMIS), to deliver in accordance with Civil Service guidelines.

The call has been made by NACTVET acting Executive Secretary, Dr. Amani Makota during a day training to the Council staffs at the Eastern Zone offices, in Dar es Salaam. Dr. Makota noted that these systems will enable



the staffs to carry out their duties and thus to be responsible for providing quality and effective services to the public.

The training facilitator, Mr Jones Katobwo, from the President's Office, Public Service Management and Good Governance, underscored the aim of training as being to empower workers on the use of these systems. He noted that the systems aimed at improving outcomes and productivity in the workplace, would allow visibility of each worker, position, targets, tasks, and sub-tasks accomplished in the Institute in a given financial year as per medium term expenditure framework (MTEF).

The PEPMIS and PIPMIS are aimed at heightening efficiency, which Mr. Kabwoto urged the staff to comply with, so as to improve on anticipated performance by both civil servants and public institutions.



## THE ZANZIBAR HOUSE OF REPRESENTATIVES SOCIAL WELFARE COMMITTEE VISITS NACTVET: EMPHASIZES INNOVATION.

*By Mr. Jeff Shellembi and Ms. Lily Malima*

Members of the Social Welfare Committee of the House of Representatives in Zanzibar have emphasized innovation as a means to excel in the world of work by youths graduating in technical and vocational colleges. This has been underlined by the members of the House of representatives on their visit of the National Council for Vocational Education and Vocational Training (NACTVET), Eastern zone, Dar es Salaam. Their mission was to orient themselves with the role of the Council and forge partnerships, between NACTVET and the Zanzibar Ministry of Education and Vocational Training (MoEVT).

The delegation led by the Chairperson of the Social Welfare Committee, Hon. Sabiha Filfil Thani (MP), included the Deputy Minister

for Education and Vocational Training, Hon. Ali Abdul-Gulam Hussein (MP), was greeted by NACTVET Acting Executive Secretary, Dr Amani Makota and the Governing Council Chair for NACTVET, Prof. John Kondoro and members of the Council management.

In his briefing, the NACTVET Acting Executive Secretary, Dr. Makota outlined among other things the Council's mandates and responsibilities that included conducting of research on labour market needs and approving curricula for different programmes by TVET colleges in response to labour market demands. This is ensured by producing graduates who are a highly qualified, creative, skilled, productive for self-employment and potentially employable workforce. Dr. Makota underscored that, to achieve this, NACTVET continues to provide competence-based education and training (CBET) curricula, that provides pedagogical skills for trainers, whose number totalled 1,600 trainers by December 2023. He added, the training, in CBET delivery programmes aimed at producing enough professionals capable of teaching CBET curricula that would in turn





produce a viable workforce to the demands of the labour market both domestically and abroad.

Meanwhile, Hon. Thani and delegates commended NACTVET's efforts in upholding the quality standards in training and mastery of TVET teachers. The delegates

called for continued cooperation between TVET institutions in Tanzania mainland and Zanzibar to find long lasting solutions to emerging challenges in technology and financial resources for stimulating innovation through more practical training.



## The 2023 TVET Skills Exhibition: A Panacea for Growing Skills Gaps and Career Mismatch

By Mr. Jeff Shellembi and  
Dr. Jofrey Oleke

NACTVET always held an exhibition after a two-day TVET Skills conference, and that provided the platform for showcasing a wide range of exciting opportunities to technical and vocational training institutions and employers to further educational establishments. The 2023 TVET Skills Exhibition, that took place from 16th – 22nd May, 2023 at the Sheikh Amri Kaluta in Arusha, Tanzania, and was held for the fourth time in a row. Many stakeholders echoed their sentiments over the Council performance in organizing the event, held for the first time in a new locale but producing wonderful results over the other three previously TVET exhibitions.

Why does this TVET Skills event matter to stakeholders? One would think aloud, but it is quite simple; the rationale for the annual momentous event was embedded in the quest to addressing growing career or skills mismatch among graduates. Apparently, there was no compatibility between what graduates pursued over the years and their on-site career. It was through skills development stakeholders' engagement that the younger generations could get help to navigate through their dream jobs as long as they were sure to get acquainted with labour market-based training.

The desirable event was an answer also to graduates who are devoid of necessary competencies around their fields, much as it was a desire to see graduates landing their lucrative jobs. However, the pace of skilling the youths remains an urgent demand as TVET providers get to the drift of the truth that they don't produce





enough fit graduates to compete in the global labour markets. It is through skills showcasing that employability prospects of tomorrow need these moments to rectify what is within the means.

It is widely uncontested that upskilling and reskilling remains part of contemporary skills strengthening models for on-site workers as the industry transition to a diversified role that requires above-board flexibility. According to analytical perspectives, in this changing landscape, both unskilled, conservative, and lopsided workers will have no place in the labour markets, and it is with this importance that TVET skills events are conducted thereafter. Their presence will undoubtedly change the narratives of every worker.

In his address, the Guest of Honour, Hon. Prof. Adolf Mkenda (MP), and Minister for Education, Science and Technology, on behalf of the President of the United Republic of Tanzania, Dr. Samia Suluhu

Hassan, commended NACVET for organizing such effective exhibitions. He noted that TVET Skills Exhibitions' crucial for stimulating skills development could not be overemphasized for the Nation to remain competitive in today's rapidly changing global economy. The Guest of honour reiterated that it was essential that individuals acquire the skills necessary to thrive in the workforce. Thus, skills development has become increasingly important for individuals and societies alike. He also articulated that the Government was finalizing curricula that would transform the education system in Tanzania.

A total of 136 institutions showcased varieties of products and services that they offer and were accommodated in 162 booths, in categories of stakeholders that included training providers, employers/industries, successful graduates, government agencies, entrepreneurs, and companies.

## NACTVET'S DEBUT AT THE 39TH AEAA CONFERENCE

**Dr. Marcelina A. Baitilwake and  
Mr. Twaha A. Twaha**

The Assessment for Education in Africa Association (AEAA) was established in the year 1982 by Examination and Assessment Boards from six (6) member states of Kenya, Uganda, Tanzania, Botswana, Lesotho and Malawi. It is a continental body that has twenty-one (21) active Primary Members (educational assessment bodies) with several individual members drawn from both public and private institutions mainly from Sub-Sahara Africa.

The vision of the Association for Educational Assessment in Africa (AEAA) is "Harmonization of Education Assessment on the African continent". AEAA is an affiliate member of the International Association for Educational Assessment (IAEA).

AEAA provides an annual forum held in different member states in Africa on a rotational basis, where educational assessment bodies worldwide come together to benchmark, share knowledge, experiences and consequently adapt best practices in educational assessment.

The 39th Association for Educational Assessment in Africa Annual Conference was hosted by the Kenya National Examinations Council (KNEC) from 20th to 25th August 2023 at Safari Park Hotel, Nairobi. The Conference focused on an array of aspects in educational assessment, with a deliberate emphasis on the integration of formative and summative assessment; as well as assessment of non-cognitive skills for the 21st Century skills. The theme of the conference: "*Educational assessment for nurturing every learner's potential*" thereof intended to elicit dialogues that promote inclusivity across the entire pyramid of education, ensuring that no learner is left



behind. The conference attracted a total of 330 delegates from 26 countries including Tanzania. Two delegates from the National Council for Technical and Vocational Education and Training (NACTVET) participated in the Conference.

NACTVET's participation in the conference not only showcased their commitment to advancing assessment in technical and vocational education but also through panel discussions highlighted their invaluable contributions to the East African skills development landscape and their dedication to enhancing the quality of education and skills development. Participation in an international conference signifies the Council's willingness to engage with global educational trends and standards. This can enhance credibility and recognition on the international stage.

The insights and strategies shared by NACTVET at the conference can potentially influence policy decisions related to assessment in technical and vocational education in East Africa and Africa at large.



During the conference, NACTVET also had the opportunity to network with other educational institutions, accrediting bodies, and governmental organizations. These connections will undoubtedly lead to future collaborations that will further strengthen TVET.

The discussion of the 39<sup>th</sup> AEAA Conference indicated that assessment must foster critical thinking, creativity and problem-solving skills that will prepare our youth for the demands of the 21<sup>st</sup> century. There is also a need for ICT integration in assessment, capacity building of teachers on assessment and enhanced resource allocation to TVET institutions to effectively undertake assessment. It was opined that Africa needs common assessment standards to facilitate easy mobility of students and labour.

## **NACTVET, SHAANXI Province Signs MoU to Collaborate in TVET**

***By Ms. Jane Mressa***

The National Council for Technical and Vocation Education and Training (NACTVET) and the Department of Education from the Shaanxi Provincial Authority of China, have entered a cooperation pact after signing a Memorandum of Understanding (MoU) on 27<sup>th</sup> November 2023, in Dar es Salaam, that pushes forward exchanges and collaborations in the Technical and Vocational Education and Training (TVET) matters.

The NACTVET Executive Secretary, Dr. Adolf Rutayuga has revealed that the agreement will focus on establishing friendly cooperative relationships and building a platform that will bridge exchanges and collaboration between Chinese and



Tanzania's Technical and Vocational Institutions, and it will be promoted in diverse forms.

Dr. Rutayuga is convinced that, mutual visits and exchanges between education administrative departments and institutions of the two sides, will further promote inter-institution-friendly cooperative relationships and strengthen the exchange visits of teaching and administrative personnel between the two sides.

He underlined that the cooperation was meant to encourage exchanges between students of both sides by launching cultural exchange activities. Tanzanian students will be invited to Shaanxi province to study TVET development and outstanding Tanzanian students will also be awarded scholarships in the province.

In his remarks after the signing ceremony, Dr. Rutayuga said; the agreement was a great step for NACTVET, as it would enable technical and vocational students to compete competitively both locally and internationally.

"In this collaboration, students from Chinese Institutions will be coming to Tanzania, so we will be exchanging expertise between the teachers who teach at our colleges, and we will learn how they build skills in their students, and we believe this cooperation will give our youths knowledge and competence", he added.

Meanwhile, the Education Department of Shaanxi Provincial handed to NACTVET some Occupational Standards developed for NACTVET, which reflect the current and future needs of the labor market.



## NACTVET, VETA Team on Study Tour in UK

By Eliamini Kaale

A 23 member delegation from NACTVET and VETA recently visited Manchester, United Kingdom to orient themselves with TVET training standards.

The study tour was coordinated by Peter Gathercole, the Founder and Managing Director of IACA Limited, a TVET standards training provider in Tanzania licensed by ECITB, a well-known Global Training provider. According to the delegates, this tour was of particular interest, as it provided them with an opportunity to see how education stakeholders in UK collaborate with beneficiaries in their communities, employers, and youths to ensure businesses get the skills needed to sustainably compete in a global market.

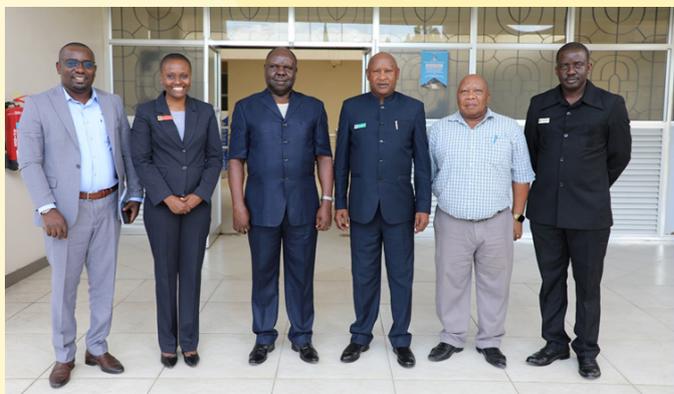


The participants drawn from NACTVET and VETA visited four vocational training colleges, tapping from state-of-the-art training facilities in the UK, and probably made the most of the tour as a rare opportunity to see appropriate standards for replicating in the local context in Tanzania.



## Gallery





## NACTVET newly recruited staff



**Dr. Kokubelwa Katunzi Mollel**



**Mr. Daniel Lyimo**



**Ms. Bernadetha Kipaya**



**Ms. Lilian Kado**



**Mr. Nyamos Waigama**



**Ms. Esther Sima**



**Ms. Belinda Shayo**



**Mr. Jamali Msuya**



**Mr. Joshua Mkamillo**



**Ms. Rehema Aggrey Kassimoto**



**Mr. Lwitiko Mwakisyalala**



**Mr. Leonce Temba**



**Mr. Emmanuel John Chingo**



**Ms. Irene Chuwa**



**Ms. Mariam H. Zuhhay**

## NACTVET retired staff



*Ms. Assela Luena*



*Mr. Selemani Majindo*

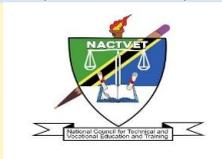


*Dr. Anastella Sigwejo*



*Mr. Alfred Kilasi*

**THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING  
(NACTVET)**



**ALMANAC FOR TASKS TEAMS, MANAGEMENT, COUNCIL COMMITTEES  
AND COUNCIL MEETINGS**

**JULY, 2023 – JUNE, 2024**

F/YEAR	PERIOD	TEAMS TASKS	COUNCIL COMMITTEES/COUNCIL
2023/2024	JULY, 2023 TO FEBRUARY, 2024	1 <sup>st</sup> July – 30 <sup>th</sup> September, 2023 (Registration Verification/ Accreditation/Compliance Monitoring/ Curriculum Development and Validation/ Management, Council Committees and Council Meeting)	Subject Boards Meetings (SAT, BTP and HAS) 4 <sup>th</sup> – 6 <sup>th</sup> October, 2023
			Planning, Finance and Administration Committee Meeting 13 <sup>th</sup> October, 2023
			Audit and Risk Management Committee Meeting 20 <sup>st</sup> October, 2023
			Council Meeting 3 <sup>rd</sup> November, 2023
		1 <sup>st</sup> October – 31 <sup>st</sup> December, 2023 (Registration Verification/ Accreditation/Compliance Monitoring/ Curriculum Development and Validation/Management, Council Committees and Council Meeting)	Subject Boards Meetings (SAT, BTP and HAS) 9 <sup>th</sup> – 11 <sup>th</sup> January, 2024
			Planning, Finance and Administration Committee Meeting 19 <sup>th</sup> January, 2024
			Audit and Risk Management Committee Meeting 26 <sup>th</sup> January, 2024
			Council Meeting 9 <sup>th</sup> February, 2024
2024/2024	APRIL, 2024 TO AUGUST, 2024	1 <sup>st</sup> January – 31 <sup>st</sup> March, 2024 (Registration Verification/ Accreditation/Compliance Monitoring/ Curriculum Development and Validation/ Management, Council Committees and Council Meeting)	Subject Boards Meetings (SAT, BTP and HAS) 3 <sup>rd</sup> – 5 <sup>th</sup> April, 2024
			Planning, Finance and Administration Committee Meeting 12 <sup>th</sup> April, 2024
			Audit and Risk Management Committee Meeting 19 <sup>th</sup> April, 2024
			Council Meeting 3 <sup>rd</sup> May, 2024
		1 <sup>st</sup> April – 30 <sup>th</sup> June, 2024 (Registration Verification/ Accreditation/Compliance Monitoring/ Curriculum Development and Validation/ Management, Council Committees and Council Meeting)	Subject Boards Meetings (SAT, BTP and HAS) 2 <sup>nd</sup> – 4 <sup>th</sup> July, 2024
			Planning, Finance and Administration Committee Meeting 12 <sup>th</sup> July, 2024
			Audit and Risk Management Committee Meeting 19 <sup>th</sup> July, 2024
			Council Meeting 2 <sup>nd</sup> August, 2024
<i>“Striving for world-class excellence in technical and vocational education and training”</i>			

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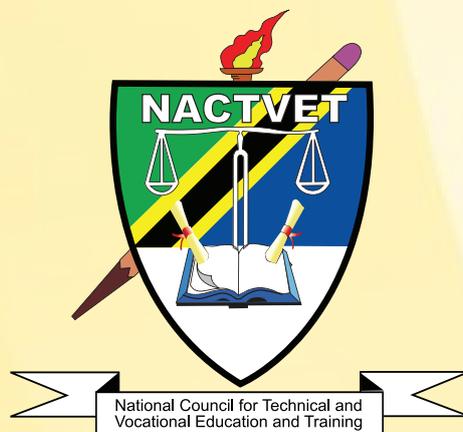
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