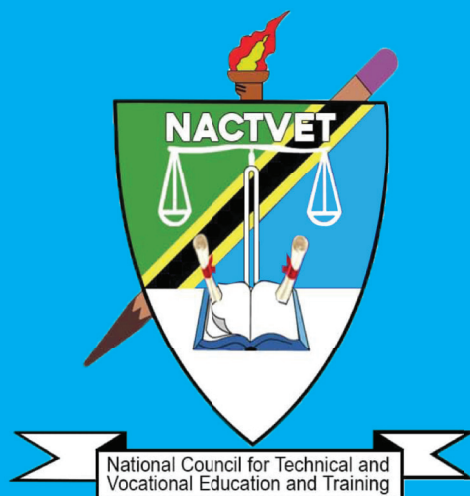


**THE NATIONAL COUNCIL FOR TECHNICAL
AND VOCATIONAL EDUCATION AND TRAINING
(NACTVET)**



**TANZANIA CENTERS OF EXCELLENCE
(CoE) FRAMEWORK**

**Strengthening Quality, Relevance, and Competitiveness of
TVET in Tanzania**

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FOREWORD

The Tanzania Centers of Excellence (CoE) Framework marks an important step in Tanzania's commitment to strengthening the quality, relevance, and competitiveness of Technical and Vocational Education and Training (TVET). As the country advances its industrialization agenda and pursues the aspirations of Tanzania Development Vision 2050, the need for a skilled, adaptable, and innovative workforce continues to grow.

This Framework offers a clear pathway for transforming TVET institutions into high-performing Centers of Excellence that drive innovation, improve productivity, and respond to labour market demands. It is informed by a national baseline assessment of TVET institutions, extensive stakeholder consultations, and benchmarking against international models, including the European Training Foundation (ETF) CoVE approach, adapted to Tanzania's own priorities and development context.

Through a five-dimensional assessment model, a transparent CoE Index, and a four-tier institutional recognition system, the Framework promotes accountability, continuous improvement, and strategic investment across the TVET system. It addresses not only pedagogical quality but also institutional governance, industry partnerships, infrastructure modernization, digital transformation, and enterprise development, recognising that excellence spans all aspects of institutional performance.

The Framework further emphasizes gender equity, disability inclusion, digital competencies, and green skills, ensuring that Tanzania's TVET system remains inclusive and aligned with global standards and the African Union Continental TVET Strategy 2025–2034.

I express my sincere appreciation to all stakeholders, government agencies, TVET institutions, industry partners, development actors, and technical experts, whose contributions shaped this Framework. I trust this Framework will guide TVET institutions across Tanzania as we work together to build Centers of Excellence that meet international standards and strengthen our national workforce.



Dr. Mwajuma I. Lingwanda
EXECUTIVE SECRETARY

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The Tanzania Centers of Excellence (CoE) Framework is the product of a collaborative effort involving numerous institutions, individuals, and development partners committed to advancing the quality and relevance of TVET in Tanzania.

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Special appreciation is extended to the NACTVET Management, and in particular to Dr. Jofrey Oleke and Mr. Frank Kalili, for providing policy direction, coordination, and institutional support. NACTVET's commitment to quality assurance and standards development has been foundational to this work.

We recognize the essential contributions of the 24 TVET institutions that participated in the national baseline assessment. Their willingness to provide institutional data, facilitate site visits, and engage in validation consultations provided the empirical foundation upon which this Framework is built.

Gratitude is extended to the Ministry of Education, Science and Technology for policy oversight and strategic direction, and to development partners whose technical and financial support facilitated the baseline assessment and stakeholder consultations.

We further acknowledge industry partners, employers' organizations, and professional associations representing key economic sectors for ensuring that the Framework remains aligned with Tanzania's industrialization objectives and employment priorities.

The technical design and validation of the Framework was undertaken by a consulting team comprising Dr. Claude Maeda (Team Leader), Prof. Eng. Joseph J. Msambichaka, and Mr. Joseph Nganga, whose expertise in TVET policy, quality assurance, and labour market analysis ensured technical rigor and practical applicability.

This Framework is dedicated to the trainers, institutional leaders, and students within Tanzania's TVET system, whose commitment to excellence will ultimately determine the success of this national quality enhancement initiative.

EXECUTIVE SUMMARY

The Tanzania Centers of Excellence (CoE) Framework provides a structured approach to strengthening the quality, relevance, and competitiveness of Tanzania's TVET system. Developed through a national baseline assessment of 24 institutions, extensive stakeholder consultations, and benchmarking against international frameworks, including the European Training Foundation (ETF) CoVE model. The Framework translates Tanzania's industrialization agenda and Development Vision 2050 into clear pathways to institutional excellence.

The Framework is organized around five weighted dimensions: Teaching and Learning (25%), Strategic Partnerships and Coordination (20%), Sustainable Infrastructure and Technology (20%), Enterprise and Innovation (15%), and Governance and Funding (20%). These are assessed through 29 specific, measurable components, each scored on a 0–100 index scale. A four-tier institutional recognition system including Basic, Foundational, Emerging CoE, and Advanced CoE, provides clear developmental pathways applicable to all institutions regardless of their current performance level.

The national baseline reveals that all 24 assessed institutions currently fall within Tier 2 (Foundational) or Tier 1 (Basic), with a system-wide average CoE Index of 64.7 points, which is 10.3 points below the Tier 3 (Emerging CoE) threshold of 75 points. Twelve institutions (50%) score between 65 and 74 points, placing them within strategic range of CoE designation through targeted, focused interventions. These baseline findings provide the empirical foundation for the Framework's phased implementation roadmap (2026–2029).

The Framework includes a comprehensive Monitoring, Evaluation, and Learning (MEL) system with 29 key performance indicators, annual institutional self-assessments, biennial verification visits, and an online quality management dashboard. Implementation is organized across three phases: Phase 1 (2026–27) pilots the framework with six institutions; Phase 2 (2028) scales to all 24 institutions; and Phase 3 (2029) consolidates sustainability. By 2029, the Framework targets 54–62% of institutions achieving CoE designation, with the first Advanced CoE (Tier 4) emerging by 2028.

The financing strategy is multi-stakeholder, with Government of Tanzania contributing 55–60%, development partners 30–35%, institutions 8–12%, and private sector 2–5%, transitioning toward full national ownership by 2030.

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ACRONYMS AND ABBREVIATIONS

Acronym	Full Form
AU	African Union
CoE	Centers of Excellence
CPD	Continuous Professional Development
DIT	Dar es Salaam Institute of Technology
EAC	East African Community
EASTRI	Eastern Africa Skills for Transformation and Regional Integration
EI	Enterprise and Innovation (CoE Dimension)
ESDP	Education Sector Development Plan
ETF	European Training Foundation
FDC	Folk Development College
FYDP	Five-Year Development Plan
GDP	Gross Domestic Product
GF	Governance and Funding (CoE Dimension)
GIZ	Deutsche Gesellschaft für International Zusammenarbeit
GRB	Gender-Responsive Budgeting
GRP	Gender-Responsive Pedagogy
ICT	Information and Communications Technology
IGA	Income Generating Activity
ILO	International Labor Organization
IT	Infrastructure and Technology (CoE Dimension)
KPI	Key Performance Indicator
MEL	Monitoring, Evaluation, and Learning
MoEST	Ministry of Education, Science and Technology
NACTVET	National Council for Technical and Vocational Education and Training
PC	Strategic Partnerships and Coordination (CoE Dimension)
PPP	Public-Private Partnership
PWD	Persons with Disabilities
RVTSC	Regional Vocational Training and Service Centre
SME	Small and Medium Enterprise
STEM	Science, Technology, Engineering, and Mathematics
TL	Teaching and Learning (CoE Dimension)
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
VTC	Vocational Training Centre
WBL	Work-Based Learning

CHAPTER 1: INTRODUCTION

1.1 Background and Context

The concept of Centers of Excellence in vocational education has developed globally as an approach to strengthening the quality, relevance, and impact of Technical and Vocational Education and Training (TVET). International models particularly those advanced by the European Training Foundation (ETF), emphasize excellence driven by industry relevance, continuous improvement, and strong linkages between training providers, labor markets, and innovation ecosystems. Centers of Excellence serve not just as training institutions but as hubs that strengthen skills development, stimulate innovation, and support national economic transformation. Their effectiveness depends on integrating high-quality training, strong governance, industry partnerships, and responsiveness to emerging skills demands.

African countries including Rwanda, Kenya, Morocco, and Ethiopia have begun adapting Centers of Excellence frameworks to their national contexts, recognizing that excellence benchmarks drive quality improvements more effectively than minimum compliance standards alone.

In Tanzania, the pursuit of vocational excellence aligns with national priorities articulated in key policy documents including the Education Sector Development Plan (ESDP), the National Skills Development Strategy, FYDP III (2021–2026), and Tanzania Development Vision 2050 which emphasize industrialization, job creation, youth employability, and the transition toward a competitive and inclusive economy.

The Tanzania Centers of Excellence (CoE) Framework was developed following a national pilot that applied the ETF CoVE model to assess 24 TVET institutions. While the ETF model provided a rigorous analytical starting point, organized around Teaching and Learning, Partnerships, and Governance, the national assessment revealed the need to expand the framework to reflect Tanzania's unique TVET landscape. Specifically, infrastructure gaps, limited digital readiness, and the national emphasis on entrepreneurship and green economic development necessitated the addition of two further dimensions: Sustainable Infrastructure and Technology, and Enterprise and Innovation. The resulting five-dimensional model provides a comprehensive, context-responsive tool for driving systematic improvement.

1.2 Rationale for a National CoE Framework

Tanzania's rationale for establishing a National Centers of Excellence (CoE) Framework rests on five strategic imperatives:

1.2.1 Transparency and Accountability: Without systematic measurement of TVET quality, students, parents, employers, and policymakers lack reliable information to assess institutional performance. A standardized CoE Index enables transparent comparison, informed decision-making, and informed resource allocation.

1.2.2 Targeted Quality Improvement: Generic capacity-building often fails to address specific institutional gaps. The CoE Framework diagnoses each institution's performance across 29 components, enabling tailored improvement plans that maximize the impact of each investment.

1.2.3 Recognition, Incentivization, and Accreditation: High-performing institutions currently receive no formal recognition for excellence, while underperforming institutions face no structured corrective measures. A tiered CoE designation system creates reputational incentives for continuous improvement, rewards outstanding performance, and provides a structured pathway toward accreditation.

1.2.4 Strategic Resource Allocation: In a resource-constrained environment, the CoE Framework helps government and development partners direct investments where the potential for improvement is greatest, while providing intensive support to those that need it most.

1.2.5 Regional Leadership and International Positioning: By establishing a comprehensive national CoE framework, Tanzania positions itself as a regional leader in TVET quality assurance, with potential to influence EAC standards and attract international partnerships.

1.3 Framework Objectives

1.3.1 Primary Objective

To establish a comprehensive, evidence-based system for defining, measuring, recognizing, and supporting vocational excellence across Tanzania's TVET institutions, thereby elevating the overall quality, relevance, and impact of technical and vocational education and training nationwide.

1.3.2 Specific Objectives

- i. **Define Excellence:** Articulate clear, measurable standards for vocational excellence across five dimensions: Teaching and Learning, Strategic Partnerships and Coordination, Sustainable Infrastructure and Technology, Enterprise and Innovation, and Governance and Funding. through 29 specific components with explicit scoring criteria.
- ii. **Measure Performance:** Implement a CoE Index (0–100 scale) that systematically assesses each institution’s performance against excellence standards, generating transparent and comparable metrics across the TVET system.
- iii. **Support Improvement:** Create differentiated support pathways and intervention strategies based on institutional performance tiers, ensuring all institutions, from Basic to Advanced, have clear roadmaps and appropriate resources for continuous quality enhancement.
- iv. **Enable Accountability:** Establish a Monitoring, Evaluation, and Learning (MEL) system that tracks institutional progress over time, generates evidence for policy refinement, and holds institutions, government, and development partners accountable for excellence commitments.

1.4 Conceptual Foundation: What is a Center of Excellence?

A Center of Excellence (CoE) in TVET is not simply a high-performing institution. It represents a holistic model of vocational education that integrates quality teaching, strong industry partnerships, responsive governance, modern infrastructure, and enterprise development capacity to deliver consistently excellent outcomes. Drawing on the European Training Foundation (ETF) definition, Centers of Excellence:

- i. Deliver high-quality, labour market-relevant training programmes.
- ii. Maintain strong, institutionalized partnerships with employers and industry.
- iii. Demonstrate innovation capacity and adaptability to technological change.
- iv. Operate with transparent governance and diversified, sustainable funding.
- v. Serve as regional hubs for knowledge exchange, applied research, and continuous improvement.
- vi. Actively cultivate entrepreneurship, green skills, and inclusive development.
- vii. The Tanzania CoE Framework applies these characteristics through five dimensions and 29 measurable components, as described in Chapter 3.

1.4.1 Four-Tier Recognition System

The Framework applies a four-tier recognition system to create inclusive pathways while maintaining high standards:

Table 1 Four-Tier Recognition System

Tier	CoE Index Range	Designation	Characteristics
Tier 4	90–100 points	Advanced CoE	World-class excellence; regional/international benchmarking; innovation leadership
Tier 3	75–89 points	Emerging CoE (Official Designation)	Consistent high performance; strong industry partnerships; sustainable operations
Tier 2	50–74 points	Foundational	Solid governance and operations in place; targeted improvements needed toward CoE threshold
Tier 1	<50 points	Basic	Significant capacity gaps; intensive support and structured development plan required

CHAPTER 2: SITUATIONAL ANALYSIS

2.1 Overview

The development of the Tanzania Centers of Excellence (CoE) Framework drew on international best practices, particularly the ETF CoVE Model, while remaining rooted in national priorities and the realities of Tanzania's TVET landscape. The baseline assessment applied three core ETF dimensions (Teaching and Learning, Partnerships and Coordination, and Governance) to 24 TVET institutions. However, baseline findings showed that a broader, context-sensitive framework was needed. Two additional dimensions, Sustainable Infrastructure and Technology, and Enterprise and Innovation, were incorporated to capture the full spectrum of factors influencing excellence in Tanzania's institutional context.

2.2 Baseline Performance

The baseline assessment of 24 TVET institutions reveals a sector with strong structural foundations but significant operational gaps. The system-wide aggregate CoE Index stands at 64.7/100. All institutions fall within Tier 2 (Foundational) except one (Bigwa FDC) in Tier 1 (Basic). No institution currently meets the 75-point threshold for Emerging CoE designation.

Key findings by dimension:

- i. Governance and Funding show the highest performance (range: 64–80%), indicating progress in strategic planning. However, all institutions exhibit significant funding diversification gaps, with excessive dependence on government allocations limiting institutional autonomy.
- ii. Teaching and Learning scores range from 49.8% to 76.8%, reflecting uneven trainer capacity, limited CPD participation (system average: 29.5%), and insufficient integration of career guidance (only 17.7% of students receive structured guidance).
- iii. Strategic Partnerships and Coordination scores range from 31.8% to 76.5%, revealing stark disparities in industry engagement and internship coverage (system average: 11.8% of students completing structured placements).

Table 3 presents full institutional rankings. Performance highlights include:

- i. Top performers: Mwanza RVTSC (73.4), Don Bosco Oysterbay VTC (71.7), and Kigoma RVTSC (71.2): strong governance, moderate digital integration, and established industry partnerships.
- ii. High-potential institutions: Kigamboni FDC, Kihonda RVTSC, and DIT Mwanza: active green initiatives and structured training, requiring improvement in funding diversification and curriculum innovation.
- iii. Lower-tier institutions: Bigwa FDC (46.5), Kibondo FDC (56.1), and Kisarawe FDC

(56.9): persistent challenges in trainer development, governance autonomy, and partnership engagement.

Table 2 CoE Index Rankings: Baseline Assessment of 24 TVET Institutions

S/N	Institution	CoE Index	Teaching & Learning %	Partnerships & Coord. %	Governance & Funding %
1	Mwanza RVTSC	73.4	66.0	76.5	80.2
2	Don Bosco Oysterbay VTC	71.7	61.8	76.5	80.2
3	Kigoma RVTSC	71.2	68.2	66.2	80.2
4	Kigamboni FDC	71.2	76.8	67.5	67.5
5	VETA Kipawa ICT Centre	69.5	67.0	62.0	80.2
6	National Institute of Transport (NIT)	69.5	60.8	74.0	76.5
7	Moshi RVTSC	69.0	68.2	67.8	71.2
8	JEMA Institute of Technology – Mwanza	68.9	67.0	60.0	80.2
9	FETA Nyegezi	68.7	64.8	62.5	80.2
10	VETA Mikumi	68.2	59.5	67.8	80.2
11	DIT Mwanza	67.8	67.0	56.5	80.2
12	Kihonda RVTSC	66.8	57.2	75.0	71.2
13	Nyamidaho VTC	64.8	62.5	61.5	71.2
14	Kasulu DVTC	63.7	63.2	56.0	72.0
15	VETA Njiro	63.3	55.8	56.5	80.2
16	Mto wa Mbu FDC	62.5	59.5	58.8	70.2
17	Sengerema FDC	62.4	57.2	61.2	70.5
18	Western Institute of Technology (WITDC)	60.9	69.5	53.2	57.0
19	ATC – Kikuletwa	60.7	49.8	67.8	68.2
20	Kasulu FDC	60.6	59.5	52.5	70.2
21	Buhigwe DVTC	57.9	61.0	56.2	55.2
22	Kisarawe FDC	56.9	65.5	31.8	70.5
23	Kibondo FDC	56.1	57.2	46.2	64.2
24	Bigwa FDC	46.5	61.2	31.8	41.5

2.3 CoE Readiness and Benchmarking Analysis

Tanzania's TVET system has reached a turning point. Physical infrastructure has been built, governance frameworks are in place, and accreditation coverage is near-universal (95.8%). The key question has shifted from whether the foundation exists to whether Tanzania can now convert that potential into measurable, internationally benchmarked excellence.

Benchmarking against CoE criteria reveals three critical patterns:

- i. Structural strengths: Tanzania's institutions perform well in policy compliance, strategic planning, and basic governance, reflecting sustained investment in TVET regulation and standards.
- ii. Operational gaps: Performance lags significantly in digital integration, gender-responsive pedagogy, green skills, financial diversification, and CPD participation; all are core CoE standards internationally.
- iii. Geographic concentration: 71% of near-threshold institutions are concentrated in two regions (Dar es Salaam and Mwanza), highlighting uneven regional capacity that requires explicit equity considerations in implementation.

With 12 institutions (50%) within 10 points of the CoE threshold, focused interventions in specific areas, including career guidance, CPD, partnership quality, and revenue diversification, can realistically bring a significant number of institutions to CoE designation within 24 months.

CHAPTER 3: THE TANZANIA CENTERS OF EXCELLENCE (CoE) FRAMEWORK

3.1 Overview

The Tanzania Centers of Excellence (CoE) Framework is a comprehensive system for defining, measuring, and recognizing vocational excellence across TVET institutions. It measures excellence through 29 specific, measurable components organized into five weighted dimensions, each with clear scoring rubrics and improvement pathways aligned with both international CoE principles and Tanzania's development context.

3.2 Framework Evolution

The original three-dimension ETF model, covering Teaching and Learning, Partnerships, and Governance: 17 components) provided a strong international starting point. Stakeholder consultations and baseline findings identified two further dimensions that needed explicit coverage in Tanzania's context:

- i. **Sustainable Infrastructure and Technology:** Tanzania's substantial investment in TVET infrastructure modernization workshops, ICT laboratories, and green energy installations requires systematic quality assessment as a standalone excellence dimension.
- ii. **Enterprise and Innovation:** Aligned with Tanzania Development Vision 2050's emphasis on industrialization and job creation, entrepreneurship education, business incubation, and value chain engagement warrant dedicated measurement.

The enhanced five-dimension, 29-component model provides a comprehensive and context-responsive framework for driving sustainable improvements across Tanzania's TVET system.

3.3 Design Principles

Five core principles guide the CoE Framework's design:

- (i) **Measurability:** Each component is assessed through clear indicators, standardized scoring rubrics, and verifiable data sources. Triangulating evidence across surveys, field observation, administrative data, and interviews ensures reliability and comparability.
- i. **Actionability:** The Framework prioritizes components that institutions can meaningfully improve through internal reforms. External systemic factors (e.g., national budget decisions) are intentionally excluded to ensure results translate into feasible institutional improvement plans.
- ii. **Balanced Perspective:** The weighting structure (TL 25%, PC 20%, IT 20%, EI 15%, GF 20%) promotes holistic excellence. Teaching quality leads as the core TVET mission, while the model assigns significant weight to partnerships, infrastructure, enterprise development, and governance.

- iii. **International Alignment with Local Relevance:** The Framework builds on ETF CoE standards while integrating Tanzania-specific priorities: modern infrastructure, entrepreneurship ecosystems, gender-responsive pedagogy, green skills, and support for self-employment, all central to national industrialization and employability agendas.
- iv. **Continuous Improvement Orientation:** The four-tier recognition system reinforces progressive enhancement rather than binary classification. Each tier provides clear milestones, targeted support pathways, and motivation for advancement at all performance levels.

3.4 Framework Dimensions and Components

The CoE Framework’s five dimensions collectively define what high-performing TVET institutions must demonstrate. Table 4 presents the overall dimension structure.

Table 3 Framework Dimensions Overview

Dimension	Weight	No. of Components	Focus Question	Rationale for Weighting
Teaching and Learning (TL)	25%	7	Are students receiving high-quality, relevant, and inclusive training?	Core TVET mission; primary determinant of graduate competence and employability.
Strategic Partnerships and Coordination (PC)	20%	5	Are the institution effectively engaging employers and responding to labour market needs?	Essential for TVET responsiveness, work-based learning, curriculum relevance, and employment pathways.
Sustainable Infrastructure and Technology (IT) — New	20%	4	Does the institution have modern, accessible, and sustainable facilities?	Reflects national investment in infrastructure and the need for industry-standard training environments.
Enterprise and Innovation (EI) — New	15%	5	Is the institution cultivating entrepreneurship, innovation, and job-creation skills?	Addresses youth unemployment; aligns with Vision 2050's shift toward industrialization and SME-led growth.
Governance and Funding (GF)	20%	8	Is the institution well-governed, efficiently managed, and financially sustainable?	Foundation for institutional excellence; supports consistency, compliance, and strategic planning.

Dimension 1: Teaching and Learning (TL) — 25% Weight

Teaching and Learning is the core mission of any TVET institution, encompassing trainer quality, curriculum relevance, student support, and assessment practices. This dimension evaluates whether students receive high-quality, inclusive, and labour market-relevant training that equips them with both occupational and transferable skills. It carries the highest weight in the CoE Index, reflecting that graduate competence and employability are the primary measures of institutional success.

Table 4 Teaching and Learning (TL) Components — 25% Weight

Ref.	Component	Weight (Overall)	Key Indicator / Measure
TL1	Student–Trainer Ratio (course-based)	4%	Average course-based student–trainer ratio (target ≤ 20:1)
TL2	Continuous Professional Development (CPD)	3.5%	% of trainers completing ≥ 40 hours CPD annually
TL3	Gender and Inclusion	3.5%	% of trainers applying gender-responsive pedagogy (GRP), verified through observation, covering disability, age, and marginalized groups
TL4	Curriculum Relevance	3.5%	Frequency of industry participation in curriculum review (target ≥ 1 per year)
TL5	Career Guidance and Placement	3.5%	% of students receiving structured career guidance (target ≥ 70%)
TL6	Breadth of Skills Provision	3.5%	Number of relevant skills provided beyond traditional occupational skills (target > 3, including digital and soft skills)
TL7	Assessment and Certification	3.5%	Number of assessment and certification modalities used (target > 4, including project-based, work-based learning, modular credentials, and RPL)

Dimension 2: Strategic Partnerships and Coordination (PC) — 20% Weight

Strategic Partnerships and Coordination measures how effectively an institution engages employers, industry bodies, and development partners to keep training aligned with labour market needs. Active partnerships enable work-based learning, joint curriculum development, and direct employment pathways for graduates. Institutions with strong, formalized industry relationships consistently produce graduates who are better prepared for the world of work.

Table 5 Strategic Partnerships and Coordination (PC) — 20% Weight

Ref.	Component	Weight (Overall)	Key Indicator / Measure
PC1	Partnership Quality	4%	% of partnerships rated 'Gold tier' based on co-investment, governance, and employment outcomes
PC2	Internship and Apprenticeship Coverage	4%	% of students completing ≥ 4-week structured placements annually
PC3	Green Skills and Sustainability Integration	4%	% of programmes with embedded green content; evidence of sustainable operational practices
PC4	Alumni and Labour Market Tracking	4%	Frequency and coverage of NACT-VET-verified tracer studies (12–18 months post-graduation)
PC5	Partnership Quality Audit Mechanism	4%	Number of active joint curricula, shared resources, governance roles, WBL, and priority placements per year

Dimension 3: Sustainable Infrastructure and Technology (IT) — 20% Weight

Sustainable Infrastructure and Technology assesses whether an institution's workshops, laboratories, digital systems, and facilities meet industry standards and support modern training delivery. This dimension reflects Tanzania's substantial national investment in TVET infrastructure and the imperative to ensure these assets are well-maintained, digitally equipped, environmentally sustainable, and accessible to all learners. Industry-standard facilities are a prerequisite for producing graduates with practical, job-ready competencies.

Table 6 Sustainable Infrastructure and Technology (IT) — 20% Weight

Ref.	Component	Weight (Overall)	Key Indicator / Measure
IT1	Modern and Industry-Aligned Facilities	5%	% of workshops and laboratories meeting national and industry standards
IT2	Digital Infrastructure and Access	5%	Use of blended/e-learning; ICT system uptime and reliability metrics
IT3	Green and Resilient Facilities	5%	% of facilities using renewable energy or resource-efficiency measures
IT4	Regional and Gender Accessibility	5%	Compliance with accessibility standards for persons with disabilities and gender-sensitive facility design

Dimension 4: Enterprise and Innovation (EI) — 15% Weight

Enterprise and Innovation measures the extent to which an institution cultivates entrepreneurial mindsets, supports business start-ups, and connects graduates to productive economic activity beyond formal employment. This dimension responds directly to Tanzania's youth unemployment challenge and the national emphasis on SME-led growth and industrialization under Vision 2050. Institutions that embed entrepreneurship education and business incubation create self-employment pathways alongside salaried employment outcomes.

Table 7 Enterprise and Innovation (EI) — 15% Weight

Ref.	Component	Weight (Overall)	Key Indicator / Measure
EI1	Entrepreneurship Training Integration	3%	% of programmes embedding entrepreneurship education modules
EI2	Business Incubation and Start-Up Support	3%	Number of start-ups supported; 12–24-month enterprise survival rate
EI3	Local Value Chain Engagement	3%	% of graduates and enterprises engaged in value-adding economic activities
EI4	Inclusive Enterprise Development	3%	% of women-led and youth-led enterprises actively supported
EI5	Applied Research and Innovation	3%	Number of applied research projects, prototypes, industry-adopted innovations, and green/digital initiatives

Dimension 5: Governance and Funding (GF) — 20% Weight

Governance and Funding evaluates the quality of institutional leadership, management systems, financial accountability, and funding sustainability. Sound governance ensures that institutions operate efficiently, comply with regulatory requirements, and deploy resources strategically toward quality improvement. Diversifying revenue beyond government grants is essential for long-term institutional resilience, operational autonomy, and the capacity to invest continuously in quality enhancement.

Table 8 Governance and Funding (GF) — 20% Weight

Ref.	Component	Weight (Overall)	Key Indicator / Measure
GF1	Strategic and Operational Planning	2%	Existence and implementation status of current strategic plans
GF2	Institutional Leadership and Decision Quality	3%	Evidence of performance-based and participatory management practices
GF3	Stakeholder Participation and Accountability	3%	Active involvement of staff, students, and industry in institutional governance
GF4	Accreditation and Compliance	2%	NACTVET accreditation status; audit and mandatory curriculum review compliance
GF5	Financial Transparency and Accountability	3%	% of audited financial reports published; corrective action rate on audit findings
GF6	Funding Adequacy and Diversification	3%	% non-government revenue (target $\geq 40\%$); per-student expenditure adequacy
GF7	Gender-Responsive and Inclusive Budgeting	2%	Evidence of gender-responsive budgeting (GRB) in institutional planning and spending
GF8	Decentralization and Institutional Autonomy	2%	Degree of financial and administrative autonomy from central government control

3.5 CoE Index Calculation

The Overall CoE Index is calculated as a weighted aggregation of five-dimension scores:

$$\text{CoE Index} = (\text{TL} \times 0.25) + (\text{PC} \times 0.20) + (\text{IT} \times 0.20) + (\text{EI} \times 0.15) + (\text{GF} \times 0.20)$$

Where: TL = Teaching and Learning score (weighted average of 7 components); PC = Strategic Partnerships and Coordination score (5 components); IT = Sustainable Infrastructure and Technology score (4 components); EI = Enterprise and Innovation score (5 components); GF = Governance and Funding score (8 components).

The formula yields a single score (0–100) reflecting balanced performance across all five dimensions while: prioritizing teaching quality (25%); recognizing infrastructure and partnerships (20% each); maintaining governance rigor (20%); and embedding enterprise development (15%). All five dimensions must be assessed, no single dimension can substitute for weakness in another.

ASSESSMENT INTEGRITY: Data triangulation is mandatory: all component scores must be supported by at least two independent data sources (institutional self-assessment, verification visit, tracer study data, or partner audit). Institutions relying solely on self-reported data without verification will have scores adjusted accordingly.

3.6 Baseline Tier Distribution and Projections (2025–2029)

Table 10 presents the baseline tier classification of the 24 assessed institutions under the current three-dimension framework. A comprehensive re-assessment using the full five-dimension, 29-component framework shall be conducted in Phase 1 to establish updated baselines across all dimensions.

Table 9 Baseline Tier Distribution and Projections (2025–2029)

Tier	CoE Index Range	No. of Institutions	% of System	Characteristics
Tier 4: Advanced CoE	90–100	0	0%	Regional/international leadership — none currently at threshold
Tier 3: Emerging CoE	75–89	0	0%	Official CoE designation — no institutions currently meet threshold
Tier 2 High: Foundational	65–74	12	50%	1–10 points from CoE threshold — highest immediate impact opportunity
Tier 2 Mid: Foundational	50–64	11	46%	Solid foundations; targeted capacity-building needed
Tier 1: Basic	<50	1	4%	Intensive turnaround support required

Table 10 Three-Year CoE Progression Targets (2025–2029)

Tier	2025 Baseline (Actual)	2027 Target (Phase 1)	2028 Target (Phase 2)	2029 Target (Phase 3)
Tier 4: Advanced CoE (90–100)	0 (0%)	0 (0%)	1 (4%)	1–2 (4–8%)
Tier 3: Emerging CoE (75–89)	0 (0%)	6–8 (25–33%)	10–12 (42–50%)	13–15 (54–62%)
Tier 2: Foundational (50–74)	23 (96%)	16–18 (67–75%)	12–13 (50–54%)	8–10 (33–42%)
Tier 1: Basic (<50)	1 (4%)	0 (0%)	0 (0%)	0 (0%)

CHAPTER 4: MONITORING, EVALUATION AND LEARNING (MEL) SYSTEM

4.1 Overview and Architecture

The MEL system is the operational core of the CoE Framework. It converts institutional standards into measurable outcomes through systematic data collection, analysis, and informed decision-making. It operates at three levels, institutional, system-wide, and policy, each with distinct objectives, indicators, and reporting cycles. Data flows upward to inform policy while insights flow downward to guide institutional improvement, creating an ongoing learning cycle.

Five principles guide MEL design: Simplicity, using data that institutions already collect; Actionability, where every indicator links to specific improvement actions; Transparency, with results publicly accessible via a digital dashboard; Timeliness, with reporting aligned to academic and budget calendars; and a Learning Orientation, focused on identifying not just what works but why and under what conditions.

4.2 Key Performance Indicators (29 KPIs)

The MEL system tracks 29 Key Performance Indicators organized across the five framework dimensions. Each KPI must be measurable through verifiable sources, relevant to the CoE dimensions, feasible to collect within institutional capacity, comparable across institutions, and sensitive enough to reflect the effects of interventions within annual reporting cycles.

Table 11 KPI Distribution Across Framework Dimensions

Dimension	Weight	No. of KPIs	Focus Areas
Teaching and Learning	25%	7	Student–trainer ratios; CPD participation; gender and inclusion; curriculum relevance; career guidance; skills breadth; assessment and certification quality
Strategic Partnerships and Coordination	20%	5	Partnership quality ratings; internship coverage; green skills integration; alumni and tracer study frequency; partnership audit outcomes
Sustainable Infrastructure and Technology	20%	4	Industry-aligned facilities %; digital infrastructure access; renewable energy utilization; accessibility equity
Enterprise and Innovation	15%	5	Entrepreneurship training integration %; start-up survival rates; value chain engagement; women/youth enterprise support; applied research output
Governance and Funding	20%	8	Strategic plan implementation; leadership effectiveness; stakeholder participation; accreditation compliance; financial transparency; revenue diversification; GRB application; institutional autonomy

4.3 Data Collection Mechanisms

The MEL system employs eight coordinated data collection mechanisms, combining institutional self-reporting with structured external verification:

- i. **Annual Institutional Self-Assessment:** Institutions complete a standardized Form 1 covering all 29 components annually. The tool includes validation checks and automatically generates preliminary CoE Index scores. Submission deadline: 31 January.
- ii. **Quarterly Progress Dashboards:** Institutions submit quarterly dashboards tracking high-priority indicators across all five dimensions. Submissions via Excel template or web portal on 31 March, 30 June, 30 September, and 31 December. Provides early-warning signals for underperformance.
- iii. **Biennial Graduate Tracer Studies:** Every two years, institutions conduct tracer studies covering graduates 6–12 months post-completion. Measures employment outcomes, earnings, skill relevance, employer satisfaction, and enterprise

performance. Minimum response rate: 60%. NACTVET provides standardized tools and hosts the national database.

- iv. **Annual Student and Employer Feedback Surveys:** Digitally collected annually. Student surveys target $\geq 30\%$ of enrolled population. Employer surveys target organizations employing graduates. Five-point Likert scale with qualitative follow-up questions.
- v. **Biennial Partnership Quality Audits:** Assess partnership depth, quality, and value-add using the standardized Partnership Audit Tool. Partnerships classified into gold, silver, or bronze tiers based on co-investment, curriculum engagement, and employment outcomes.
- vi. **Biennial Infrastructure and Facility Assessments:** NACTVET-led assessments evaluate modernization, digital readiness, environmental sustainability, and accessibility. Uses standardized checklists, equipment inventories, and utility consumption data.
- vii. **Annual Enterprise and Innovation Tracking:** Institutions document entrepreneurship activities: curriculum integration, incubation centre performance, start-up survival rates, employment generated, and value chain participation. Data from institutional records, incubation databases, and partner documentation.
- viii. **Annual Verification Visits:** NACTVET conducts stratified random visits to 30% of institutions annually (full system coverage on a three-year rotation). Teams of 3–4 personnel undertake 2–3-day visits using standardized checklists covering all five dimensions. Discrepancies exceeding 10% trigger CoE Index score adjustments.

4.4 Reporting and Accountability

4.4.1 Institutional Level

- i. **Quarterly Self-Assessment:** Institutions use the standardized CoE Index Excel tool to self-assess across all five dimensions. Results shared with institutional management, QA units, trainers, student councils, and enterprise coordinators.
- ii. **Annual CoE Index Certification:** NACTVET validates self-assessments using verification visits, tracer data, partnership audits, and external records. Official CoE Index scores and performance certificates are issued annually and published on the national dashboard. Institutions achieving Emerging CoE designation (≥ 75 points) receive formal recognition and preferential access to capacity-building funds.
- iii. **Improvement Action Plans:** Institutions scoring below 75 points submit annual Improvement Action Plans by 31 March, specifying corrective actions, timelines, and responsibilities. NACTVET provides targeted technical support. Institutions showing persistent decline over three consecutive years receive intensive structured mentoring.

4.4.2 System Level

- i. **National Annual Report:** NACTVET publishes a national TVET quality report each year, aggregating institutional performance data, analysing system-wide trends, and identifying priority investment areas.
- ii. **Annual Learning Forum:** NACTVET convenes a two-day national forum each November, disseminating performance findings, facilitating thematic dialogues, showcasing innovations, and hosting a national CoE recognition ceremony.
- iii. **Framework Revision Cycles:** Comprehensive framework reviews every three years (2028, 2031, 2034), assessing indicator performance, benchmarking against regional and international frameworks, and updating components, weights, and recognition standards.

4.5 Learning and Continuous Improvement

The MEL system is explicitly learning-oriented, ensuring data drives action rather than compliance. Key mechanisms:

- i. **Peer Learning Networks:** High-performing institutions (Tier 3–4) host biannual two-day exchanges for near-threshold institutions (Tier 2 High, 65–74 points), focusing on practical exposure across all five dimensions.
- ii. **Communities of Practice (CoPs):** Five dimension-specific CoPs convene quarterly, one per dimension, comprising 15–25 practitioners each. CoPs share innovations, co-develop tools, and generate guidance notes accessible system-wide.
- iii. **Innovation Fund:** NACTVET manages a competitive fund supporting 10–15 institutional pilots annually, targeting innovative solutions for persistent performance gaps. Institutional co-investment (minimum 20%) is required. Successful models are scaled system-wide.
- iv. **Research–Practice Partnerships:** NACTVET collaborates with universities on analytical studies and impact evaluations, disseminated as policy briefs, academic publications, and practitioner summaries.

4.6 Operational and Resource Requirements

4.6.1 Institutional Requirements

- i. **MEL Focal Points:** Each institution designates a full-time MEL Focal Point (QA Officer or dedicated staff for enrolments > 1,500). NACTVET provides annual training on indicator definitions, data processes, dashboard systems, and quality assurance.
- ii. **Digital Data Systems:** Phase 1 uses validated Excel templates with automated calculations. Phase 2 transitions to a web-based platform integrated with NACTVET MIS.

4.6.2 NACTVET Requirements

- i. **MEL Unit:** A dedicated MEL Unit within the Quality Assurance Directorate, staffed with quantitative and qualitative analysis specialists, oversees national data aggregation, dashboard management, verification coordination, and annual reporting.
- ii. **Dashboard Platform:** An interactive dashboard procured within 18–24 months, capable of real-time analytics, benchmarking, and public reporting, with both public and administrative interfaces.
- iii. **Verification Operations:** NACTVET allocates adequate resources annually for verification visits (30% of institutions) by teams of 3–4 personnel for 2–3-day visits.

4.6.3 Financing

MEL implementation is financed through: Government budget allocations for core operations and staffing; development partner co-financing for dashboard development, training, and innovation pilots; institutional cost-sharing for personnel and reporting systems; and private sector partnerships for technology and enterprise tracking.

CHAPTER 5: IMPLEMENTATION ROADMAP

5.1 Overview and Philosophy

The three-phase implementation roadmap (2026–2029) sets out practical steps to deliver the CoE Framework, while remaining realistic about Tanzania’s resource context. It is anchored in a key baseline finding: while no institution currently meets the 75-point CoE threshold, 12 institutions (50%) score between 65 and 74 points, within strategic range through focused interventions targeting 2–3 underperforming components per institution. This concentration of near-threshold institutions offers a real opportunity for rapid improvement.

Five principles guide implementation:

- i. **Start Small, Learn Fast:** Phase 1 validates the framework through 6 carefully selected pilot institutions representing diverse types, sizes, regions, and performance levels. This generates early evidence of effectiveness and identifies implementation challenges before full-scale rollout.
- ii. **Build Ownership Through Participation:** Institutions function as active co-designers of improvement strategies, developing contextualized action plans for their specific gaps, creating sustainable improvement culture beyond external support.
- iii. **Sequence Interventions Strategically:** Practical early interventions, such as career guidance, CPD, partnership upgrades, and digital integration, are prioritised in Phase 1. More complex structural reforms follow in later phases, once early gains have built confidence and momentum.
- iv. **Embed in Existing Systems:** Framework implementation integrates with NACTVET’s annual accreditation cycles, institutional strategic planning periods, and existing quality assurance inspection schedules, avoiding the need to create parallel systems.
- v. **Maintain Adaptive Flexibility:** Annual learning forums analyse implementation data, identify successful strategies for replication, and adjust targets based on actual progress. The roadmap provides direction while remaining responsive to evidence.

5.2 Implementation Phases

Table 12 Implementation Phases Overview

Component	Phase 1: Launch & Pilot (2026–27)	Phase 2: Scale-Up (2028)	Phase 3: Consolidation (2029)
Strategic Focus	Proving rapid transformation is possible	Achieving system-wide momentum	Embedding excellence as the new normal
Target Coverage	6 pilot institutions (2 from each Tier)	All 24 institutions	All 24 institutions (2–3 pursuing Tier 4)
CoE Designation Target	5–6 institutions (pilot validation)	10–12 institutions	13–15 institutions
System CoE Index Target	Pilots: ≥ 75 (Baseline: 64.7)	System: 72–75 points	System: 78–82 points
Resource Allocation	19% of 3-year budget (Foundation Phase)	43% of 3-year budget (Peak Investment)	38% of 3-year budget (Sustainability Transition)
Key Activities	MEL Unit established; 6 pilots assessed; quick-win interventions; framework validation	System-wide rollout; web dashboard launched; Regional Learning Networks; PBF pilot	Policy integration; MEL sustainability; first Tier 4 designation; performance-based funding

REFERENCE: See Annex A for detailed phase-by-phase implementation activities and milestones.

5.3 Resource Requirements and Financing Strategy

The three-year implementation roadmap requires investment equivalent to approximately 2–3% of Tanzania’s annual TVET sector budget. Investment distributes across: direct institutional interventions (40%); MEL system development (25%); NACTVET capacity and operations (20%); policy development and sustainability (10%); and contingency and adaptation (5%).

5.4 Multi-Stakeholder Financing

- i. **Government of Tanzania (Target: 55–60% of total resources):** Primary funder, reflecting national ownership and long-term commitment. Contributions include: MEL Unit staffing; CPD system funding; career counselor salaries; policy reform costs; and performance-based funding implementation. Delivered through the Medium-Term Expenditure Framework and a dedicated TVET Quality budget line.
- ii. **Development Partners (Target: 30–35% (declining over phases)):** Follow a phase-down trajectory: 40–45% in Phase 1 → 30–35% in Phase 2 → 20–25% in Phase 3 → catalytic support of around 2% post-2029. Focused on dashboard development, training rollouts, capacity-building, and innovation pilots.
- iii. **Institutional Co-Investment (Target: 8–12% of total resources):** MEL Focal Point positions, revenue generation investments, partnership cultivation, and self-assessment operations. Differentiated by institutional resource capacity: well-resourced (15–20%), moderate (8–12%), resource-constrained (3–5%).
- iv. **Private Sector (Target: 2–5% of total resources):** Technology partnerships, curriculum investment, infrastructure sustainability (renewable energy), and entrepreneurship ecosystem development. Mobilized through CSR partnerships, PPPs, and annual Partnership Excellence Awards.

5.5 Financing Sustainability Pathway

The strategy is designed to achieve full national ownership by 2030 through progressive transitions:

- i. Phase 1 (2026–27): Government 50% | Development Partners 40% | Institutions 5% | Private Sector 5%
- ii. Phase 2 (2028): Government 55% | Development Partners 33% | Institutions 10% | Private Sector 2%
- iii. Phase 3 (2029): Government 62% | Development Partners 25% | Institutions 10% | Private Sector 3%
- iv. Post-2029 Target: Government 75% | Institutions 18% | Private Sector 5% | Development Partners 2% (catalytic)

5.6 Risk Management

Framework implementation faces five categories of risk, each with proactive mitigation strategies:

Table 13 Risk Categories, Key Risks, and Mitigation Strategies

Risk Category	Key Risks	Mitigation Strategies
Institutional Capacity	Technical MEL gaps; leadership turnover disrupting continuity; poor data quality	Front-load capacity building; establish documented systems with multiple focal points; embed framework in institutional culture, not individuals; provide differentiated support by performance level
Resource and Funding	Government budget constraints limiting scale; development partner priority shifts	Phase interventions across 3 years; prioritize high-impact, low-cost Quick Wins; diversify funding sources; demonstrate early results to sustain political will; integrate into existing systems
Data Quality and Credibility	Inflation of self-reported data; insufficient NACTVET MEL capacity	Annual verification visits to 30–40% of institutions; multi-source triangulation; penalties for falsification including designation revocation; transparent methodology; recruit qualified MEL staff
Political Economy and Resistance	Institutional leader resistance; government bureaucratic inertia	Positive framing as support, not compliance; high-level political sponsorship; Phase 1 successes demonstrating achievability; evidence-informed advocacy; legislative codification
External Shocks	Economic downturns; pandemic/disaster disruption	Efficiency maximization; essential functions prioritization; contingency reserves (9–10% of budget); digital systems enabling remote operations; multi-source financing reducing single-source vulnerability

5.7 Monitoring Implementation Progress

Roadmap implementation is monitored through quarterly dashboards tracking: institutional participation metrics (% submitting dashboards on time; % with functional MEL Focal Points); intervention rollout metrics (career counselor recruitment; CPD delivery; partnership upgrades); MEL system functionality (dashboard uptime; data quality scores); and financial tracking (budget execution rates; co-financing achievement).

Annual implementation reviews each December assess institutional progress, intervention effectiveness, MEL system quality, stakeholder feedback, budget execution, and risk. Review outputs inform subsequent year work plans, framework adjustments, and stakeholder communications. Beyond formal review cycles, the implementation approach stays flexible and responsive to new opportunities, challenges, and lessons as they emerge.

CHAPTER 6: PATHWAYS TO EXCELLENCE

6.1 The Transformation Imperative

Tanzania's TVET system has built solid structural foundations: 95.8% NACTVET accreditation, comprehensive policy frameworks, and broad geographic access. However, the baseline CoE Index of 64.7 points points to a persistent quality gap: structural investment has not yet translated into operational excellence. The Framework addresses this through four practical approaches:

Definitional Clarity: 29 measurable components across five dimensions provide transparent roadmaps from current baselines to excellence targets, eliminating ambiguity about what vocational excellence requires.

Diagnostic Precision: The CoE Index enables granular performance assessment, allowing institutions to identify specific improvement priorities, such as career guidance, trainer development, partnership quality, or revenue diversification, rather than confronting generic quality deficits.

Differentiated Recognition: The four-tier system ensures all institutions occupy meaningful positions within the quality continuum, emphasizing continuous improvement while avoiding stigmatization.

Implementation Support: The Framework incorporates technical assistance, MEL focal point capacity-building, partnership facilitation, and peer learning platforms, turning it into a practical quality improvement tool rather than just an assessment instrument.

With 12 institutions within 10 points of the CoE threshold, strategic interventions in six areas, including career guidance expansion, CPD normalisation, partnership deepening, gender-responsive pedagogy, revenue diversification, and improved trainer deployment, can realistically elevate system performance by 10–15 points within 24–36 months.

6.2 Anticipated Outcomes and Impact Projections

Full implementation of the four-year roadmap is projected to deliver measurable transformation across five domains:

Table 14 Anticipated Outcomes and Impact Projections by Domain (2029 Targets)

Domain	Key Outcome Indicator	2029 Target
System-Level Excellence	System-wide CoE Index	80–82 points (from 64.7 baseline)
System-Level Excellence	CoE-designated institutions	54–62% of all institutions
System-Level Excellence	Urban–rural performance gap	Narrowed from 12.9 to ≤ 5 percentage points
Teaching Quality	CPD participation rate	75% (from 29.5% baseline)
Teaching Quality	Career guidance coverage	60% of students (from 17.7%)
Teaching Quality	Technology integration	80% of instruction
Gender Equity	Female enrolment	45% (from 38.7%)
Gender Equity	Women in leadership	35% (from 28%)
Gender Equity	GRP implementation	95% of institutions
Industry Engagement	Gold-tier partnerships	35% of all partnerships (from 15%)
Industry Engagement	Structured internship coverage	85% of students (from 11.8%)
Industry Engagement	Graduate employment within 12 months	80%
Financial Sustainability	Non-government revenue share	15–20% of institutional budgets (from 5%)
Financial Sustainability	Institutions with current strategic plans	100%

6.3 Critical Success Factors

Achieving projected outcomes depends on sustained commitment across five interconnected factors:

6.3.1 High-Level Political Commitment: Cabinet-level endorsement must lead to concrete policy reforms: mandatory CPD directives; performance-based funding authorization; regulatory streamlining for revenue generation; and multi-year budget allocations.

Critical Indicator: Dedicated CoE Framework budget line in the FY2026/27 national budget.

6.3.2 Institutional Ownership: TVET institutions need to embrace the Framework as a tool for improvement, not a compliance burden. This calls for leadership commitment and a shift toward evidence-informed management.

Critical Indicator: > 80% of institutions voluntarily submitting quarterly dashboard updates beyond minimum requirements.

6.3.3 Data-Driven Decision-Making: The MEL system must work as the Framework's operational engine. Institutions and policymakers need to use CoE Index data consistently to identify priorities and direct resources.

Critical Indicator: Demonstrable evidence of MEL findings directly influencing institutional improvement plans and NACTVET resource allocation decisions.

6.3.4 Coordinated Multi-Stakeholder Action: Excellence requires genuine partnership among government agencies, TVET institutions, industry, development partners, and civil society. Coordination must go beyond meetings to produce substantive, practical results.

Critical Indicator: Development partner programmes explicitly adopting the CoE Index as a common results measurement framework.

6.3.5 Incentives and Accountability Culture: Performance-based funding, public recognition, peer accountability, and a culture of continuous improvement are all essential for keeping stakeholders engaged over time.

Critical Indicator: Performance-based funding allocations linked to CoE Index results, operational from Phase 2 onward.

ANNEX

ANNEX A: DETAILED IMPLEMENTATION PHASES OVERVIEW

Table 15 Detailed Implementation Phases Overview

Component	Phase 1: Launch & Pilot (2026–27)	Phase 2: Scale-Up (2028)	Phase 3: Consolidation (2029)
Strategic Focus	Proving rapid transformation is possible	Achieving system-wide momentum	Embedding excellence as the new normal
Target Coverage	6 pilot institutions (at least 2 privates, from each existing Tier)	All 24 institutions (6 pilots + 18 new)	All 24 institutions (mature implementation; 2–3 pursuing Tier 4)
CoE Designation Target	5–6 institutions (pilot validation)	10–12 institutions	13–15 institutions
System CoE Index	Pilots: ≥ 75 points (Baseline: 64.7)	System: 72–75 points	System: 78–82 points (+13–17 from baseline)
Resource Allocation	19% of 3-year budget (Foundation Phase)	43% of 3-year budget (Peak Investment)	38% of 3-year budget (Sustainability Transition)
MEL System	MEL Unit established; Excel-based tools deployed	Web dashboard launched; system-wide data integration	Full MIS integration; self-sustaining MEL operations
Institutional Support	Intensive piloting; rapid feedback loops; Quick-Win interventions	Regional Learning Networks; peer mentoring; Communities of Practice active	Performance-based funding; reduced external TA; self-directed improvement
Policy Integration	Framework validated; NACTVET Board endorsement	PBF pilot linked to CoE Index results	Full policy integration; legislative codification; regional partnerships
Key Milestones	<ul style="list-style-type: none"> • MEL Focal Points trained at all institutions • 5–6 pilot designations achieved • Dashboard prototype operational 	<ul style="list-style-type: none"> • All 24 institutions re-assessed on full 5-dimension framework • 10–12 designations; first Regional CoE Network active 	<ul style="list-style-type: none"> • First Advanced CoE (Tier 4) designated • Framework fully embedded in NACTVET accreditation cycle • Tanzania recognized as regional CoE leader

ANNEX B: REFERENCES AND BIBLIOGRAPHY

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NACTVET | TANZANIA CoE FRAMEWORK

QUARTERLY MEL DASHBOARD — REPORTING TEMPLATE

Submission: 31 Mar | 30 Jun | 30 Sep | 31 Dec | All 29 KPIs | Early-Warning System

PURPOSE: This Quarterly MEL Dashboard provides NACTVET with early-warning signals for underperformance across all five CoE dimensions. Benchmarked against the ETF CoVE Quality Cycle’s requirement for continuous monitoring (not just annual assessment), this template enables institutions to track progress against quarterly milestones, flag emerging challenges, and request targeted support before performance deteriorates. Complete all 29 KPI indicators. RAG (Red-Amber-Green) traffic light coding is mandatory.

SECTION 1: INSTITUTIONAL AND REPORTING DETAILS

Table 16 Institutional and Reporting Details

Institution Name		Report Period	Q1 <input type="checkbox"/> Q2 <input type="checkbox"/> Q3 <input type="checkbox"/> Q4 <input type="checkbox"/> Year: _____
MEL Focal Point		Submission Date	
Current CoE Tier	Tier: _____ Index: _____ _____ / 100	CoE Designation Target	Tier: _____ Index: _____ / 100

SECTION 2: RAG STATUS GUIDE

Table 17 RAG Status Guide for Performance Monitoring

Status	Code	Meaning	Required Action
ON TRACK	G	Progress at or above quarterly milestone; evidence available	Continue; document good practice
AT RISK	A	Lagging 10–25% behind milestone; corrective action needed within 30 days	Submit corrective action note to NACTVET
OFF TRACK	R	Lagging >25% behind milestone; systemic issue; NACTVET support required	Request NACTVET support; revise IAP within 14 days

DIMENSION 1: TEACHING AND LEARNING (TL — 25%)

Table 18 Teaching and Learning (TL — 25%) — KPI Tracker

KPI Ref.	KPI Name	Unit	Annual Target	Current Value	RAG	Evidence Source	Comments / Actions
TL1	Student–Trainer Ratio	Ratio (x:1)	≤20:1		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
TL2	CPD Participation Rate	% trainers ≥40hrs	≥60%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
TL3	Gender-Responsive Pedagogy	% trainers applying GRP	≥60%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
TL4	Curriculum Industry Review	Reviews per year	≥1 co-review		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
TL5	Career Guidance Coverage	% students	≥70%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
TL6	Skills Breadth (non-occupational)	Number of skill areas	>3 areas		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
TL7	Assessment Modalities	Number of modalities	>4		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		

DIMENSION 2: STRATEGIC PARTNERSHIPS & COORDINATION (PC — 20%)

Table 19 Strategic Partnerships & Coordination (PC — 20%) — KPI Tracker

KPI Ref.	KPI Name	Unit	Annual Target	Current Value	RAG	Evidence Source	Comments / Actions
PC1	Gold-Tier Partnership Rate	% of partnerships	≥25% Gold		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
PC2	WBL / Internship Coverage	% students ≥4 weeks	≥50%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
PC3	Green Skills Programme Coverage	% programmes	≥40%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
PC4	Graduate Tracer Study	% response rate	≥60%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
PC5	Partnership Audit Score	Average audit score	≥12 / 20		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		

DIMENSION 3: SUSTAINABLE INFRASTRUCTURE & TECHNOLOGY (IT — 20%)

Table 20 Sustainable Infrastructure & Technology (IT — 20%) — KPI Tracker

KPI Ref.	KPI Name	Unit	Annual Target	Current Value	RAG	Evidence Source	Comments / Actions
IT1	Facilities Meeting Standards	% facilities	≥70%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
IT2	Digital/ Blended Learning Use	% instruction	≥50%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
IT3	Renewable Energy Use	% energy from renewables	≥30%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
IT4	PWD Accessibility Compliance	% facilities compliant	≥60%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		

DIMENSION 4: ENTERPRISE AND INNOVATION (EI — 15%)

Table 21 Enterprise and Innovation (EI — 15%) — KPI Tracker

KPI Ref.	KPI Name	Unit	Annual Target	Current Value	RAG	Evidence Source	Comments / Actions
EI1	Entrepreneurship Training Coverage	% programmes	≥50%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
EI2	Start-Up Survival Rate (24-month)	% survival	≥40%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
EI3	Value Chain Engagement	% graduates engaged	≥25%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
EI4	Women/Youth Enterprise Support	% beneficiaries	≥50%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
EI5	Applied Research Projects	Number	≥2/year		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		

DIMENSION 5: GOVERNANCE AND FUNDING (GF — 20%)

Table 22 Governance and Funding (GF — 20%) — KPI Tracker

KPI Ref.	KPI Name	Unit	Annual Target	Current Value	RAG	Evidence Source	Comments / Actions
GF1	Strategic Plan Implementation	% milestones met	≥75%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF2	Leadership Effectiveness	Staff satisfaction score	≥70/100		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF3	Stakeholder Participation	Meetings / year	≥3 board meetings		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF4	Accreditation Compliance	% requirements met	100%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF5	Financial Audit Compliance	% corrective actions resolved	≥90%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF6	Non-Government Revenue Share	% of total revenue	≥20%		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF7	GRB Implementation	Evidence level (1–4)	Level 3+		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		
GF8	Institutional Autonomy Score	Score (1–4)	Level 3+		G <input type="checkbox"/> A <input type="checkbox"/> R <input type="checkbox"/>		

SECTION 3: SYSTEM-LEVEL OUTCOME TRACKING (2026–2029)

Track progress against the Framework’s 2029 impact projections (Chapter 6). Compare quarterly actuals with annual trajectory benchmarks. Flag any indicator more than 15% behind trajectory for escalation.

Table 23 System-Level Outcome Tracking (2026–2029)

Outcome Indicator	Unit	2025 Baseline	2027 Target	2028 Target	2029 Target	Current Value
System-wide CoE Index	Points	64.7 (baseline)	68%	72–75%	80–82%	
Institutions with CoE Designation (Tier 3+)	%	0%	25–33%	42–50%	54–62%	
CPD Participation Rate (system average)	%	29.5%	45%	60%	75%	
Career Guidance Coverage (system average)	%	17.7%	35%	50%	60%	
Structured Internship Coverage (system average)	%	11.8%	35%	60%	85%	
Gold-Tier Partnerships (system average)	%	15%	20%	28%	35%	
Non-Government Revenue Share (average)	%	5%	10%	13%	20%	
Female Enrolment (system average)	%	38.7%	40%	42%	45%	
Women in Leadership (system average)	%	28%	30%	33%	35%	

SECTION 4: EARLY WARNING FLAGS

Table 24 Early Warning Flags

KPI / Area	Issue Identified	Risk Level	Proposed Action	Support Requested
		H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No
		H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No
		H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No
		H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No
		H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No
		H <input type="checkbox"/> M <input type="checkbox"/> L <input type="checkbox"/>		<input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION 5: CERTIFICATION

I certify that the data in this quarterly dashboard is accurate and supported by institutional records available for inspection.

Table 25 CoE Certification Levels and Requirements

Role	Name	Signature	Date
MEL Focal Point			
Principal / Head of Institution			

Executive Secretary | NACTVET Headquarters|
P.O.Box 387, Dodoma | info@nactvet.go.tz |
www.nactvet.go.tz