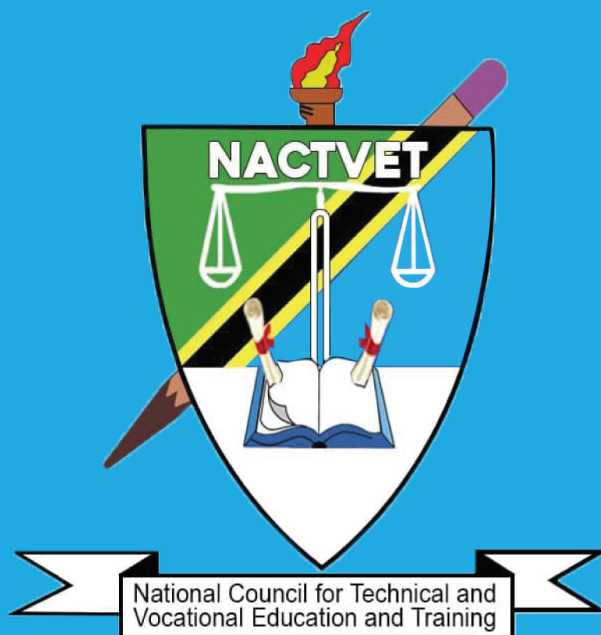


**THE NATIONAL COUNCIL FOR TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING**



**GUIDELINES FOR NATIONAL VOCATIONAL
AWARD CERTIFICATION TO GRADUATES OF
SECONDARY SCHOOLS**

AUGUST, 2025

PREFACE

This guidelines document has been developed in response to the implementation of the Education and Training Policy 2014, 2023 edition, which recognizes the dual training system featuring both general and vocational streams in secondary schools. The introduction of vocational education at the secondary school level represents a strategic national commitment to equip young people with practical, work-ready skills that are aligned with the evolving needs of the labour market and national development priorities, as stipulated in the National Vision 2050.

One key aspect of vocational education is the need for an appropriate mode of assessment and certification that aligns with its objective of developing competent human capital. Therefore, it is essential to establish clear guidelines that provide mechanisms for recognizing and validating acquired competencies, thereby supporting students in pursuing further education or employment opportunities.

This guidelines document has been developed by the National Council for Technical and Vocational Education and Training (NACTVET) through a collaborative process involving the Ministry of Education, Science and Technology (MoEST); the Vocational Education and Training Authority (VETA); the National Examinations Council of Tanzania (NECTA), and other stakeholders.

Pursuant to Section 11 of the National Council for Technical and Vocational Education and Training Act, Cap. 129 R.E. 2023, NACTVET is empowered to approve curricula, examinations, and awards for autonomous non-university institutions, as well as to conduct and set examinations for non-autonomous institutions within both the public and private sectors. Furthermore, the NACTVET is mandated to confer certificates, diplomas, degrees, and other related awards to students who have either completed all components of an approved course or have, based on prior measurable learning experiences, met certain course requirements or passed the remaining elements. In line with this statutory mandate, these guidelines provide for the certification of secondary school graduates in accordance with national and international competency standards. The certification framework is structured to align with the Tanzania Qualifications Framework (TQF) and to integrate coherently within the broader TVET system in Tanzania.

These guidelines reflect Tanzania's commitment to Competence-Based Education and Training (CBET) and underscore the importance of quality, equity, and relevance in skills development. They offer a structured pathway for graduates of secondary schools in the vocational stream to obtain NVA certification at Levels 1, 2, or 3, depending on their demonstrated skills and assessment outcomes. This certification not only opens the door to further technical and vocational training at higher levels but also supports direct entry into gainful employment or entrepreneurship in skilled trades and professions.

Finally, given the rapid changes in curriculum driven by evolving technologies and shifting labour market demands, these guidelines will require periodic review to remain relevant and effective.



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EXECUTIVE SUMMARY

The Government of Tanzania, through education sector reforms, has introduced the vocational stream within the secondary school curriculum to equip students with practical skills and competencies relevant to the country's socio-economic needs. This initiative reflects Tanzania's strategic goal of building innovators, entrepreneurs, and a skilled workforce for sustainable development. This requires a formal mechanism to certify their competencies upon graduation, thereby recognizing them by the relevant industry, employers, and providing opportunities for progression to higher education.

This guidelines document describes a structured certification framework designed to assess and formally recognize the skills acquired by graduates of the vocational stream in secondary schools. The framework aligns with the Competence-Based Education and Training (CBET) approach, enabling students to be certified at NVA Levels 1, 2, or 3, depending on their demonstrated competencies. Certification will be based on a combination of continuous school-based assessments, project work, and national summative examinations. The assessment in all aspects shall ensure hands-on skills that demonstrate the achievement of the respective competences. The process will be regulated by NACTVET in collaboration with NECTA.

This system provides multiple benefits. It ensures that graduates of the vocational stream receive recognition comparable to their peers in vocational training institutions. It also facilitates entry into higher levels of TVET under the Tanzania Qualifications Framework (TQF), including access to NTA Level 4 and beyond. Further, it enables direct integration into the relevant sector as entrepreneurs or employees. Furthermore, the standardization of the certification of vocational competencies acquired at the secondary school level enhances equity and inclusivity.

Ultimately, this guidelines document serves as a critical tool for the implementation and quality assurance of the NVA certification. It outlines clear institutional roles, defines assessment modalities, and establishes benchmarks aligned with regional and international best practices, including the East African Qualifications Framework for Higher Education (EAQFHE) and the African Continental Qualifications Framework (ACQF). These standards reaffirm Tanzania's commitment to developing a robust and inclusive technical and vocational education and training (TVET) system that is responsive to both national and global labour market demands.

DEFINITION OF KEY TERMS

Vocational Stream: A vocational secondary education track that focuses on equipping students with hands-on technical skills alongside academic subjects.

Competence-Based Education and Training (CBET): A learning and assessment approach centered on the development and demonstration of practical, measurable skills and competences.

National Vocational Award (NVA): A national certification issued by NACTVET that recognizes levels of occupational competence in specific trades or professions.

Assessment Centre: An accredited institution or secondary school with a vocational stream authorized to conduct formal competency-based assessments.

Continuous Assessment (CA): A school-based, formal evaluation process conducted throughout the learning period, including midterms and terminal examinations, projects, and practical tasks.

Summative Assessment: National-level examinations conducted by NECTA to determine students' overall competency and readiness for certification.

Portfolio: A documented collection of a student's work that evidences skill acquisition and performance, used as part of assessment and verification for certification.

Supportive subjects: Are the subjects that are taught together with the Core subjects that support core subjects to instil employable skills to students

Core Subjects: These are the subjects that aim to inculcate competencies or skills required by the labour market.

TVET Institutions: Are the registered Centres where vocational education and training that focus on hands-on skills is provided to learners

Vocational Subjects: Are the courses designed to impart specific skills and knowledge to students, they emphasize practical training and hands-on experience.

LIST OF ABBREVIATIONS

Abbreviation Full Meaning

ACQF	African Continental Qualifications Framework
CA	Continuous Assessment
CBET	Competence-Based Education and Training
CSEE	Certificate of Secondary Education Examination
DIT	Directorate of Industrial Training (Uganda)
EAQFHE	East African Qualifications Framework for Higher Education
EMIS	Education Management Information System
EQF	European Qualifications Framework
FTNA	Form Two National Assessment
KNQF	Kenya National Qualifications Framework
MEL	Monitoring, Evaluation, and Learning
MoEST	Ministry of Education, Science and Technology
NACTVET	National Council for Technical and Vocational Education and Training
NECTA	National Examinations Council of Tanzania
NVA	National Vocational Award
RTQF	Rwanda TVET Qualifications Framework
SQA	School Quality Assurance
TVET	Technical and Vocational Education and Training
UVQF	Uganda Vocational Qualifications Framework
VETA	Vocational Education and Training Authority
VTC	Vocational Training Centre

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1.0 INTRODUCTION

The Government of Tanzania has undertaken significant reforms in the education sector by restructuring secondary education into two distinct streams: the General Secondary Education Stream and the Vocational Secondary Education Stream. The National Council for Technical and Vocational Education and Training (NACTVET) is mandated to ensure the quality, relevance, and standards of training delivered by Technical and Vocational Education and Training (TVET) institutions, including those under the Vocational Secondary Education Stream.

The vocational stream is designed to equip Ordinary-level secondary school students with practical (hands-on) skills and competencies that enable them to be productive and self-reliant immediately after completing their secondary school education. These skills are also critical for contributing to the socio-economic development of the country.

However, while students in both the general and vocational streams receive academic qualifications in the form of Certificate of Secondary Education Examination (CSEE), students graduating from the vocational stream may face challenges in the recognition of the competencies they have acquired. This lack of formal recognition limits their opportunities for gainful entrepreneurship, employment, and progression to higher levels of vocational and technical education. To bridge this gap, there is a pressing need for a competence-based certification framework that validates and formally recognizes the vocational skills acquired during secondary education.

The National Council for Technical and Vocational Education and Training (NACTVET) is mandated to oversee the quality, relevance, and standards of training provided by technical and vocational education and training (TVET) institutions in Tanzania. Therefore, NACTVET has developed this guidelines document to introduce the National Vocational Award (NVA) Certificate Framework for vocational secondary school graduates. The certification will serve to distinguish vocational graduates from their general stream counterparts and facilitate their transition into formal TVET pathways or direct entry into the labour market.

1.1 Background

In Tanzania, the integration of vocational education within the secondary school curriculum marks a strategic effort by the government to equip students with practical

skills and competencies. This initiative being implemented through vocational wing within secondary schools, enabling students to undertake vocational subjects alongside general secondary education. This approach significantly enhances access to vocational training at an earlier stage, it is therefore crucial to have a formal certification system for the competencies students acquire in vocational secondary education. A structured certification mechanism will empower the students and ensure their skills are recognized and valued.

Currently, the National Vocational Awards (NVA) Levels 1 to 3 are administered through accredited vocational training centres based on the Competence-Based Education and Training (CBET) model. These awards are governed by established standards, assessment regulations, and procedures.

However, vocational training offered in secondary schools is not aligned with the existing direct NVA certification. This misalignment stems from instruments governing secondary education, where advancement from one level to the next is automatic. This approach is different from the qualifications outlined in the TVET framework.

Therefore, these guidelines provide a structured method for recognizing and certifying vocational competencies acquired in vocational secondary schools. It establishes a formal pathway for awarding NVA certification through a competence-based approach while adhering to the “*Standards for Technical and Vocational Education and Training (TVET) In Tanzania 2025*” (herein after referred to as TVET Standards).

1.2 Rationale

- (a) The NVA Certification for vocational secondary education graduates serves the following objectives:
- (b) Recognition: Ensuring that the vocational education is a key part of the larger national TVET system, delivering key technical hands-on competencies as articulated in TVET Standard number 3.
- (c) Pathway Development: Create a seamless transition into formal TVET systems, enabling the holder to link skills to industry needs and thus enhance opportunities for entrepreneurship, employability, and admission to higher-level technical institutes and universities.
- (d) Standardization: Harmonize assessment and certification practices for vocational competences attained in secondary education.

- (e) Equity and Access: Enhance access to employment and further education opportunities for all students.

1.3 Purpose of the Guidelines

The purpose of these guidelines is to:

- (a) Provide a structured approach for assessing and certifying vocational competences of secondary school graduates and certifying that they can function effectively in society and the workplace.
- (b) Give recognition to students who achieve and meet the requirements and competences as specified in the prospective NVA Level Outcomes and Associated Assessment Criteria.

1.4 Scope of the Guidelines

The guidelines apply to all secondary schools with a vocational stream, recognized by the relevant authorities that offer vocational subjects at the ordinary secondary education level. Thus, the guidelines apply to all secondary schools with vocational stream graduates who have completed Form IV education with a recognized vocational training component, and who seek formal recognition through NVA Certificate (Levels 1, 2, or 3) under the national TVET system.

In addition, these guidelines apply to assessment bodies and training institutions accredited by NACTVET, as well as to all stakeholders involved in the implementation, quality assurance, and certification processes within the Technical and Vocational Education and Training (TVET) system in Tanzania.

The guidelines set out the procedures and standards for competence-based assessment and certification, ensuring alignment with national TVET policies and frameworks.

1.5 Mode of Assessments and Certification

Certification under this framework shall be conducted through a structured Competence-Based Assessment (CBA) approach, aligned with the national standards and guidelines established by the NACTVET.

1.5.1 Mode of Assessment

1.5.1.1 Portfolio-Based Assessment

The school shall be required to compile and maintain a structured portfolio of evidence demonstrating the skills and competencies acquired through school-based vocational training. The portfolio may include project work, logbooks, and reports of completed hands on tasks, and photographs or video documentation validated by responsible teachers.

1.5.1.2 Practical Competence Assessment

Students shall undergo standardized, hands-on practical tests administered by qualified teachers. These tests are designed to measure the ability to apply vocational skills in real or simulated work environments, reflecting NVA performance standards.

1.5.1.3 Theoretical Assessment

Students shall undergo standardized examinations that will measure the knowledge and understanding in a given occupation.

1.5.2 Modes of Certification

1.5.2.1 Mapping of Vocational Subjects to Competence Standards

Each vocational subject offered at the secondary school level shall be systematically mapped against approved National Vocational Award (NVA) Level 1, 2, or 3 competence descriptors. Competence units and performance criteria shall be clearly defined and validated.

1.5.2.2 Certification and Awarding Authority

Upon successful assessment and verification, NACTVET or its designated awarding body shall issue official certificates indicating the NVA level attained. The certificates shall be nationally recognized and aligned with the Tanzania Qualifications Framework.

1.5.2.3 Accredited Assessment Centres

Accredited secondary schools with vocational stream may be assessment centres, subject to meeting quality assurance and infrastructure requirements. Alternatively, they may collaborate with existing accredited TVET institutions to facilitate assessment and certification processes.

1.6 Benchmarking and Best Practices

To ensure the credibility, comparability, and international recognition of the National Vocational Award (NVA) Certificates for vocational secondary education graduates, these guidelines align assessment and certification practices with established regional and global qualification frameworks. These include the East African Qualifications Framework for Higher Education (EAQFHE), the African Continental Qualifications Framework (ACQF), the European Qualifications Framework (EQF), and national systems such as those in Kenya, Uganda, Rwanda, and Burundi. These frameworks provide structured approaches for defining learning outcomes, assessing competencies, and facilitating mobility of skilled graduates across borders.

Benchmarking has helped to align Tanzania's vocational education system with internationally accepted standards, particularly in areas such as entry requirements, competency-based assessment, certification processes, and progression pathways. For instance, while Tanzania requires completion of primary education and aptitude testing for entry into the vocational stream, countries like Kenya, Uganda, and Rwanda have established similar structures under their respective national qualification frameworks. Additionally, the modular, project-based, and practical assessment approaches used in Tanzania mirror best practices adopted across the region.

This benchmarking ensures that NVA certificates awarded in Tanzania are not only locally relevant but also regionally and internationally credible. It promotes the portability of qualifications, supports student and labour mobility, and positions secondary school with vocational stream graduates for further training or employment opportunities within the East African region and beyond.

While the countries used for benchmarking implement vocational education through dedicated secondary school's vocational curriculum assessed by a single authority, Tanzania adopts a hybrid approach. In this model, vocational curriculum incorporates some supportive subjects from the general secondary education curriculum, resulting in assessments conducted by two separate authorities (NACTVET and NECTA). These guidelines have been designed for the purpose of certifying the competencies acquired by graduates of the hybrid system implemented in Tanzania.

2.0 ELIGIBILITY AND CRITERIA FOR NVA CERTIFICATION TO SECONDARY SCHOOL GRADUATES

In line with the Tanzania Qualifications Framework (TQF), the guidelines provide a harmonized mechanism for recognizing the skills and competencies acquired by vocational secondary education graduates through formal vocational training integrated into their curriculum. The guidelines aim to ensure such graduates are awarded National Vocational Award (NVA) Certificates at Levels 1, 2, and 3, thereby enhancing their employability, promoting entrepreneurship, and enabling progression to higher levels of technical and vocational education and training.

2.1 General Eligibility

To be considered for the NVA Certificate at any level, the candidate must:

- (a) Be a holder of Form IV Leaving certificate from a registered/recognized secondary school with vocational focus.
- (b) Be a holder of Certificate of Secondary Education Examination (CSEE) with a combination of academic and vocational subjects.
- (c) Have attended and passed practical competency-based assessments in vocational modules aligned with NACTVET standards.
- (d) Have completed a project on the vocational skills related to the chosen occupation at the Vocational Secondary School.
- (e) Evidence of a structured portfolio demonstrating the skills and competencies acquired through school-based vocational training.

2.2 NVA Level 1

2.2.1 Eligibility

- (a) Completion of vocational secondary education subjects is necessary and sufficient for NVA level 1.
- (b) Successful completion of internal and external assessments for NVA level 1 subjects.

2.2.2 Criteria for Award

- (a) Successfully passes all core subjects.
- (b) Successfully passes in at least 75% of supportive subjects.
- (c) Students who demonstrate foundational skills in one occupational area studied in Form II.

2.3 NVA Level 2

2.3.1 Eligibility

- (a) Holder of NVA Level 1 or equivalent.
- (b) Successful completion of internal and external assessments for NVA level 2 subjects.

2.3.2 Criteria for Award

- (a) Successful completion of all NVA Level 2 core subjects.
- (b) Successfully passes in at least 75% of fundamental subjects.
- (c) Students who demonstrate foundational skills in one occupational area studied in Form III.

2.4 NVA Level 3

2.4.1 Eligibility

- (a) Holder of NVA Level 2 or equivalent.
- (b) Successful completion of internal and external assessments for NVA level 3 subjects.
- (c) Project showcasing work competence.

2.4.2 Criteria for Award

- (a) **Successful completion of all NVA Level 3 core subjects.**
- (b) Successfully passes in at least 75% of supportive subjects.

3.0 CONDUCT AND MONITORING OF ASSESSMENT AND EXAMINATIONS

The assessment and examination process for the award of National Vocational Award Certificates shall be conducted through a dual approach comprising school-based formative assessments and national summative assessments. School-based assessments shall be continuous, competency-based, and conducted by qualified teachers within the vocational secondary education, focusing on students' acquisition and demonstration of hands-on skills, knowledge, and attitudes throughout the training period. These formative assessments shall serve as a basis for tracking student progress and readiness for final certification.

On the other hand, National summative assessments shall be administered by NECTA in collaboration with NACTVET to ensure standardized evaluation of competencies across institutions. These examinations will measure the extent to which candidates have attained the occupational standards required at NVA Levels 1, 2, or 3. The conduct of these assessments shall follow established TVET assessment policies and be monitored through rigorous internal and external quality assurance mechanisms to ensure fairness, reliability, and credibility of the certification process.

3.1 School-based Formative Assessments

School-based formative assessment, also known as Continuous Assessment (CA), refers to all forms of student evaluation conducted throughout the course of the training programme. It is an integral component of the overall assessment strategy, designed to measure students' progressive acquisition of competencies in both theoretical and practical domains. This form of assessment encompasses a variety of methods, including classroom tests, assignments, project work, practical (hands on skills) exercises and homework.

Continuous Assessment also includes midterms, terminal and annual examinations, which serve as key benchmarks for gauging student performance within the school setting. The results of these formative evaluations shall contribute a specified proportion to the student's final assessment score and shall be documented systematically to ensure transparency, consistency, and traceability. All school-based assessments must be aligned with the relevant vocational training subjects and occupational standards, and they must be conducted by qualified and competent teachers under the oversight of institutional quality assurance systems.

3.1.1 Assessing Competence through CA

3.1.1.1 Knowledge Criteria

These criteria will involve assessing the understanding of key concepts, terms, procedures, awareness relevant laws, regulations, and standards for a given trade/occupation for students in vocational Stream.

3.1.1.2 Practical (Hands on) Skill Criteria

These criteria will involve assessing ability to perform specific job-related tasks safely and efficiently; use of correct tools, materials, or processes and quality of output, time management and adherence to technical specifications.

3.1.2 Assessment Procedures

The assessment of students shall be conducted continuously throughout the delivery of each subject within the classroom setting. However, for the purposes of contributing to the final score, only the marks obtained from specific Continuous Assessment (CA) components shall be officially recorded. For Form I and Form III, the recorded CA shall consist of two midterm examinations, a terminal examination, and an annual examination. For Form II and Form IV, the CA shall include two midterm examinations, a terminal and a mock examination.

In addition, for Form IV students, marks obtained from project work shall be recorded as a distinct and compulsory component of the assessment process.

All assessments shall be conducted in accordance with the principles of Competency-Based Assessment (CBA), emphasizing practical demonstration of skills, performance standards, and student-centered evaluation approaches.

3.1.3 Records in the system

The recording of Continuous Assessment (CA) scores shall be conducted through systems officially authenticated by NACTVET and NECTA. All CA results must be uploaded or entered into the designated system within one month following the completion of each respective examination or assessment activity.

Teachers shall be responsible for ensuring that each student maintains an individual portfolio, which serves as a repository for all documented evidence of learning. This portfolio must include samples of work, assessment records, project outputs, and any other materials that demonstrate the student's achievement of specific competencies and skills, in alignment with Competency-Based Assessment (CBA) standards.

3.1.4 Contribution of Continuous Assessment (CA)

For Vocational subjects, Continuous Assessment (CA) shall contribute significantly to the final evaluation of students. Specifically, CA shall account for 60% of the final marks in all core subjects, including any applicable project work. For supporting subjects, Continuous Assessment shall constitute 30% of the final marks.

3.1.5 The CA Threshold

A student shall be required to sit for and successfully pass the Continuous Assessment (CA) in each subject. To be considered eligible for the award of the National Vocational Award Certificate, a student must attain a minimum score of 36% out of the 60% allocated to CA in core subjects. For supportive subjects the minimum score of 18% out of 30%.

Any student who fails to meet the minimum CA requirement; even if they pass the final national examination; shall be deemed ineligible for NVA certification in that subject. Such a student must retake the subject through an accredited Vocational Training Centre (VTC) in order to qualify for the award of the NVA Certificate.

3.2 National Summative Assessment

The final assessment shall be conducted at national level, by NECTA. The Final Assessment (National Examination) for NVA Level I shall be the Form II National Examinations (FTNA) while the National Examinations for Levels 2 and 3 shall be conducted during the National Form IV Examinations.

3.2.1 The Contribution of Summative Assessment

The summative assessment, conducted through national examinations, shall contribute to the final evaluation of students in both core and supporting subjects. For core subjects and project work, the National Examinations shall account for 40% of the final marks, complementing the 60% from Continuous Assessment. In contrast, for supporting subjects, the National Examinations shall carry a higher weight, contributing 70% to the final score.

3.2.2 The Summative Assessment Threshold

A student shall be required to sit for and successfully pass the National Examination in each core subject, attaining a minimum of 24% out of the 40% allocated to the summative assessment. For supportive subjects, the minimum pass level shall be 42% of 70% allocated summative assessment.

Any student who fails to meet this minimum threshold, regardless of their overall pass grade in the final national examination, shall be considered ineligible for the award of the National Vocational Award Certificate in that subject. Such a student shall be required to retake the subject through an accredited Vocational Training Centre (VTC) to fulfil the certification requirements.

3.3 The Grading System

The Grading system shall adhere to the National Assessments Guidelines as issued by NECTA and NACTVET.

4.0 CERTIFICATION OF NVA AWARD

The vocational secondary education graduates shall be awarded a National Vocational Award Certificate according to the competences achieved and demonstrated. The National Vocational Award Certificate shall be a competence certificate at either NVA level 1, NVA Level 2 or NVA level 3 depending on the highest successful completion level.

Where the student passed higher NVA level but failed in the lower level, shall be awarded a statement requiring him/her to make up before being awarded the relevant certificate.

4.1 Certification

A vocational secondary education graduate who successfully passes the required examinations and demonstrates competence across all levels; NVA Levels 1, 2, and 3 shall be awarded the National Vocational Award (NVA) Level 3 Certificate.

However, if a student does not meet the requirements for Level 3, they shall be awarded a certificate corresponding to the highest level successfully attained, based on their performance and demonstrated competencies.

4.2 Recognition of acquired skills

Secondary school graduates, who undertook vocational training but did not complete or pass all formal requirements, will be assessed by designated vocational training centres so that they can be certified.

5.0 MAKE UP OF FAILED SUBJECTS OR COMPONENTS

A student who fails to attain the required grade in Continuous Assessment and/or does not meet the minimum pass mark in the National Examinations shall be granted an opportunity to retake the failed subject(s). The retake must be undertaken at an accredited Vocational Training Centre (VTC) within a maximum period of three (3) years from the date of form IV graduation.

Failure to retake and pass within this period shall render the student ineligible for the award of the corresponding NVA Level and thus not issued with National Vocational Award Certificate.

6.0 INSTITUTIONAL ROLES AND RESPONSIBILITIES

To effectively implement the National Vocational Award Certificate Guidelines for vocational secondary education graduates in Tanzania, it is essential to clearly define the roles and responsibilities of the key institutions involved. The coordinated effort among secondary schools, NECTA, NACTVET, SQA, and other oversight bodies ensures quality delivery, assessment, certification, and recognition of vocational competencies.

This section outlines the institutional mandates and responsibilities necessary for successful implementation and sustainability of the NVA certification process. It also addresses the criteria for recognizing foreign vocational secondary education awards, which may be used as part of the entry requirements into the vocational secondary education stream.

6.1 Secondary Schools with Vocational Stream

Secondary schools with vocational stream are the primary implementers of the vocational curriculum and play a foundational role in delivering vocational education aligned with national competency standards. Their key responsibilities include:

- (a) Deliver the vocational-based curriculum using Competence-Based Education and Training (CBET) methodologies, with an emphasis on hands-on practical learning, workshops, and project-based instruction.
- (b) Ensure the timely and adequate Continuous Assessment (CA) and uploading results into the designated NACTVET and NECTA data systems to support certification and verification processes.
- (c) Provide career guidance and counselling services to students to help them explore, plan, and pursue vocational pathways beyond secondary education.
- (d) Conduct awareness and sensitization campaigns for parents, guardians, and community stakeholders, promoting the value of vocational education in preparing students for careers in modern, technology-driven fields.
- (e) Coordinate the planning, conduct, and documentation of all internal assessments, including classroom tests, terminal examinations, annual exams, and project works.
- (f) Maintain student assessment portfolios as evidence of competence acquisition and support external verification processes.
- (g) Conduct internal quality assurance of the implementation of the curriculum.
- (h) Liaise with School Quality Assurance officers, NECTA, and NACTVET to ensure adherence to assessment standards.

6.2 National Examinations Council of Tanzania (NECTA)

NECTA is responsible for managing and supervising National Examinations (Summative Assessments) for vocational secondary education students. Its key roles include:

- (a) Collaborate with NACTVET to ensure that examination content, format, and outcomes are aligned with NVA-level competency standards.
- (b) Ensure that accurate examination data is securely submitted to NACTVET for certification processing and equivalency validation.
- (c) Issue Certificate of Secondary School Education Examination (CSEE), incorporating components of vocational achievement.
- (d) Support the moderation and standardization of assessments across secondary schools with the vocational stream.

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

NACTVET serves as the regulatory, quality assurance, and certification authority for vocational education and training. In the context of NVA certification for vocational secondary education graduates, its responsibilities include:

- (a) Maintain a centralized database of vocational secondary education graduates, with records of assessment outcomes and certification status.
- (b) Provide capacity building and training for school admission officers, assessment coordinators, and examination officers in secondary schools with a vocational stream.
- (c) Manage the equivalency and recognition of qualifications aligned to NVA Levels 1, 2, and 3, based on documented competencies.
- (d) Oversee the verification and recognition of foreign vocational secondary education awards for equivalency and placement within the local qualification framework.
- (e) Ensure proper accreditation and quality assurance of institutions offering vocational-based programmes.
- (f) Issue NVA certificates to eligible successful graduates.
- (g) Register qualified vocational secondary school teachers.
- (h) Promote benchmarking with regional and continental frameworks such as the East African Qualifications Framework for Higher Education (EAQFHE) and the African Continental Qualifications Framework (ACQF).

- (i) Provide official records and transcripts detailing students' vocational performance and assessment achievements to support certification and progression.
- (j) Support professional development for teachers to enhance capacity in Competency-Based Education and Training (CBET) delivery and assessment.
- (k) Conduct tracer studies.

6.4 School Quality Assurance Officers

The School Quality Assurance Officers plays a critical role in monitoring, evaluating, and ensuring adherence to national standards in the delivery of vocational programmes. Their responsibilities include:

- (a) Conduct regular quality audits and inspections of secondary schools with vocational stream to ensure compliance with approved curricula and assessment procedures.
- (b) Monitor the implementation of Continuous Assessment and provide technical support to improve internal assessment systems.
- (c) Validate the quality and integrity of project work, practical assessments, and learning environments.
- (d) Provide feedback and recommendations to schools, NECTA, and NACTVET on areas requiring improvement.
- (e) Ensure that student records, portfolios, and assessment results meet the minimum standards required for certification.

6.5 Parents, Guardians, Community paced

- (a) Encourage and facilitate regular attendance and active participation of students in vocational training programmes.
- (b) Contribute to the provision of basic tools, materials, and a supportive home environment for practical learning.
- (c) Help students prepare for practical and theoretical assessments required for NVA certification.
- (d) Participate in sensitization efforts and promote the value of vocational skills and certification within the community.
- (e) Offer feedback to schools and relevant authorities on the relevance and quality of vocational training delivered.

- (f) Guide certified graduates in exploring opportunities for employment, entrepreneurship, or advanced vocational training.
- (g) Collaborate with schools to strengthen training and ensure proper documentation.

7.0 QUALITY ASSURANCE

The quality assurance shall be executed through the Monitoring, Evaluation, and Learning (MEL) framework. The primary goal is to ensure that all key participants involved in the implementation of vocational education in Tanzania operate at the highest standards of quality and relevance. The MEL system is designed to uphold standards that align with national priorities as well as regional and international best practices. This approach ensures that vocational education delivery is responsive, efficient, and impactful. Consequently, MEL will help guarantee that the certification awarded reflects the actual accomplishments of the recipient.

There shall be regular audits, inspections, and evaluations of the secondary schools implementing the vocational curriculum to:

- (a) Monitor the implementation and impact of delivery of the curriculum, including training to ensure continuous improvement and adherence to quality standards.
- (b) Evaluation of schools to ensure that they possess and effectively utilise modern technologies, up to date practices, and appropriately skilled human resources to guarantee faithful implementation of the curricula. This includes continuous annual assessments focused on:
 - (i) School leadership and management;
 - (ii) Learning environment, resources and engagement;
 - (iii) Curricula implementation;
 - (iv) Competence of teachers;
 - (v) Assessment practices;
 - (vi) Stakeholder engagement and inclusivity; and
 - (vii) Learning outcomes and performance.
- (c) Disseminate best practices through Education Quality Circles or Communities of Practice.

The quality of training provided shall be assessed through portfolio reviews, school inspection reports, stakeholder surveys, administrative data systems and tracer studies.

A Quality Assurance Section in Academic Office shall be established in secondary schools to handle monitoring and evaluation (M&E) and will submit quarterly reports to school management for appraisal and improvement.

The M&E scoring sheet among others shall be used to evaluate the effectiveness of the implementation of vocational curriculum, as detailed in **Appendix**.

8.0 IMPLEMENTATION AND REVIEW

These guidelines will be implemented by relevant education stakeholders, including schools with vocational streams, SQAs, NACTVET, NECTA and assessment centres.

A review shall be conducted every three years or as deemed necessary to align with national skills demand, reflect policy changes, stakeholder feedback, and developments in vocational education.

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

M&E SCORING TOOL FOR NVA CERTIFICATE IMPLEMENTATION

This Monitoring and Evaluation (M&E) Scoring Tool is designed to assess the implementation performance of secondary schools with vocational stream and associated institutions involved in the delivery of the National Vocational Award (NVA) Certificate. It supports the evaluation of curriculum delivery, assessment practices, school leadership, learning environments, students support services, and stakeholder engagement.

Key Area	Indicator	Score Range	Means of Verification	Remarks
Curriculum Delivery	Curriculum implemented as per CBET guidelines	0–5	Lesson plans, timetable, classroom observations	
	Practical/project-based learning is integrated	0–5	Workshop logs, student portfolios	
	Project work	0–5	Project reports, student portfolios	
Continuous Assessment (CA)	Timely submission of CA to NECTA/NACTVET	0–5	Submission reports, CA database	
	CA aligned with student portfolios and CBA standards	0–5	Student files, assessment tools	
Examination Performance	Student pass rate (CA + National Exams)	0–5	Result analysis, exam reports	Benchmark $\geq$ 60% pass rate
	Portfolio completeness	0–5	Sampled portfolio checks	
Teacher Competence	Teachers trained in CBET delivery and assessment	0–5	Training records, certification	
	Teaching observed to be competency-based	0–5	Classroom observation forms	
School Environment & Resources	Availability of tools, materials & workshops	0–5	Physical inspection, inventory lists	
	Use of ICT in teaching/assessment	0–5	ICT usage logs, lesson observation	
School Leadership and Management	Supportive leadership for Vocational Curriculum implementation	0–5	School improvement plans, MEL reports	
	Evidence of internal monitoring and support	0–5	Internal reports, meeting minutes	
	M&E Quarterly report submitted to School Management	0–5	Minutes, M&E Quarterly reports	
Stakeholder Engagement	Awareness campaigns conducted	0–5	Campaign reports, photos, and attendance logs	
	Industry linkages (visits, guest lectures)	0–5	MoUs, visit reports	
Student support services	Carrier guidance conducted	0–5	Quarterly Reports	

Key Area	Indicator	Score Range	Means of Verification	Remarks
MEL Practice	School-level M&E committee is functional	0–5	MEL reports, committee meeting records	
	Use of M&E findings for school improvement	0–5	Action plans, follow-up reports	

Scoring Guide

Score Interpretation:

5	Excellent	Fully Achieved
4	Very Good	Mostly Achieved
3	Satisfactory	Partially Achieved
2	Needs Improvement	Minimal Achievement
1	Poor	Low Implementation
0		Not Implemented

Overall Rating Summary:

80–100%	Excellent Implementation	Model School
60–79%:	Satisfactory	Meets Minimum Standards
40–59%:	Needs Support	Improvement Plan Required
Below 40%:	Critical	Immediate Intervention Required

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