

REFORMING TECHNICAL AND VOCATIONAL EDUCATION: THE ROLE OF NACTE ON ASSESSMENT AND CERTIFICATION OF TECHNICAL EDUCATION IN TANZANIA

By:

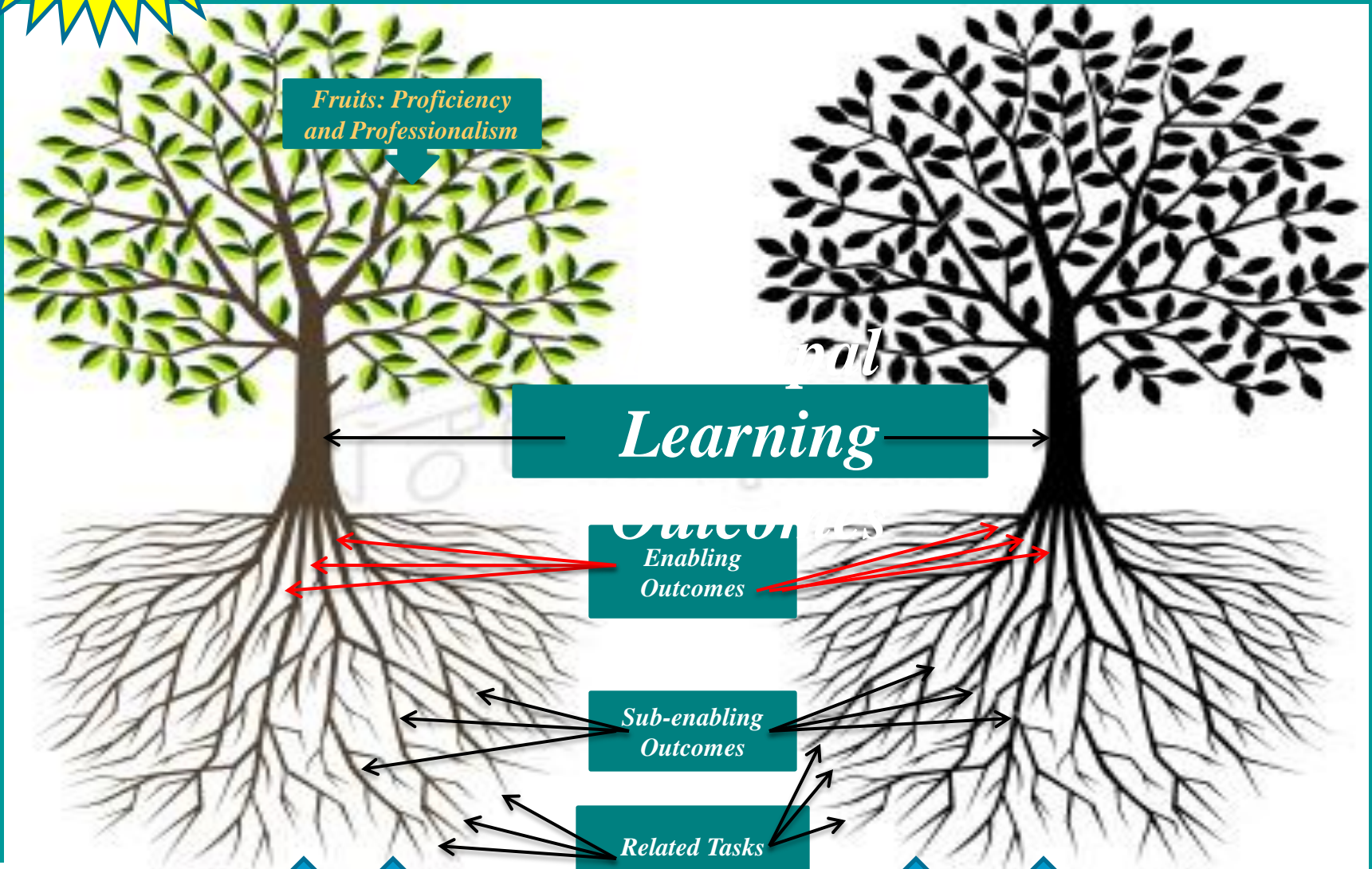
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*Nutrients:
Knowledge,
Skills,
Understanding
and Wider
Attributes*

CBET Curricula



Nutrients: Knowledge, Skills,

Understanding and Wider Attributes

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Introduction

- It is acknowledged worldwide that, for any country, to attain a faster economic growth it requires:
 - ✓ Accelerated development of vocational as well as technical education and training.
- This is :
 - ✓ The essential element in capacity and competence building for the national economic growth and development.

- In order to ensure that technical education and training develops to the extent of national development and capacity building, the following must be in place:
 - i. *Enhanced delivery of the training;*
 - ii. *Enhanced training facilities;*
 - iii. *Mechanism for assessing training outcomes;*
 - iv. *Enhanced opportunities for graduates; and*
 - v. *Enhanced link with higher education systems.*

The Tanzania Education System

- In Tanzania, formal education and training has the following levels:
 - ✓ Primary education level;
 - ✓ Ordinary level Secondary education;
 - ✓ Advanced level Secondary education; and
 - ✓ University level.

Education System/Cont...

- Learners who fail to follow this academic ladder for-example those who end at primary or secondary ordinary level:
 - ✓ May join vocational education and training leading into a certificate in vocational education.
- Part of those who join ordinary and advanced levels of secondary education:
 - ✓ Qualify for admission to technical education.

Background to Reforms in Assessment System and Certification of Technical Education in Tanzania

- Before the establishment of NACTE:
 - ✓ Individual institutions were offering technical education and training without any central coordinating statutory organ.
- The situation resulted into:
 - ✓ Mushrooming of tertiary technical education institutions.

Background to Reforms...

- ✓ Institutions were offering similar course programmes and in some cases with overlapping of disciplines.
- ✓ Awards that were offered ranged from certificates to advanced diplomas.
- ✓ However, a diploma from one institution for example was not necessarily comparable in standard to that offered by another.

Background to Reforms...

- Hence:
- ✓ Lack of uniformity in the standards of the awards; and
- ✓ Lack of a nationally recognized and transferable set of qualifications.
- The situation brought confusion to various stakeholders including students, parents and employers.

Background to Reforms...

- Furthermore:
- ✓ Technical institutions have been offering same course programmes for same level without uniform training curricula;
- ✓ Most of the curricula were static; and
- ✓ Were developed without undertaking any analysis of the skills needed in the occupational sectors.

Background to Reforms...

- Consequently:
- ✓ Technical education and training failed to meet the labour market demands;
- ✓ Assessment procedures established by most of the institutions emphasized on didactic teaching methods;
- ✓ Graduates produced were not capable to testify as to what they could do in the world of work.

Reforms in Technical Education and Training

- Upon its establishment, NACTE, among other things, was given a legal mandate within the public and other interested private sectors, to:
 - ✓ Approve curricula, examinations, and awards for autonomous non-University institutions;
 - ✓ Conduct and set examinations for other non-autonomous institutions; and
 - ✓ Confer certificates, diplomas, degrees, and other related awards to students who have completed and passed their courses.

Reforms of Technical Education and Training...

- NACTE complements two other bodies with the responsibility of education and training; which are:
 - ✓ Tanzania Commission for Universities (TCU) – that deals with universities and their constituent colleges; and
 - ✓ Vocational Education and Training Authority (VETA) - that caters for skills provision (crafts) at post primary level.

NACTE'S Mode of Assessment

- In discharging its statutory functions pursuant to its establishing Act:
- ✓ NACTE has established a framework towards the creation of modular curricula.
- The modular curricula:
- ✓ Consider a credit-based system in order to allow flexible assessment; and
- ✓ Are offered on semester bases.

Competency-Based Assessment Approach

- Two types of modules which allow the competencies required by the occupational standards to be demonstrated are developed, and these are:
 - ✓ Ordinary Modules: For theory and practical examinations assessed by individual institutions in a form of Continuous Assessment; and
 - ✓ Applied Modules: Tasking students to demonstrate their abilities to apply the knowledge and skills in work situations. These modules are examined by NACTE through final examinations.

Competency-Based Approach Continues...

- The two modes of assessment are developed to ensure that apart from academic or professional achievement:
 - ✓ There exists an appropriate procedure to:
 - Monitor; and
 - Enable improvements to be made on the quality of teaching within the departments and across the institution.

Establishment of National Technical Awards (NTA)



- NACTE is a unique statutory body established to accomplish the task of certification to technical institutions under its mandate.
- The awards established are known as the National Technical Awards (NTA).

The NTA Continues...

- The NTA are:
 - ✓ Competence/outcome-based;
 - ✓ Designed to testify that after successful completion of all modules in a course undertaken the holder of an award possesses the requisite knowledge necessary to flexibly exhibit competencies or skills in a relevant occupational sector.

The NTA Continues...

- The NTA system of awards is linked to the VETA system of awards known as National Vocational Training Awards (NVA):
- ✓ So as to provide a framework of vocational and technical education qualifications.
- The NTA system synchronized with NVA system provide a framework of progression through the ten levels as follows:

Progression Through the NTA Levels

Award Type	Award Level	Award Title
Vocational (NVA)	Level 1 (VETA)	NVA
	Level 2 (VETA)	NVA
	Level 3 (VETA)	NVA
Technician (NTA)	Level 4	Basic Technician Certificate
	Level 5	Technician Certificate
	Level 6	Ordinary Diploma

NTA Levels Cont...

Award Type	Award Level	Award Title
	Level 7	Higher Diploma
Semi-Professional and Professional	Level 8	Bachelors Degree
	Level 9	Masters Degree
	Level 10	Doctorate Degree

- Qualification linkages:
- ✓ Enable individuals to move from one qualification to another in more efficient and effective learning pathways;
- ✓ Provide a mechanism for creating a more open and accessible education;
- ✓ Encourage the provision of higher education that normally meets workforce requirements; and
- ✓ Contribute to national economic performance.

NTA System Continues...

- NTA establishment is NACTE's efforts to:
- ✓ Abolish barriers between levels of technical education and the world of work;
- ✓ Facilitate mobility of graduates entering the labour market in terms of qualifications recognition;
- ✓ Improve quality of life by creating a learning culture permitting individuals to expand their intellectual horizons;
- ✓ Help individuals acquire and constantly improve their professional skills; and
- ✓ Engage positively in society to utilize fruits of economic and technological changes for the general welfare.

Conclusion

- Technical education and training system, has to:
- ✓ Advocate effective course delivery and quality of provision for sound assessment and certification;
- ✓ Put in place a proper system to enable technical education institutions produce graduates who will:
 - Meet the demand of the labour market;
 - Be able to become self-employed; and
 - Contribute effectively to their country's socio-economic development.

I THANK YOU FOR YOUR ATTENTION.