THE UNITED REPUBLIC OF TANZANIA
NATIONAL AUDIT OFFICE

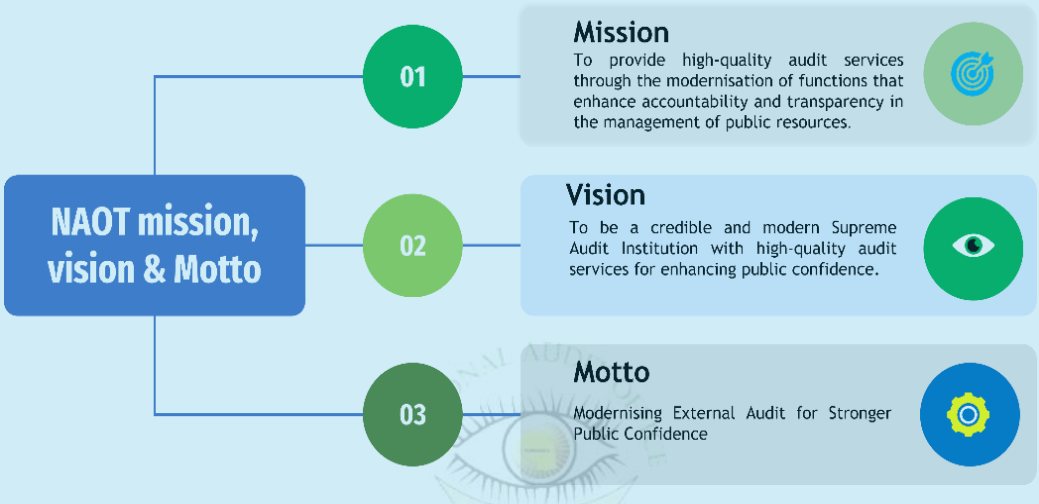
ISO 9001:2015 Certified

PERFORMANCE AUDIT REPORT ON REGULATION OF TECHNICAL EDUCATION

CONTROLLER AND AUDITOR GENERAL
MARCH, 2024

About the National Audit Office

The statutory mandate and responsibilities of the Controller and Auditor General are provided under Article 143 of the Constitution of the United Republic of Tanzania, 1977 and in Section 10 (1) of the Public Audit Act, Cap 418 [R.E 2021]



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PREFACE

Section 28 of the Public Audit Act, CAP 418 [R.E. 2021] gives mandate to the Controller and Auditor General to carry out Performance Audit (Value-for-Money Audit) to establish the economy, efficiency and effectiveness of any expenditure or use of resources in the Ministries, Departments and Agencies (MDAs), Local Government Authorities (LGAs) and Public Authorities and Other Bodies which involves enquiring, examining, investigating and reporting, as deemed necessary under the circumstances.

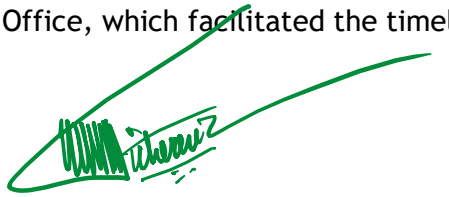
I have the honour to submit to Her Excellency, the President of the United Republic of Tanzania, Hon. Dr. Samia Suluhu Hassan, and through her to the Parliament of the United Republic of Tanzania, the Performance Audit Report on the Regulation of Technical Education and Training.

The report contains findings, conclusions, and recommendations that are directed to the Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training.

The Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training had the opportunity to scrutinise and comment on the factual contents of the report. I wish to acknowledge that discussions with the Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training have been useful and constructive.

My Office will carry out a follow-up audit an appropriate time regarding actions taken by the Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training in implementing the recommendations given in this report.

I would like to thank my staff for their commitment to preparing this report. I also acknowledge the audited entities for their cooperation with my Office, which facilitated the timely completion of the audit.



Charles E. Kichere
Controller and Auditor General
United Republic of Tanzania
March, 2024

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	-	Acquired Immunodeficiency Syndrome
AQS	-	Academic Quality Standards
AVN	-	Award Verification Number
BTP	-	Business Tourism and Planning (BTP)
CBET	-	Competence-Based Education and Training
CME	-	Compliance Monitoring and Evaluation
CEA	-	Chief External Auditor
ESDP	-	Education Sector Development Plan
HAS	-	Health and Allied Sciences
HIV	-	Human Immunodeficiency Virus
HRM	-	Human Resource Manager
IGSD	-	Institutional Guidance and Support Department
ISSAIs	-	International Standards of Supreme Audit Institutions
INTOSAI	-	International Organization of Supreme Audit Institutions
LGAs	-	Local Government Authorities
M&E	-	Monitoring and Evaluation
MDAs	-	Ministries, Departments and Agencies
MoEST	-	Ministry of Education, Science and Technology
NBAA	-	National Board of Accountants and Auditors
NACTE	-	National Council of Technical Education
NACTVET	-	National Council for Technical and Vocational Education And Training
NOS	-	National Occupational Standards
NTA	-	National Technical Awards
QA	-	Quality Assurance
QC	-	Quality Control
SAT	-	Science and Allied Technologies
SDG	-	Sustainable Development Goal
SSCs	-	Sector Skills Councils
TCU	-	Tanzania Commission for Universities
TEA	-	Tanzania Education Authority
TET	-	Technical Education and Training
TIA	-	Tanzania Institute of Accountancy
TI	-	Technical Institution
TLS	-	Tanganyika Lawyers Society

TOR	-	Terms of Reference
TPSF	-	The Tanzania Private Sector Foundation
TVET	-	Technical and Vocational Education and Training
TVETD	-	The Technical and Vocational Education and Training Directorate
TVET MIS	-	Technical and Vocational Education and Training Management Information System
UNDAP	-	United Nations Development Assistance Plan
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation

EXECUTIVE SUMMARY

Introduction

Technical Education and Training, in this context, is defined as education and training undertaken by students to equip them with the ability to play roles requiring higher levels of skills, knowledge and understanding, including being able to take responsibility for their areas of specialisation. Technical Education and Training regulation involves coordinating and monitoring the provision of Technical Education and Training by Technical Institutions. The Ministry of Education, Science and Technology (MoEST) aims to enhance the quality of the Technical Education and Training provided, adapting to global needs and ensuring excellence through recognised and measurable learning outcomes.

The main objective of the audit was to determine whether the Ministry of Education, Science and Technology, through the National Council for Technical and Vocational Education and Training (NACTVET), has adequately regulated the provision of Technical Education and Training to ensure that graduates from Technical Institutions are of high quality and respond to the changing needs as well as technological innovations in the world. The main audited entities were the Ministry of Education, Science and Technology (MoEST) and the National Council for Technical and Vocational Education and Training (NACTVET).

Main Audit Findings

Despite the efforts made by NACTVET, the audit noted that there were still areas that need improvement, which are detailed below.

(a) Insufficient Management of Registration Conditions for Technical Institutions to enhance the Quality of Technical Education

The audit noted inadequate management of the conditions imposed on the Certificate of Registration for Technical Institution, as revealed in the following.

Unavailability of Technical Education and Training Teachers: The audit noted the deficiency in teaching personnel in 41 of 252 technical institutions. Several institutions had fewer teaching staff than mandated by NACTVET Academic Standards. Ratios of teaching staff to programs and students indicated imbalances in staffing levels, thereby impacting the overall quality of education.

Teachers/Tutors for Technical Institutions did not receive CBET Training: The audit noted that 46.7% of tutors of technical institutions did not receive CBET training. This deficiency directly impacted their ability to offer up-to-date Technical Education and Training.

Inadequacies in the Infrastructures and Learning Facilities: The audit noted inadequacies in the infrastructure used to deliver Technical Education and Training that hindered the delivery of skills to the required standards. Deficiencies included insufficient classrooms and workshops, which compromised the quality of education. During the physical verification, it was also observed that there were teacher and infrastructure shortages in the technical institutions compared to student numbers, impacting accommodation and learning hours.

(b) Ineffective Registration and Accreditation of Technical Institutions and Technical Teachers

The audit noted the following concerning the registration and accreditation of technical institutions.

Inadequate Registration of Technical Institutions: The audit noted an increase in the number of registered entities and an increase in technical institutions with provisional registration, indicating either the establishment of new institutions or the inability of existing ones to transition to full registration. The percentage of technical institutions with provisional status remained constant at 9% in 2019/20, then increased to 11% in 2020/21, and further to 13% in both 2021/22 and 2022/23. The insufficient implementation of physical inspections contributed to the actual coverage of technical institutions falling below the planned targets. This deficiency posed a risk to institutions operating without full registration, potentially impacting the quality of technical education and training.

Inadequate Accreditation of Technical Institutions: The audit noted the variation in the number of non-accredited technical institutions. In

2019/20, 77 out of 350 were not accredited. In 2020/21, a total of 106 out of 421 Technical Institutions were not accredited; in the financial year 2021/22, a total of 128 out of 469 Technical Institutions were not accredited; and in 2022/23, a total of 220 out of 272 were not accredited respectively. The absence of a computerized information system for tracking registration and accreditation statuses hindered timely enforcement, allowing institutions to operate without meeting necessary standards.

Inadequate Renewal of Accreditation on a Timely Basis: The audit noted delays in accrediting institutions after the completion of full registration. The number of Technical Institutions experiencing delays in achieving accreditation increased from 149 in 2019/20 to 229 in 2022/23. The average time taken for accreditation remained constant at six (6) years in 2019/20 and then increased to seven (7) years in the subsequent years (2020/21, 2021/22, and 2022/23), which were all beyond the required five (5) years. The absence of a computerized tracking system and inadequacies in compliance monitoring contributed to delays and challenges in enforcing accreditation requirements.

Ineffective Registration of Technical Teachers: The audit noted a variation in the registration of technical teachers, with registration percentages ranging from 59% to 68% during the audit period. Several factors contributed to this, including the absence of yearly targets for teacher registration, mismatched strategic planning, delays in guideline reviews, ineffectiveness in teacher registration activities, such as the printing and verification of application forms, and delays in reviewing the Technical Teachers Registration Guideline.

(c) Inadequate Review and Approval of Curricula to Meet Labour Market Demands

The Audit team noted the following challenges regarding the review and approval of the curriculum.

Use of Outdated curriculum in Technical Institutions that did not meet the demand for the labour market: The audit noted through the analysis of the NACTVET Curriculum Registry for the financial years 2019/20 to 2022/23 that there was a decline in the percentage of reviewed curricula, decreasing from 55% in 2020/21 to 30% in 2022/23. This decline impacted the currency and relevance of curricula, which could compromise the quality of Technical

Education and Training. The inconsistencies in meeting curriculum review targets resulted in institutions using unreviewed and unapproved curricula, thus compromising educational quality.

Ineffectiveness in Validation and Approval of the Curriculum: The audit noted that NACTVET's curriculum validation processes had considerable delays, with an average validation time ranging from 111 days to 255 days, more than the stipulated 90 days. The absence of a web system to track curricula status contributed to institutions using outdated curricula without timely notifications.

Inadequate Stakeholders' Involvement in the Review of National Occupational Standards: The audit noted that Stakeholders' involvement in developing National Occupation Standards (NOS) was unsatisfactory, impacting the quality of curricula. The audit identified that the established 25 National Occupational Standards did not adequately involve key stakeholders, impacting the relevance of curricula to meet labour market needs.

Audit Conclusion

Based on the assessment of the Audit Findings drawn in relation to the Main Objective of the Audit, it is generally concluded that the Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training have not adequately managed the regulation of the provision of Technical Education and Training to ensure that graduates from technical institutions are of high quality and respond to changing needs as well as technological innovations in the world.

Registration and accreditation processes for technical institutions have been inadequate, with insufficient inspections, the lack of a tracking system, and delays in guideline reviews resulting in a scarcity of accredited institutions, which eventually compromised the quality of education offered by technical institutions. The review and approval of curricula have also been ineffective, leading to outdated curricula, lack of reminders, absence of a web system, and delayed validation, contributing to the use of expired curricula. NACTVET's insufficient compliance monitoring of technical institutions and challenges in coordination and reporting pose risks of compromised educational standards.

Audit Recommendations

Recommendation to the Ministry of Education, Science and Technology

The Ministry of Education, Science and Technology is urged to

1. Ensure that Technical and Education Institutions are periodically monitored and evaluated at all levels in line with the TVET Sub-sector M&E Framework.

Recommendations to the National Council for Technical and Vocational Education and Training (NACTVET)

The National Council for Technical and Vocational Education and Training is urged to:

1) Develop a systematic and ongoing assessment of labour market demands to identify evolving skill requirements and ensure that the curriculum aligns with labour market demands;

2) Review and disseminate a comprehensive curriculum guideline that clearly outlines steps and procedures for each stage of curriculum design, development and validation;

3) Develop a sophisticated mechanism to facilitate efficient curriculum development, validation and approval; and

4) Develop a functioning and updated teacher/tutor registration database to enhance the management of teachers/tutors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Audit

Technical Education and Training is defined as education and training undertaken to equip them with the ability to play roles requiring higher levels of skills, knowledge and understanding, and in which they take responsibility for their areas of specialization.[1] Regulation of Technical Education and Training involves technical institutions' coordination and monitoring of Technical Education and Training provision.

Through the Ministry of Education, Science and Technology, the government aims to promote access to and equity in regulation and training while enhancing the quality of technical education and training and developing relevant skills to respond to the world's changing needs and technological innovations. Consequently, this ensures excellence, allowing for the achievement of recognized and measurable learning outcomes.[2]

Different kinds of skills have to be developed and effectively organized if countries can enhance their industrial competitiveness and, as a result, improve their governance systems and the functioning of their institutions[3]. Tanzania's economic and social development efforts recognize the need to have, among other things, quality Technical Education and Training at all levels.

[1] The National Council for Technical Education (NACTE) Corporate Strategic Plan (2016/17-2020/21)
[2] Objective 'C' – Ministry of Education, Science and Technology - Strategic Plan (2016/17-2020/21)
[3] Working paper 006 By Dr Antonio Andreoni

1.2 The Motivation for the Audit

This audit was motivated by the following factors:

a) Increased Skills Gap in Prioritized Economic Sectors

The Report on Mapping of Skills Gap and Skills Needs for Technician Graduates of the National Council for Technical and Vocational Education and Training (NACTVET, 2020) shows that Tanzania's skills development faces systemic and implementation/provider-level challenges. It is also shown that the Tanzania skills mix pyramid is bottom-up, with ten (10) professionals, nine (9) technicians, and seven (7) craftsmen/artisans contrary to the requirement of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which provides the internationally recognized ratio of 1:5:25 in terms of technical cadres of engineers/technologists, technicians, and craftsmen.[4] This skills gap was more cited in the mining, construction, energy, transport and logistics sectors.

In addition, the report established further that, while there is an increased number of technical institutions offering programs at technician levels, from 407 in 2019/20 to 473 in 2022/23, the number of graduate technicians is still low by 39% compared to a demand of 157,294 technicians due to inadequate teaching and learning facilities at institutional levels.

b) Insufficient Attainment of the Sustainable Development Goal of Technical Education and Training

Sustainable Development Goal No. 4.3 (SDG 4, 2030) ensures that all women and men have equal access to affordable, high-quality technical, vocational, and post-secondary education. However, the United Nations Development Assistance Plan in Tanzania (UNDP, 2016–2021) revealed that poor attainment of educational levels limited young people's abilities to compete in the labour market. In addition, the study by the United Nations Educational, Scientific and Cultural Organization (UNESCO-Tanzania 2014) indicated that 5.1% of young people completed secondary vocational school and 3.6% post-secondary vocational school. The majority of young workers

[4] National Skills Development Study, 2014

are, therefore, undereducated for their jobs, limiting both the quality of their contribution and their potential for career advancement.

Low Achievement of the National Target for Skilled Workforce

According to the report by the Ministry of Finance and Planning of Tanzania on Voluntary National Review on the Sustainable Development Goals of 2019, in Tanzania, the percentage of the highly skilled workforce is still low (3.3%) compared to the national target of 12%.[5]

In view of the above, the Controller and Auditor General decided to carry out a performance audit on the regulation of technical education. The intention was to examine the performance of the audited entities in regulating the provided technical education in the country.

1.3 Design of the Audit

1.3.1 Audit Objective

The main objective of the audit was to determine whether the Ministry of Education, Science and Technology, through the National Council of Technical and Vocational Education and Training (NACTVET), has effectively regulated the provision of Technical Education and Training to ensure that graduates from Technical Institutions are of high quality and respond to changing needs as well as technological innovations in the world.

The specific objectives of the audit were to assess whether NACTVET:

a) Ensured effective registration and accreditation of Technical Institutions and Teachers;
b) Effectively reviewed and approved curricula for Technical Institutions to ensure they are meeting labour market demand;
c) Adequately conducted compliance monitoring to ensure that registered Institutions provide required quality TET in the country;

[5] Voluntary National Review of the Sustainable Development, Empowering People and Ensuring Inclusiveness and Equality, 2019

d) Adequately coordinated and reported on the mechanisms in regulating the provision of Technical Education and Training; and
e) Was adequately monitored and evaluated by MoEST regarding its performance in TET regulation.

The audit questions and sub-questions designed to address the audit objectives are described in ***Appendix 2*** of this report.

1.3.2 Scope of the Audit

The main audited entity was the Ministry of Education, Science and Technology (MoEST) through the National Council for Technical and Vocational Education and Training (NACTVET). MoEST is responsible for overseeing, facilitating, coordinating, and monitoring the provision of Technical Education and Training in the country. Similarly, NACTVET is responsible for the overall regulation, quality assurance, and advisory role in providing Technical Education and Training in the country. Also, the audit covered several selected NACTVET zonal offices and technical zonal offices and technical institutions available in the visited regions.

The focus of the audit was on the assessment of the effectiveness of the processes in the registration and accreditation of Technical Institutions for the provision of Technical Education and Training, the support provided to Technical Institutions to ensure the quality of the provided Technical Education and Training, adequacy of the procedures used to ensure adherence to the quality of the provided Technical Education and Training, adequacy in the coordination and reporting on the regulation of Technical Education and Training, and adequacy in monitoring the provision of Technical Education and Training.

The audit covered four financial years, from 2019/20 to 2022/23. The selected time frame gave the audit team justification for the overall assessment of the performance trend in the regulation of Technical Education and Training. Therefore, throughout this period, the audit team evaluated improvements made by MoEST and NACTVET in regulating the provision of Technical Education and Training in the country.

1.3.3 Assessment Criteria

The assessment criteria were drawn from different sources, such as Legislation, Strategies, and Guidelines.

(a) Processes for Registration and Accreditation of Technical Institutions

Regulation 12(1) of the National Council for Technical Education (Registration of Technical Institutions) Regulations of 2001 requires the National Council of Technical and Vocational Education and Training (NACTVET) to ensure that the registered Technical Institutions observe the conditions imposed on the certificate of registration.

Likewise, Regulations 5 and 17 (3) of the National Council for Technical Education (Accreditation and Recognition) Regulations of 2001 require that each registered Technical Institution within six months after obtaining full registration to process for accreditation, and the registration should be renewed after every five years.

According to the TVET Development Plan (2013/14 – 2017/18), it was required in Goal 5 (improving the quality of output) to enrol learners in TVET that would contribute towards attaining the recommended human capital balance of professionals, associate professionals, and skilled workers.

(b) Review and Approval of Curriculum for Technical Institutions

The National Council for Technical and Vocational Education and Training (NACTVET), through the NACTVET Act, Cap. 129 Section 11 is mandated to ensure, among other things, that technical and vocational education and training offered by non-university tertiary education institutions are of requisite standards. Section 11 of the Act empowers the Council to approve curricula and ensure that no curriculum is validated until it meets the standards set by the Council.

(c) Compliance Monitoring

Section 5(1)(d) of the National Council for Technical Education Act, Cap 129 of 1997, provides for, among others, the functions of the Council to include assisting technical institutions in the overall development of the quality of

education they provide and promoting and maintaining approved academic standards. In light of this, the NACTVET developed a tool for monitoring and evaluating technical institutions to assess compliance with the specified academic standards and requirements.

(d) Coordination and Reporting Regulation in the Provision of Technical Education and Training

According to Section 5(1)(c) of the National Council for Technical Education Act, Cap 129 of 1997, among the duties of the National Council for Technical Education (NACTVET) is to support Technical Institutions in the transmission of knowledge, principles, and training in the field of technical education. Similarly, Section 5(1) (d) of the same Act mandates NACTVET to support technical institutions in improving the overall education standard and promoting and upholding academic standards.

(e) Adequacy in Monitoring the Provision of Technical Education and Training

According to the role and functions of the Directorate of Technical and Vocational Education and Training Development (DTVET) of the organization structure of the Ministry of Education, Science and Technology, as approved on 10th February 2023, DTVET is responsible for monitoring the implementation and quality of Technical Education and Training.

According to Section 3.2.1 of the Education and Training Policy of 2014, in cooperation with other stakeholders, the Ministry of Education, Science and Technology is required to ensure supervision and quality control for Technical Education and Training in the country.

1.3.4 Sampling, Data Collection, and Data Analysis Methods

The Audit Team used different sampling techniques to select regions from the Zonal Offices of NACTVET and Technical Institutions covered by the audit to be visited during data collection.

(i) Sampling Method

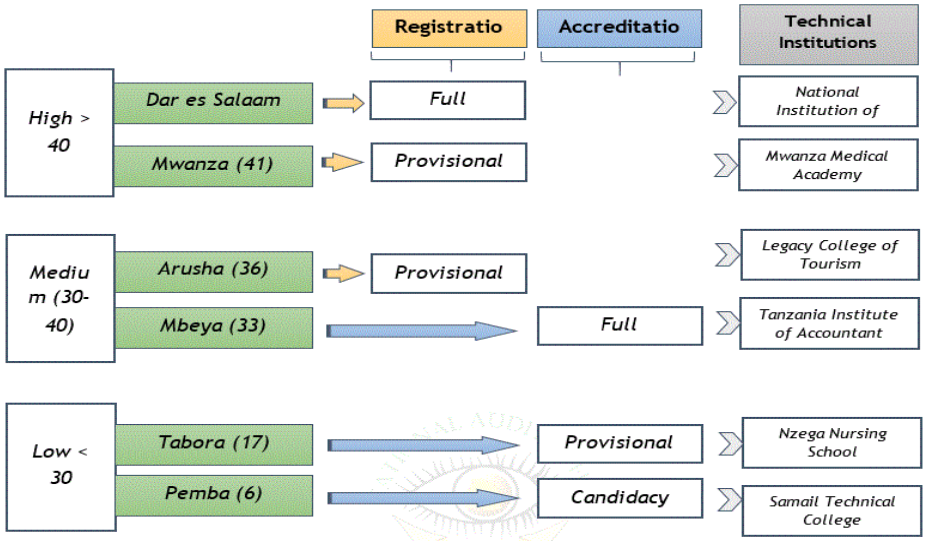
Selection of Regions

Purposive sampling was used to select regions and institutions to be visited. Regions were clustered into six zones: the Eastern Zone, Northern Zone, Lake Zone, Southern Highlands Zone, Western Zone, and Zanzibar Office. Institutions within each zone were ranked as High, Medium, and Low based on the available number of technical institutions [*Ranking: High > 40; Medium (30-40) and Low < 30*], and for each ranking, Six regions were selected. Therefore, the selected regions were Dar es Salaam (DSM), Arusha, Mwanza, Mbeya, Tabora and Pemba, as shown in **Figure 1.1**.

Selection of Institutions

Technical Institutions were categorized based on their Subject Boards, namely, Business Tourism and Planning (BTP), Health and Allied Sciences (HAS), and Science and Allied Technologies (SAT) by purposive sampling. The levels evaluated for registration criteria included full provisional registration. The accreditation levels evaluated for the criterion included full, provisional, and candidacy accreditation, as detailed in **Figure 1.1**.

Figure 1.1: Analysis of sampling method for selection of institutions



***Source**: Auditors' Assessment of the Data from NACTVET (2023)*

(ii) Methods of Data Collection

The audit team used interviews, document reviews, and physical verifications to collect both qualitative and quantitative data as described below:

Interviews

Interviews were conducted with selected officials in the relevant Departments and Divisions of the Ministry of Education, Science and Technology (MoEST), the National Council for Technical and Vocational Education and Training (NACTVET), NACTVET Zonal Offices, and officials in selected Technical Institutions to gain insights and clarifications on the information regarding the regulation of Technical Education and Training in the country. Interviews were used to validate the facts that were noted in the review of documents.

Document Reviews

Various documents were reviewed to assess and answer the audit question for regulating Technical Education and Training. In addition, document reviews were intended to obtain appropriate and sufficient evidence to support the stated facts. The documents examined were those from the financial year 2019/20 to 2022/23, the audit period. These documents included planning documents, performance and inspection reports, registration reports, and monitoring and evaluation reports. The list of reviewed documents and the reasons for reviewing them are found in **Appendix 4** of this report.

Physical Verification

Data was also collected through physical verification, whereby the audit team observed the available teaching resources and learning environment necessary to guarantee the quality and efficiency of technical education and training in the technical institutions visited. The audit team took pictures to corroborate the information noted and provided during the interviews and document reviews.

(iii) Methods of Data Analysis

The audit used two basic methods to analyse the information gathered during the audit. The methods used were quantitative and qualitative data analysis.

Quantitative Data Analysis

Excel spreadsheets were used to compile and analyse quantitative data in tabular format to determine emerging facts. The observed conditions were then explained using the noted facts as proportions and averages. Simple bar and pie charts were used to illustrate the quantitative data supporting the observed conditions.

Qualitative Data Analysis

Conceptual content analysis was used to examine qualitative data and ascertain the existence and frequency of concepts originating from interviews and document reviews. Noted facts were categorized based on the key concepts in each audit question. Based on analysis and relations between the coded categories, themes were identified and presented as narrated facts.

1.4 Data Validation Process

The audited entities were given the opportunity to go through the draft report and comment on the information presented therein. Both the Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training confirmed the accuracy of the information and figures used and presented in this report.

In the same way, the draft audit report was submitted to the subject matter experts in the field of Technical Education and Training to get their independent opinions and authenticate the factual contents of the details presented in the report.

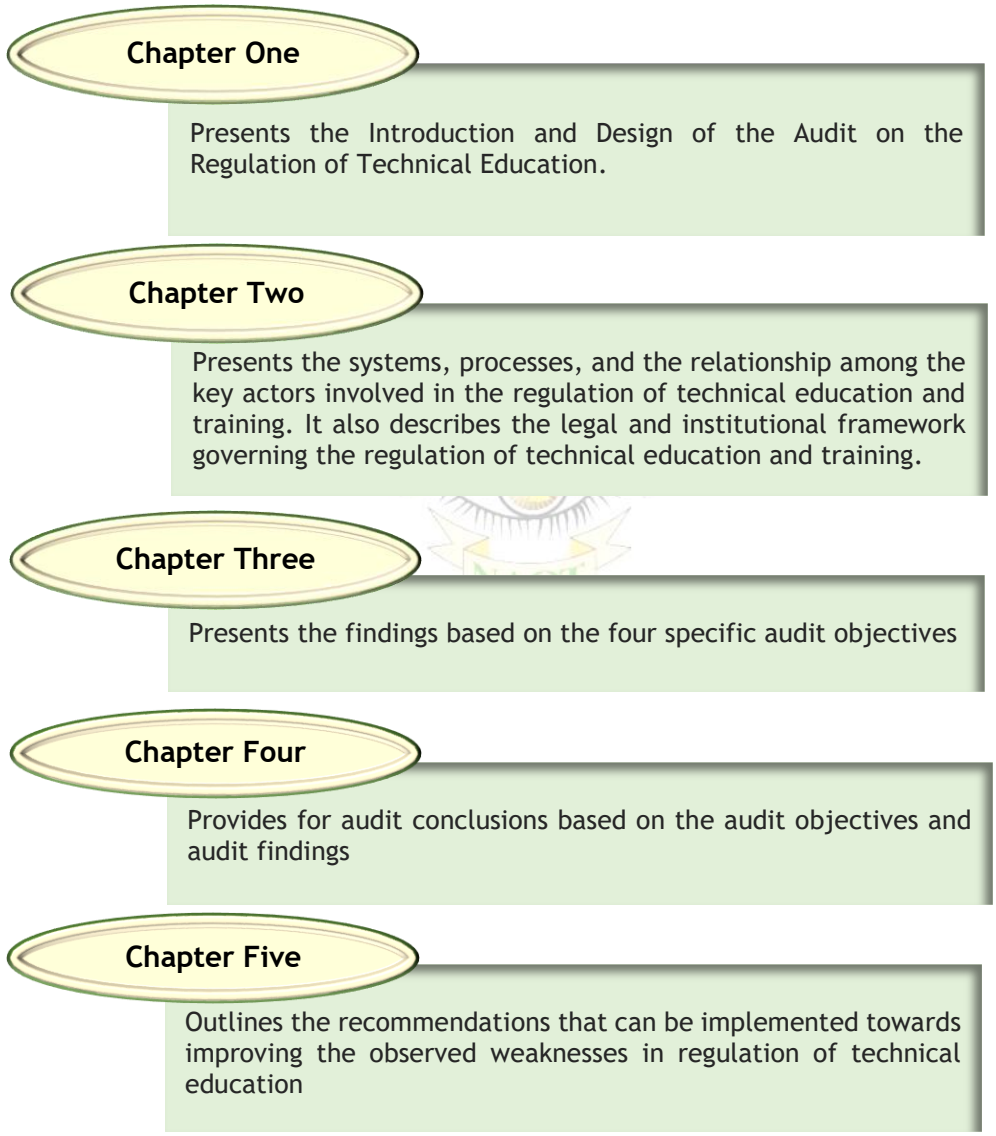
1.5 Standards Used for the Audit

The audit was conducted in accordance with the International Standards of Supreme Audit Institutions (ISSAIs) on Performance Auditing issued by the International Organization of Supreme Audit Institutions (INTOSAI). These standards require that the audit is planned and performed to obtain sufficient and appropriate audit evidence to provide a reasonable basis for findings and conclusions based on the audit objectives. Generally, based on the objectives of the audit, the evidence obtained provided a reasonable basis for the findings and conclusions reached.

1.6 Structure of the Audit Report

The subsequent chapters of this report cover the following:

Figure 1.2: Presents the Structure of the Report



CHAPTER TWO

SYSTEM FOR REGULATING THE PROVISION OF TECHNICAL EDUCATION AND TRAINING

2.1 Introduction

This chapter describes the system for regulation of Technical Education and Training in Tanzania. It outlines the policy and legal framework governing Technical Education and Training regulation and the duties and responsibilities of key stakeholders, processes and resources.

2.2 Policy and Legal Framework

2.2.1 Governing Policies

The following are two policies that govern Technical Education and Training regulation in Tanzania. The details of each policy are such as discussed in **Table 2.1**.

Table 2.1: Brief description of the Governing policies

Governing Policies	Description
Education Policy, 2014	The Education Policy of 2014 seeks to equip Tanzanians with the knowledge and skills necessary to support national growth and withstand competition.
Technical and Vocational Education Training Policy, 2012	The Technical and Vocational Education Policy of 2012 seeks to provide an efficient technical education and training system capable of responding to local, regional, and socioeconomic development.

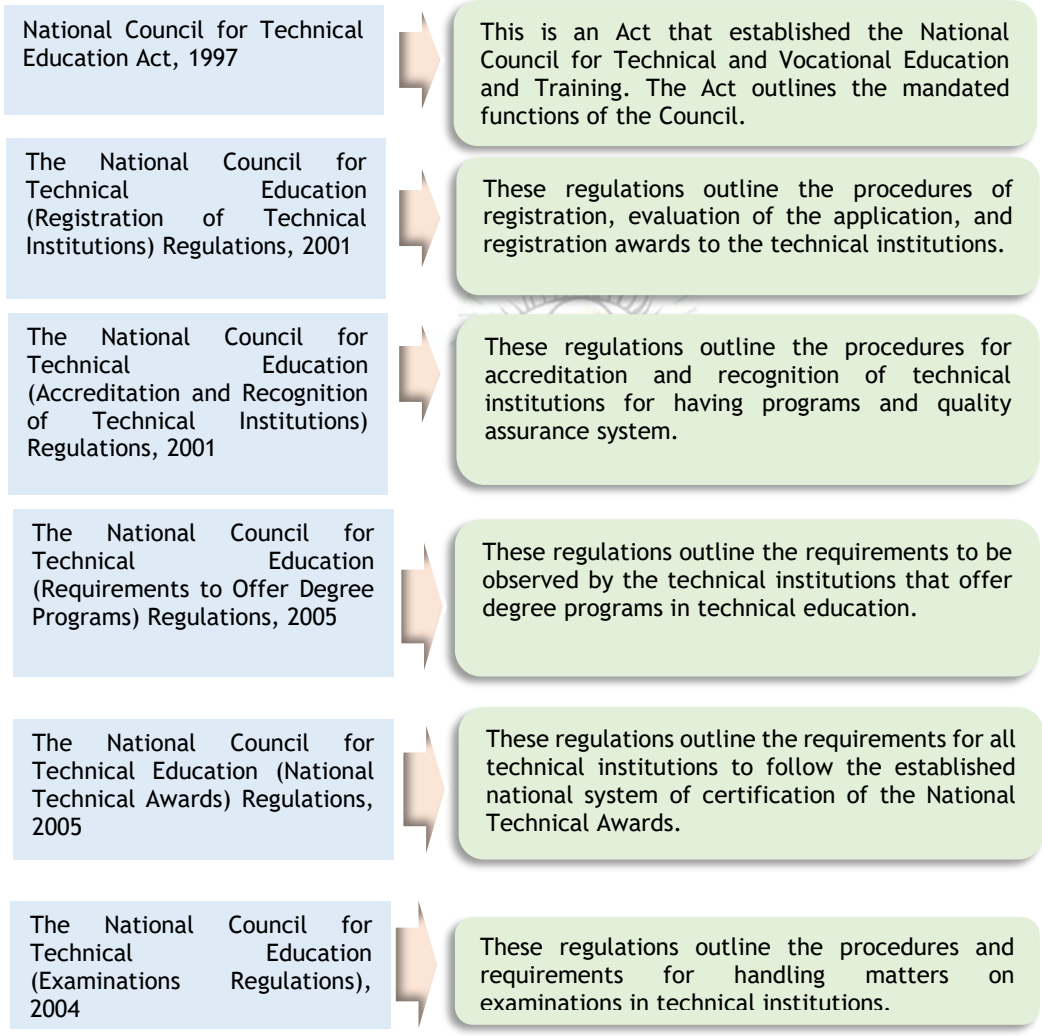
***Source**: Auditors' Extract from Governing Policies (2023)*

2.2.2 Governing Legislation

There are five legislation governing the regulation of Technical Education and Training in the country. These include The National Council for Technical Education Act, Cap 129 of 1997; the National Council for Technical Education (Registration of Technical Institutions) Regulations of 2001, which focus on the registration of technical institutions; The National Council for Technical Education (Accreditation and Recognition of Technical Institutions) Regulations of 2001, dedicated to the accreditation and

recognition of these institutions; The National Council for Technical Education (Requirements to Offer Degree Programs) Regulations of 2005, outlining the criteria for institutions to offer degree programs; and The National Council for Technical Education (National Technical Awards) Regulations of 2005, which are twofold, both setting the standards for and governing the awarding of national technical awards. The details of each regulation are such as discussed below;

Figure 2.1: Governing legislation for technical education and training



Source: *Auditors' Analysis of the Legislations (2023)*

2.2.3 Objectives and Strategies in Regulating the Provision of Technical Education and Training

(a) Objectives

The goal of the Ministry of Education, Science and Technology includes promoting access to and equity in enrolment across all levels of education and training while also enhancing the quality of education and developing relevant skills. Consequently, this ensures excellence, allowing for the achievement of recognized and measurable learning outcomes.[6]

Similarly, the National Council for Technical and Vocational Education and Training aims to establish and maintain the regulatory framework for Technical Education and Training, leading to quality-assured qualifications. Also, the council aims to assist technical institutions in improving and maintaining the quality of education provided to ensure that the programs meet labour market demands by guiding and monitoring their adherence to the regulatory framework.[7]

(b) Governing Strategies

The Ministry of Education, Science and Technology (MoEST) has strategized on implementing the National Skills Development Strategy (NSDS) to improve skills in selected economic sectors, which are grouped into core economies (agribusiness, tourism and hospitality, and energy) as well as enablers which are construction, transport and logistics, information and communication technology.[8]

Likewise, the National Council for Technical and Vocational Education and Training (NACTVET) has strategised to improve the quality and relevance of Technical and Vocational Education and Training (TVET) provision at all levels. NACTVET is duty-bound to enhance equitable access to quality education and training at all levels, including strengthening its capacity to execute the mandated functions.[9]

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[6] Objective 'C' – Ministry of Education, Science and Technology - Strategic Plan (2016/17-2020/21)
[7] https://www.nacte.go.tz/index.php/about-us/who-we-are/ Accessed on 03rd June, 2023 1200hrs
[8] Ministry of Education, Science and Technology - Strategic Plan (2016/17-2020/21)
[9] NACTVET Corporate Strategic Plan 2021/22-2025/26

Technical and Vocational Education and Training Development Programme (TVETDP)

The Technical and Vocational Education and Training Development Program (TVETDP 2013/14 - 2017/18) was established as a component of strategies to support the implementation of technical and vocational education and training programs that ought to be in line with labour market demands by enhancing access, equity, relevance, and effectiveness.

Therefore, the need for TVETDP was linked to providing clear and coordinated TVET sub-sector strategies and implementation mechanisms.

2.2.4 Governing Guidelines

This section provides details of the documents issued by NACTVET and used by the technical institutions as guidance in the provision of Technical Education and Training. There are four guidelines governing the regulation of Technical Education and Training.

Table 2.2: Governing guidelines and their purposes

Name of the Guideline	Purpose
Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance	This guideline provides a framework for training institutions to formulate policies and procedures on quality control and quality assurance.
Guidelines for Preparation of Quality Management Plan for Institutions Accredited by NACTVET	This guideline provides details on how an institution structures its quality system and describes the quality policies of the institutions.
NACTVET Guideline on Curriculum Delivery	This guideline provides details on how the CBET curriculum has to be delivered.
NACTVET Guidelines for Monitoring and Evaluation Processes of 2019	This guideline provides details on the compliance and monitoring activities conducted by NACTVET to Technical Institutions.
Self-Evaluation Study Guide of the National Council for Technical and Vocational Education and Training, 2005	Technical Institutions follow this guideline to evaluate themselves before being accredited. The guideline aims to improve institutional effectiveness in achieving its stated purpose.
Guideline for Student Admission of the National Council for Technical and Vocational Education and Training, 2005	These guidelines guide technical institutions, students, and other stakeholders in applying for study admission.

Source: Auditors' Analysis of the NACTVET Governing legislations (2023)

2.3 Roles and Responsibilities of Key Actors

2.3.1 Roles of Key Actors

This section details the key actors' roles in regulating Technical Education and Training in Tanzania.

The Ministry of Education, Science and Technology

The Ministry of Education, Science and Technology (MoEST), through the Organization Structure of MoEST of 2022, the Directorate of Technical and Vocational Education and Training, is in charge of, among others: (a) conducting periodic skills audits on technical and vocational education and training; (b) providing inputs in the developing, monitoring, and evaluation of plans; and (c) reviewing the implementation of technical and vocational skills development programs and projects.

The Technical Education and Training Section of the Ministry of Education, Science and Technology is in charge of facilitating the operationalization of technical and training programs, contributing to the development, monitoring, evaluation, and review of various education policies on Technical Education and Training and training; and (c) initiating, developing, and mobilizing resources for the development of Technical Education and Training in the country.

National Council for Technical and Vocational Education and Training

The National Council for Technical and Vocational Education and Training (NACTVET) was established under Section 3 of the National Council for Technical Education Act, 1997 (Act No. 9 of 1997), which provides for the council to coordinate the provision of Technical Education and Training through regulatory, advisory and quality assurance function.

Technical Institutions

Section 2 of the National Council for Technical Education Act, Cap 129 of 1997, referred to Technical Institutions as institutions registered by the Council and accredited to deliver courses leading to the awards of the Council. Based on para 3.1 of the NACTVET organisation structure of 2022,

the Institutional Operations are responsible for ensuring Technical Institutions are ensuring that their programs adhere to industry standards, offer practical skills, maintain registration and accreditation standards, and continuously develop curricula to keep up with technological advancements.

2.3.2 Roles of Other Key Stakeholders

This section details the roles of other key stakeholders in regulating Technical Education and Training. It covers the Tanzania Education Authority, Sector Skills Councils, and Development Partners, as elaborated in **Table 2.3**.

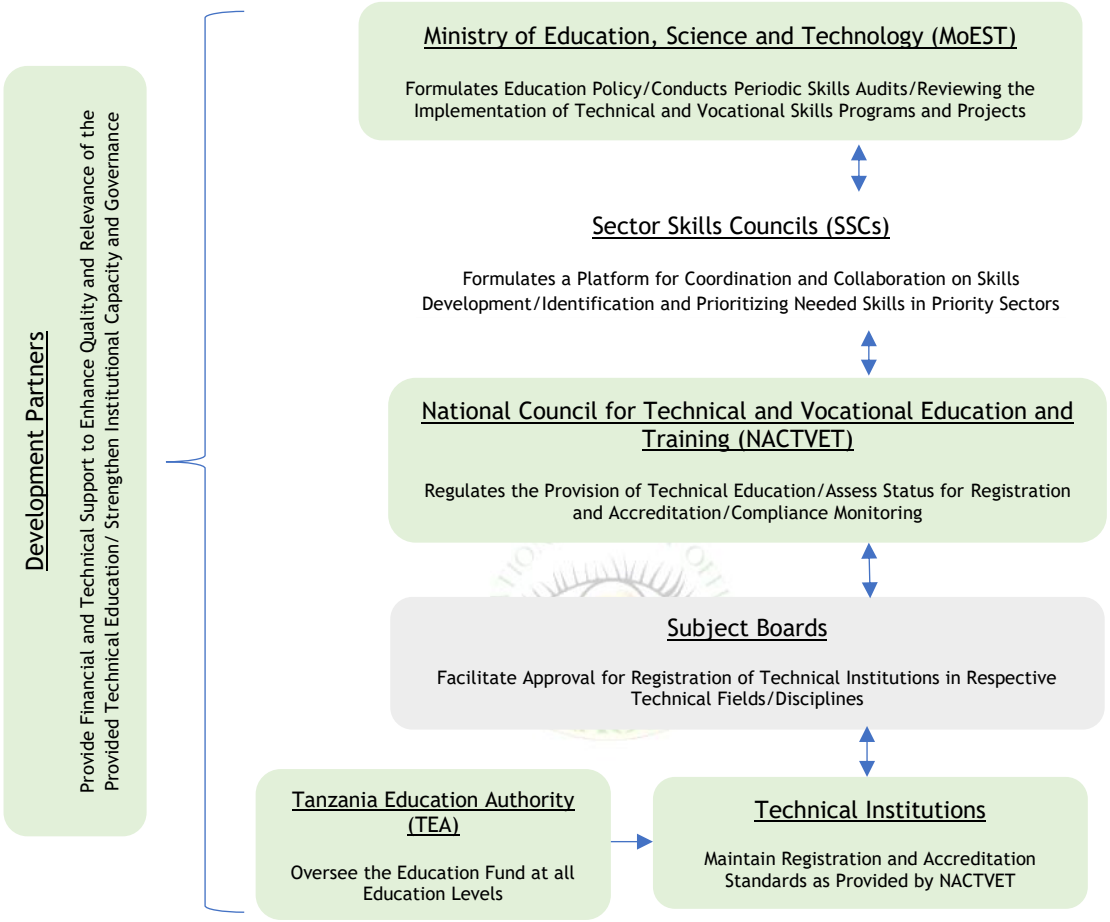
Table 2.3: Roles of other key stakeholders in technical education

Key Stakeholders	Roles
Tanzania Education Authority	Securing adequate and stable financing for education, raising the quality of education and increasing access and equity
Tanzania Private Sector Foundation (TPSF)	Supporting technical and vocational education and training is set up to include the identification and prioritization of skills needs in priority sectors.
Development Partners	Their responsibilities also involve improving the quality and relevance of technical education and training programs and enhancing institutional capacity and governance.

Source: *Auditors' Analysis from Stakeholder's Websites (2023)*

The relationship between the key actors in regulating Technical Education and Training is summarized in **Figure 2.2**.

Figure 2.2: Relationship among the key actors in the regulation of technical education and training in Tanzania



Source: *Auditors' Analysis on the Review of NACTVET Coordination Functions (2023)*

2.4 Allocation of Resources

This section covered the resources allocated to the Directorate of Technical and Vocational Education and Training Development of the Ministry of Education, Science and Technology and the National Council for Technical and Vocational Education and Training for regulating Technical Education and Training in the country.

2.4.1 Financial Resources

All financial resources for regulating Technical Education and Training for both MoEST and NACTVET are received from the Central Government.

Financial Resources for MoEST

Table 2.4 indicates budgeted and received funds at the Directorate of Technical and Vocational Education and Training Development of the Ministry of Education, Science and Technology.

Table 2.4: Budgeted and Disbursed Funds from Division of technical education and vocational training development

Financial Year	Budgeted (TZS)	Receive (TZS)
2019/20	0	0
2020/21	150,975,322,881	85,029,320,270
2021/22	190,537,646,993	177,328,995,668
2022/23	139,440,002,256	54,640,880,181

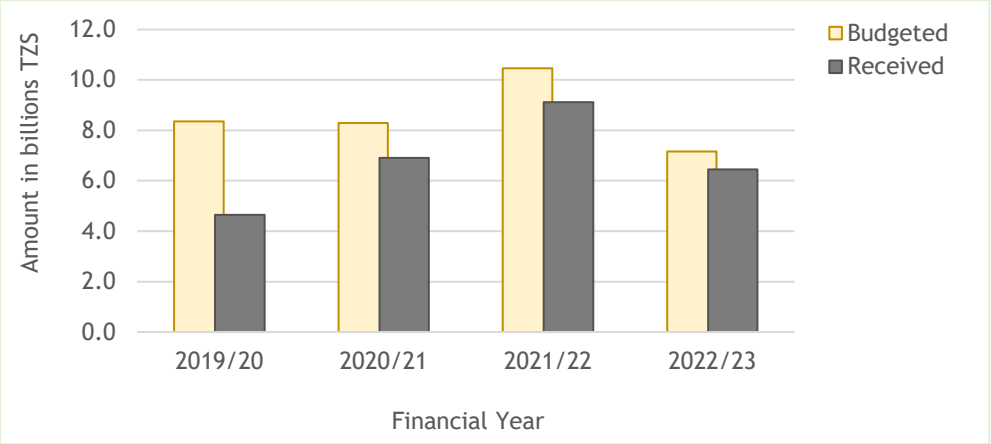
Source: *Auditors' Analysis of the Estimates of Income and Expenditure – Division of Technical Education and Vocational Training (2019/20-2022/23)*

Table 2.4 establishes that from the financial year 2019/20 to 2022/23, the Directorate of Technical and Vocational Education and Training received a total annual sum of TZS 317 billion, equivalent to 65.9% of the budgeted total. There was an increase in the received funds from 2020/21 to 2021/22 (TZS 177.3 billion) and a drop in the financial year 2022/23, TZS 54.6 billion (equivalent to 39.2% of the total budget).

Financial Resources for NACTVET

Figure 2.3 indicates the budgeted and received funds at NACTVET from the Government and internal sources.

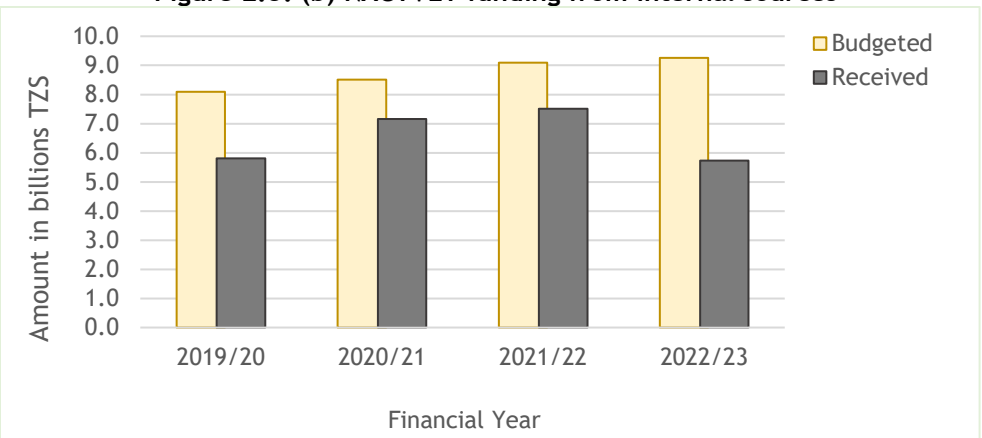
Figure 2.3: (a): NACTVET funding from central Government



Source: *Auditors' Analysis of the Estimates of Income and Expenditure - National Council for Technical and Vocational Education and Training (2019/20-2022/23)*

According to **Figure 2.3(a)**, NACTVET received between 4.6 and 9.1 billion TZS of the budgeted amount, which varied from 7.2 and 10.5 billion TZS. However, for the financial years 2019/20 and 2020/21, more funding was received from internal sources and varied between 5.8 and 7.2 billion TZS. **Figure 2.3(b)** indicates the budgeted and received funds at NACTVET from internal sources.

Figure 2.3: (b) NACTVET funding from internal sources



Source: *Auditors' Analysis of the Estimates of Income and Expenditure - National Council for Technical and Vocational Education and Training (2019/20-2022/23)*

Figure 2.3(b) depicts that, from the financial year 2019/20 to 2022/23, NACTVET received between 5.7 and 7.5 billion TZS of the total budgeted amount from internal sources, ranging from 8.1 to 9.3 billion TZS.

2.4.2 Human Resources

To implement their functions, the Ministry of Education, Science and Technology, through the Directorate of Technical and Vocational Education and Training and the National Council for Technical and Vocational Education and Training (NACTVET), provided the optimal staffing mix. **Table 2.5** shows staffing levels in the Directorate of Technical and Vocational Education and Training of the Ministry of Education, Science and Technology from the financial year 2019/20 to 2022/23.

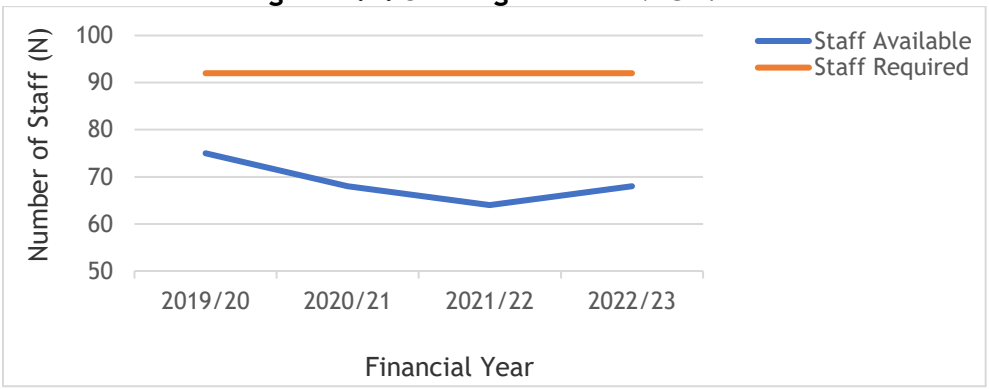
Table 2.5: Staffing Level - Division of technical education and vocational training - MoEST

Financial Year	Number of Staff Available	Number of Staff Required	Deficiency (N)
2019/20	10	16	6
2020/21	8	16	8
2021/22	10	16	6
2022/23	10	16	6
Total	**38**	**64**	**26**

Source: *Auditors' Analysis of the Staffing Levels at the Division of Technical Education and Vocational Training MoEST (2023)*

Table 2.5 shows that, from the financial year 2019/20 to 2022/23, six personnel were needed on average each year. Over the full period, the Division of Technical Education and Vocational Training had 26 fewer staff members out of the required total of 64 staff members.

Figure 2.4: Staffing level at NACTVET



Source: *Auditors' Analysis of the Staffing Levels at the National Council for Technical and Vocational Education and Training (2023)*

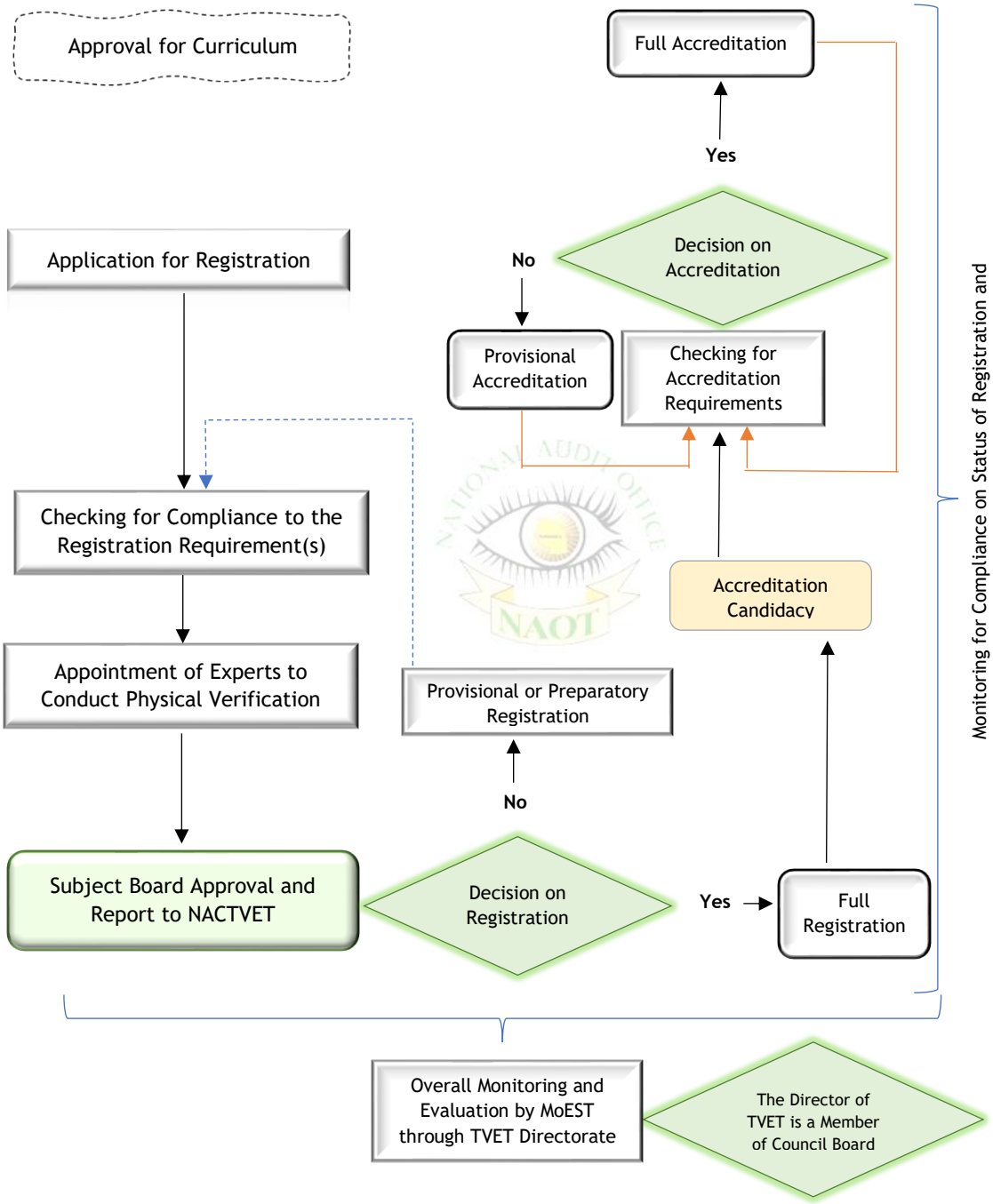
Figure 2.4 shows that, from the financial year 2019/10 to 2021/22, the difference between the number of available and required staff was increasing from 17 to 28 staff.

2.5 Process in the Regulation of the Provision of Technical Education and Training

The regulation process of the provision of Technical Education and Training is provided by the National Council for Technical and Vocational Education and Training (NACTVET). These functions include (a) Approval of the Curriculum for Technical Education and Training, (b) Registration of Technical Institutions, (c) Registration of Technical Teachers, and (d) Institutional Accreditation.

Figure 2.5 summarizes the process of regulation of technical education provision in Tanzania.

Figure 2.5: Summary of the Key Processes in the Regulation of the Provision of Technical Education in Tanzania



Source: *Auditors' Analysis on the Review of the Functions of NACTVET (2023)*

CHAPTER THREE

AUDIT FINDINGS

3.1 Introduction

This chapter presents audit findings on regulatory mechanisms in providing Technical Education and Training as performed by the Ministry of Education, Science and Technology (MoEST) through the National Council for Technical and Vocational Education and Training (NACTVET).

These findings include assessment of registration and accreditation of Technical Institutions and Teachers, review and approval of curricula for Technical Institutions to ensure that they are meeting labour market demands, compliance monitoring of registered Institutions, coordination and reporting on the mechanisms in regulating the provision of technical education, and monitoring and evaluation in the regulation of Technical Education and Training.

3.2 Inadequate Regulation of Provision of Technical Education and Training in Association with the Required Labour Market Demand

Based on the National Council for Technical and Vocational Education and Training Corporate strategic plan of 2021/22 to 2025/26 Objective C, NACTVET is required to oversee the quality of Technical and Vocational Education Training in the country that responds to national and international labour market demands.

However, based on the review of the Mapping Skills Gap and Skills Needs for Technician Graduates in the selected Economic Sectors for Industrial Growth in Tanzania (2020), the audit noted that NACTVET did not adequately regulate the provision of TET in the country. This led to a considerable mismatch between the quality of skills from graduates and employer's requirements or demands in both the public and private sectors, as shown in **Table 3.2**.

Inadequate regulation of the provision of TET was further contributed by the following factors as observed in the following sub-section hereunder;

3.2.1 Insufficient Needs Assessment to Reflect the Labour Market Demand

According to the Organization Structure of NACTVET of 2022, for the function of the Labour Market Analysis and Curriculum Development section, NACTVET was required to conduct labour market research to ensure that programmes are responsive to the labour market demand.

The review of the self-evaluation guide of NACTVET, 2005 for institutional accreditation noted that, under Standard Four of Institutional Effectiveness, technical institutions were required to conduct assessments and document the achievements associated with the labour market as the requirements for accreditation.

However, based on the interviews with officials from NACTVET, the audit noted that NACTVET did not adequately conduct labour market research on Technical Education and Training to align with labour market demand, which misled the area of improvement to trigger the changes and innovation on the delivery of Technical Education and Training with the updated of the curricula.

NACTVET conducted one labour market research on mapping skill gaps and skill needs for technicians in 2020. Also, this was caused by a lack of stipulated timeline and guidelines from NACTVET for conducting the labour market survey to identify the skills needed.

Similarly, it was noted that the NACTVET Curriculum Development Guide requires TVET institutions to conduct tracer studies every five years to identify labour market demands. **Table 3.1** summarises the number of institutions that conducted tracer studies.

Table 3.1: Conduct of tracer studies of labour market survey

Financial Year	Number of Technical Institutions	Number of conducted tracer studies	Percentage (%)
2018/19	393	145	37
2019/20	447	148	33
2021/22	451	145	32
2022/23	474	180	38

Source: *Auditors' Analysis of the Tracer Studies from the NACTVET (2023)*

Table 3.1 indicates that from 2018/19 to 2022/23, the number of TVET institutions that conducted tracer studies was less than half of the available institutions in each financial year, with a percentage range between 32 and 38 of the public Technical Institutions. This shows that the number of Technical Institutions conducting tracer studies was significantly lower than the total number of public Technical Institutions.

Inadequately conducted tracer studies led to insufficient information on the employment outcomes and career progression of TVET graduates. This makes it difficult for stakeholders to assess the effectiveness of the TVET system and make informed decisions for improvement. Insufficient needs assessment to reflect the labour market demand led to the following consequences:

(i) Insufficient number of qualified technicians to meet the demand of the labor market

The Mapping Skills and Skills Needs for Technician Report of NACTVET, 2020, revealed that, due to the growth in the construction sector, there were significant skill gaps of 39% caused by the increasing demand for skilled technicians and artisans to meet sector requirements. **Table 3.2** summarises details of the supply of labour market demand at the technician level as of 2021.

Table 3. 2: Supply of labour market at technician level

Sector	Demanded Technicians[10]	Cumulative Total Supply	Percentage Gap of Technicians (%)
ICT	67,936	25,476	63
Energy and Mining	8,254	5,505	33
Agribusiness	46,198	35,203	23
Tourism and Hospitality	6,374	5,214	18
Construction	22,216	18,506	17
Transport and Logistic	6,316	5,867	7
Total	**157,294**	**95,771**	**39**

Source: *Auditors' Analysis of NACTVET Newsletter 1 (January – February, 2021)*

[10] Survey on mapping skills gap and Skills demand survey by Line Manager.

Table 3.2 shows the cumulative average skill gap of 39%, in which the Information and Communication Technology (ICT) sector had a 63% shortfall in technicians, indicating a critical need for skilled professionals to meet industry demands. Similarly, the Energy and Mining sector had a 33% gap, indicating a significant mismatch between supply and demand. At the same time, sectors like Tourism and Hospitality and Transport and Logistics showed lower gaps at 18% and 7%, respectively.

(ii) Low growth of economic sectors

The growth of economic sectors such as ICT, Energy and Mining, and Agribusiness, which had a high percentage of skills gap as shown in **Table 3.2**, contributed to inadequate development plans for the availability of a sufficient number of technicians with the required quality of technicality to enhance productivity in the economic sector. Hence, this can lead to retard of economic sectors. Also, low economic growth limits the wide platform for the student to access the industrial attachments for bolstering technical education and training achieved by the technical institution[11].

3.2.2 Inadequate Regulation of the Technical Institutions to meet the required quality and standards

Section 5(f) of the National Council for Technical Education (NACTE) Act, Cap 129 of 1997 and its amendment requires NACTVET to ensure the quality of Technical Education and Training for the awards is met and maintained throughout the delivery of the course through effective adherence to registration procedures, guidelines, and regulations.

The audit noted challenges in the management of regulation of the conditions imposed on the Certificate of Registration for Technical Institutions, as revealed in the following shortfalls;

(a) Inadequate teaching staff in technical institutions

According to Regulation 16(1) of the National Council for Technical Education (Registration of Technical Institutions) Regulations, 2001,

[11] Survey on mapping skills gap and skills needs for technician graduates in the selected economic sectors for industrial growth in Tanzania, 2020.

institution applicants with programs lasting less than three years must ensure they have the resources necessary to complete the program before registering. In addition, the NACTVET Academic Standards require that each program have at least five teaching staff.

A review of the Report on NACTVET Compliance Monitoring Visits (2021) indicated that 41 out of the sampled 252 Technical Institutions reported a shortfall of teaching staff. In addition, the shortage of teaching staff was verified in the visited technical institutions, and it was noted that the teaching-staff ratio per program was insufficient. **Table 3.3** summarizes the available teaching staff in the visited technical institutions in the year 2023.

Table 3.3: Availability of Teaching staff in the visited technical institutions per program in the year 2023

Name of Institution	Department	Number of Teaching Programs	Number of Teaching Staff	Ratio (Teaching Staff Per Program)	Required staff per program[12]
National Institute of Transport (NIT)	Logistics and Transport Studies	8	24	1:3	1:5
	Business and Entrepreneurship	10	50	1:5	1:5
	Mathematics, Humanities and Social Sciences	1	47	1:47	1:5
	Computing and Communication Technology	3	25	1:8	1:5
	Transport, Engineering and Technology	15	68	1:4	1:5
	Aeronautical Engineering	2	19	1:9	1:5
	Library and Information Studies	2	4	1:2	1:5
Legacy College of Tourism and	Tourism and Hospitality	2	8	1:4	1:5

[12] Procedure for Curriculum Development and Review of 2010

Name of Institution	Department	Number of Teaching Programs	Number of Teaching Staff	Ratio (Teaching Staff Per Program)	Required staff per program[12]
Business Studies	Commercial Studies	0	0	0	1:5
	Information Commercial Technology	0	0	0	1:5
Mwanza Medical Academy	Pharmaceutical Science	3	8	1:3	1:5
	Clinical Medicine	3	4	1:1	1:5
Tanzania Institute of Accountancy (TIA)	Academic	4	18	1:5	1:5
Nzega Nursing School	Nursing and Midwifery	1	12	1:12	1:5
Semail Colleges of Technology and Industry	Business Studies	2	6	1:3	1:5

Source: *Auditors' Analysis of the Data from the Visited Technical Institutions (2023)*

According to **Table 3.3**, the audit noted that 4 out of 6 visited technical institutions, namely, the National Institute of Transport (NIT), Legacy College of Tourism and Business Studies, Mwanza Medical Academy, and Samail Colleges of Technology and Industry, had a shortage of teaching staff compared to the requirements[13].

Likewise, **Table 3.4** indicated further that, two departments at Mwanza Medical Academy, namely Pharmaceutical Science and Clinical Medicine, also had a shortage ratio of teaching staff per student compared to the standards required 1:25. Furthermore, analysis was done to determine the ratio of the number of available students to the teaching staff members as shown in **Table 3.4.**

[13] Based on discussion with NACVTET management it was acknowledged that, deficiency in the number teachers has been commonly reported not only in the visited technical institution but it was the problem in the whole Technical Institutions in the country.

Table 3.4: Ratio of Students to Teaching Staff in the Visited Technical Institutions (2023)

Name of Institution	Department	Number of Teaching Staff	Number of Students	Ratio (Teaching Staff Per Students)	Required Standard[14]
National Institute of Transport (NIT)	Logistics and Transport Studies	24	6,390	1:266	1:12
	Business and Entrepreneurship	50	5,643	1:112	1:12
	Mathematics, Humanities, and Social Sciences	47	125	1:3	1:12
	Computing and Communication Technology	25	1,040	1:41	1:12
	Transport, Engineering and Technology	68	1,130	1:16	1:12
	Aeronautical Engineering	19	136	1:7	1:12
	Library and Information Studies	4	118	1:29	1:12
Legacy College of Tourism and Business Studies	Tourism and Hospitality	8	12	1:1	1:12
	Commercial Studies	0	0	0	1:12
	Information Commercial Technology	0	0	0	1:12
Mwanza Medical Academy	Pharmaceutical Science	8	44	1:5	1:12
	Clinical Medicine	4	30	1:7	1:12
TIA-Mbeya	Academic	18	3,189	1:177	1:12
Nzega Nursing School	Nursing and Midwifery	12	158	1:13	1:12
Samail Colleges of Technology and Industry	Business Studies	6	12	1:2	1:12

Source: *Auditors' Analysis of Data from Visited Technical Institutions (2023)*

[14] Procedure for Curriculum Development and Review of 2010

As shown in **Table 3.4**, two out of six visited Technical Institutions, namely, the National Institute of Transport (NIT) and the Tanzania Institute of Accountancy, have been shown to have departments with a large ratio of available students to teaching staff members of more than 29 students. The Table further indicated that NIT had four departments, namely, Logistics and Transport, Business and Entrepreneurship, Computing and Communication Technology, and Library and Information Studies, with a large number of students per the available teaching staff members.

Through interviews with officials at NIT, the increasing demand for these particular courses in the job market was, to a greater extent, contributing to the observed higher student-to-teaching staff ratio for the listed departments. Based on the interviews with officials of the visited technical institutions, this was attributed to insufficient financial resources in recruiting technical teachers to accommodate the standards' demands.

The higher student-to-teaching staff ratio implies that students in a given department are less likely to receive individual attention and support, which might lower their education quality.

(b) Insufficient coverage of CBET training for technical teachers/tutors in the country

In the review of the Council Paper No NCP 78.03.03.01 of October 2021, it was reported that the implementers of the CBET system were teachers. This was a pronounced challenge in the preparation and recruitment of teachers. The basics for technical teaching require the teacher to possess subject knowledge, pedagogic experience, and practical skills. Teachers are recruited based only on the possession of subject knowledge after passing a university degree, but they lack pedagogical and technical skills.

Table 3.5 shows the review of the Annual Performance Report from 2019/20 to 2022/23; respectively, it was noted that NACTVET planned the CBET training, which was not executed as planned.

Table 3.5 Planned and implemented CBET training for technical teachers (2019/20-2022/23)

Financial Year (s)	2019/20	2020/21	2021/22	2022/23
Planned CBET Training	300	300	500	1000
Covered CBET training	810	1341	1092	1206
Percentage of implementation	270	447	218	121

Source: *Auditors' Analysis from Annual Implementation Report 2019/20 to 2022/23*

From **Table 3.5,** it can be noted that, in the financial year 2019/20, the plan for training was set at 300, and the implementation reached a total of 810, equivalent to 270%. Similarly, in the financial year 2020/21, the plan was to train 300 teachers. However, the implementation exceeded the set target as a total of 1341 teachers were trained. In 2021/22, the plan aimed for 500 teachers, yet the execution surpassed this target, whereby 1092 teachers were trained. In the financial year of 2022/23, the plan was to train 1000 teachers, but 1206 teachers were trained.

During the interviews with officials from the visited technical institutions, it was noted that CBET training was conducted based on the requests submitted by Technical Institutions. The officials revealed that NACTVET received requests from these institutions for CBET skills training. It was further noted that the shortage of NACTVET staff caused this high demand since those who were available were unable to train all teachers in Technical Institutions. However, NACTVET did not provide evidence to indicate the exact number of requests received from Technical Institutions for CBET training during the respective years (2019/20 to 2022/23).

Furthermore, during physical verification in the technical institutions, it was noted that NACTVET did not adequately implement CBET training in the visited Zones. **Table 3.6** presents the coverage of CBET Training in the visited NACTVET Zones.

Table 3.6: The coverage of CBET training in zones

Name of Zone office[15]	Financial Year(s)	Zone Status of CBET Training		
		Technical Institutions at Zone	Technical Institutions received CBET	Percentage Received Training
Northern Zone	2019/2020	67	1	1
	2020-2021	72	12	17
	2021-2022	77	10	13
	2022-2023	82	6	7
Southern Highlands Zone	2019/2020	76	3	4
	2020-2021	49	6	12
	2021-2022	46	3	7
	2022-2023	48	14	29
Western Zone	2019/2020	24	3	13
	2020-2021	25	4	16
	2021-2022	35	5	1
	2022-2023	40	4	10
Zanzibar Office	2019/2020	13	1	8
	2020-2021	14	2	14
	2021-2022	15	4	27
	2022-2023	17	6	35

Source: *Auditors' Analysis of the Data from the NACTVET Zonal Offices (2023)*

Table 3.6 shows that in the Northern Zone, the number of technical institutions increased from 67 in 2019/2020 to 82 in 2022-2023, yet the percentage of institutions which received CBET training ranged from 1% to 7%. Similarly, the Southern Highlands Zone institutions increased from 4% to 29%. In the Western Zone, institutions that received CBET training fluctuated, which was higher at 16% in 2020-2021, decreased to 1% in 2021-2022, and increased to 10% in 2022 - 2023. Conversely, the Zanzibar Office indicated an increased trend in CBET training, with the percentage of institutions that received CBET training increasing from 18% in 2019/2020 to 35% in 2022/2023.

Moreover, the team noted the status of CBET training at the technical institutions that were visited. **Table 3.7** depicts the number of teachers trained on CBET conducted by NACTVET.

[15] Data for Lake Zone and Eastern Zone were incomplete.

Table 3.7: Percentage of teachers trained on CBET in the visited technical institutions

Financial Year(s)	Provider	Percentage of Teachers with CBET			
		2019/20	2020/21	2021/22	2022/23
National Institute of Transport (NIT)	NACTVET	27	19	25	25
Mwanza Academy	NACTVET	-	-	30	33
Tanzania Institute of Accountancy (TIA)	NACTVET	33	40	48	43
Nzega Nursing school	NACTVET	100	90	91	91
Samail- Zanzibar	NACTVET	100	0	16	0
Arusha-legacy college of tourism and business	NACTVET	-	-	25	25

Source: *Auditors' Analysis from data received from TI Visited (2023)*

Table 3.7 shows the status of CBET training at the visited Technical Institution from 2019/20 to 2022/23. The audit noted that, at TIA-Mbeya, National Institution Transport (NIT), and Nzega Nursing School, the percentage of teachers not trained on CBET training was less than that of teachers who received training. Furthermore, Samail College, Arusha College of Tourism and Business, and Mwanza Academy revealed that the percentage number of teachers who did not receive CBET training was higher than the number of teachers who received CBET training.

The insufficient coverage of CBET Training was attributed to a staff shortage with respect to trainers from NACTVET who were conducting training in eight Zones in the country. Also, during the interview with the management, it was stated that the shortage of funds was another reason that hindered CBET training since not all technical institutions could cover the cost.

Moreover, the audit observed the presence of embedded online modules for technical teachers' CBET delivery on NACTVET's website[16]. However, the online module for technical teachers on CBET training has yet to be implemented to allow teachers nationwide to access it.

The impact on the NACTVET teachers not being covered with CBET training is that they will not be able to train students based on pedagogical skills,

[16] https://tvetodel.nacte.go.tz/admissionportal/index.php/site/home

which helps students to learn through practical actions more than theoretical ones. Thus, this limits graduates from technical institutions to keep up with the demands of the growing labour market.

(c) Insufficient learning facilities with the required standards

Para 3.1 of the Procedure for Curriculum Development and Review of National Council for Technical and Vocational Education and Training, 2010 requires NACTVET to ensure smooth curriculum implementation. It is necessary to assess the situation with respect to staff situation, teaching and learning space, facilities and equipment for teaching and learning, availability of materials and consumables for teaching and learning, and the existence of relations with external institutions.

In the review of the Council Paper No NCP 78.03.03.01 of October 2021, the Audit noted the presence of deficiencies that impair the quality of education provided, as presented in **Table 3.8**. The absence of learning facilities contributed to the inadequate delivery of the Competency-Based Education and Training (CBET) curriculum.

Table 3.8: Learning facilities in the visited technical institutions

Technical Institutions	Noted deficiencies in learning facilities
National Institute of Transport (NIT)	• Shortage of classrooms compared to the number of students, laboratories, workshops and library to support training for a large number of students
Legacy College of Tourism and Business Studies	• The college does not have a computer laboratory or library.
Mwanza Medical Academy	• The Institution has one computer lab with a capacity of 20 students.
Tanzania Institute of Accountancy (TIA) – Mbeya	• A small library that accommodates 30 students out of 3188 • Dilapidated toilets
Nzega Nursing School	• Lack of office for quality assurance committees
Samail Colleges of Technology	e-library is accessible only on the campus

Source: *Auditors' Physical verification conducted and Council Paper No NCP 78.03.03.01 (2021)*

From **Table 3.8**, A range of deficiencies in learning services was noted, hindering the adequate delivery of skills to the required standards at

specific Technical Institutions. Additionally, during the physical verification conducted, depreciation of learning facilities was observed, as shown in **Photo 3.1.**

Photo 3.1: Conditions of learning facilities in the visited technical institutions

Source: Physical Verification as conducted on 11 September 2023

From **Photo 3.1,** the following deficiencies from the learning facilities of the visited TIs were noted: Dilapidated toilets and wooden painted columns supporting the roof of the lecture room.

Further, the audit noted the presence of a shortage of teachers and physical infrastructure compared to the number of students for accommodation, as presented in **Table 3.9.**

Table 3.9: Status of the available lecture rooms with number of teachers and students

Technical Institutions	Number of Students	Number of Lecture Rooms
National Institute of Transport (NIT)	13,945	54
Legacy College of Tourism and Business Studies	2	1
Mwanza Medical Academy	74	7
Tanzania Institute of Accountancy (TIA)	3188	11
Nzega Nursing School	158	4
Samail Colleges of Technology	27	5

Source: *Auditor's Analysis from the Visited Technical Institutions (2023)*

Table 3.9 shows a shortage of lecture rooms, which could not accommodate the number of students for the required 40 hours per week. Insufficient

resources for developing learning tools and recruiting technical teachers by the technical institution were contributed by insufficient financial resources of the technical institutions to increase lecture rooms to accommodate students as per the required hours per week. However, Samail Colleges of Technology had insufficient lecture rooms with adequate facilities for learning compared to the number of students available.

The use of insufficient learning facilities led to prolonged learning hours and evening sessions that led to inadequate delivery of quality Technical Education and Training for teachers due to the fatigue of prolonged teaching sessions.

3.2.3. Lack of Follow-up on the Implementation of Responses Provided

According to Para 4.1 of the NACTVET Guidelines for Monitoring and Evaluation Processes of 2019, NACTVET is supposed to receive responses on the undertaken corrective measures based on the noted deficiencies during monitoring visits.

However, the audit team noted that it was uncertain whether NACTVET was fully informed of the actual conditions corrected, given the outlined corrective actions as highlighted in the response letters.

Table 3.10 highlights the status of providing feedback and receiving responses from Technical Institutions at the zonal level based on the monitoring visits made for the financial year 2022/23.

Table 3.10: Monitoring and evaluation visits and responses at zonal level

Zone	Number of Available Technical Institutions	Number of Visited Technical Institutions	Number of Feedback Reports	Number of Response Letters
Eastern	133	21	0	0
Western	40	3	0	0
Northern	82	33	33	*0*
Southern Highlands	48	15	15	*0*
Lake	10	2	2	2
Zanzibar	*17*	6	6	0

Source: *Auditors' Analysis of Data from the Visited NACTVET Zonal Offices (2023)*

Table 3.10 shows that the number of visited Technical Institutions was less than half of the available institutions at the zonal level. Despite the given feedback, it is further stated that none of this feedback received responses

that would have let NACTVET be informed of the corrective measures planned to be implemented. Also, it was noted that no records were in place in the Eastern Zone and Western Zone to reveal that feedback letters and response letters were provided from NACTVET.

The audit team also noted a lack of records for responses available at zonal levels because the management of these records was centrally at NACTVET headquarters. **Table 3.11** summarises the amount of feedback against submitted response letters from the technical institutions visited for the financial year 2022/23.

Table 3.11: Monitoring and Evaluation Visits and Responses at Institutional Level

Name of Institution	Number of M&E Visits	Number of Feedback Reports	Number of Response Letters
National Institute of Transport (NIT)	2	1	1
Legacy College of Tourism and Business Studies	1	1	0
Mwanza Medical Academy	2	0	0
Tanzania Institute of Accountancy (TIA)	0	0	0
Nzega Nursing School	2	0	0
Samail Colleges of Technology and Industry	2	1	0

Source: *Auditors' Analysis of the Data from the Visited Technical Institutions (2023)*

Table 3.11 shows that, for the compliance monitoring visits made in the financial year 2022/23, no feedback or responses were given based on the compliance monitoring visits made. The table further indicates that neither the two visits made at Mwanza Medical Academy gave feedback nor responses. It is further illustrated that only one response was provided for each of the two visits made to Samail Colleges of Technology and Industry and NIT.

Similarly, the NACTVET Guidelines for Establishing Institutional Policies and Procedures of 2005 is the guiding framework for all technical institutions to have quality control systems for the respective technical institutions to meet the registration and accreditation requirements. Despite this

guideline, there was no proof that NACTVET had the mechanism to guarantee that technical institutions implemented quality control systems as per the guideline.

Furthermore, it was noted that assessments made through monitoring and evaluation visits to technical institutions had not shown to include whether technical institutions established quality control systems as one among the Terms of Reference for the assignment. Not complying with this guideline implied the risk of compromising the quality of education and training provided by technical institutions.

3.3 Ineffective registration and accreditation of Technical Institutions and Technical Teachers

Regulation 15 of the National Council of Technical Education (Registration of Technical Institution) Regulations of 2001 required the Council, where the Technical Institution is fully operational and sustainable for at least five years, to award full registration to such Institution upon payment of the prescribed registration fee. Also, the institution awarded full registration is required to apply for accreditation by the Council within five years.

The ineffective registration and accreditation of technical institutions and technical teachers was further observed in the subsequent section as detailed elaborated hereunder;

3.3.1. Non-Compliance with Registration Process of Technical Institutions

Regulation 3 of the National Council of Technical Education (Registration of Technical Institution) Regulations of 2001 vested the mandate to NACTVET to register all technical institutions before accreditation status.

Based on the review of the registration procedure for technical, the audit noted that, upon receiving the filled application form from the technical institution for evaluation and preparation of physical verification for assessment and grant of the appropriate status of registration, NACTVET had not stipulated a timeline for the completion of the process that hinders to assess the effectiveness of the registration process in timeline delivery.

Furthermore, upon the review of the NACTVET Compliance Monitoring Reports (2019/20 – 2022/23), the audit noted that for the registered technical institutions, there was a presence of non-compliance of registration requirements such as admission of unqualified students, Insufficient Academic staff and teaching resources. The noted inadequacy of the registration process of the technical institutions was attributed to the following shortfalls:

(i) Risk of Unrealistic Observed Conditions during Compliance Monitoring Visits

Despite the compliance monitoring visits, the audit noted that these visits made host institutions aware of the need to set favourable conditions for observation. Furthermore, based on the review of the Internal Audit Report on the CME Department (Committee Paper No. 27.03), the audit noted that NACTVET did not have a schedule for surprises that could reveal the observed conditions during regular compliance monitoring visits. Further, NACTVET depended on the whistle-blow and public outcry to conduct the surprise compliance monitoring visits, whereby the deficiencies had already happened for the Technical Institutions (post-mortem) rather than preventive compliance monitoring.

(ii) *Absence of the Information System for Tracking the Registration Status of Technical Institutions*

Based on the interviews with NACTVET officials, it was declared that NACTVET did not have any computerized information system for tracking registration or accreditation status for the registered Technical Institutions. It was noted that the practice was still manual and that the Technical Institution was supposed to inform the council by letters on renewal of registration and accreditation. The council formed a team to visit and verify the matter. Also, there were regular quarterly and annual monitoring activities for sampled and visited technical institutions to identify and verify matters.

The above-described system contributed to inadequate enforcement of the registration and accreditation requirements since NACTVET was not alerted of the status to strengthen enforcement through compliance activities for the Technical Education and Training provided.

Consequently, the audit noted through the review of the registration and accreditation database of Technical Institutions from NACTVET as of May 2023 that the number of technical institutions with provisional registration increased from 36 in 2019/20 to 63 in 2022/23. The increasing number of technical institutions with provisional registration indicates the rise in new institutions or other institutions that could not graduate to full registrations. **Table 3.12** depicts the increment of provisional Registration of Technical Institutions.

Table 3.12: Provisional registration of technical institutions

Financial year	Number of Registered Technical Institutions	Number of Technical Institutions with Provisional Registration	Percentage with Provisional Registration
2019/20	386	36	9
2020/21	421	47	11
2021/22	469	59	13
2022/23	492	63	13

Source: *Auditors' Analysis from NACTVET Database (2023)*

Table 3.12 indicates the increase in total and provisional registrations. The percentage of technical institutions with provisional status remained constant at 9% in 2019/20, then increased to 11% in 2020/21, and further to 13% in both 2021/22 and 2022/23.

Further, the audit analysed the extent of registration of technical institutions across the visited zones, and the results indicate that all Zones had institutions with provisional registrations. **Table 3.13** depicts the number of technical institutions with provisional registrations.

Table 3.13: Average number of technical institutions with provisional registration in zones (2019/20-2022/23)

Zone	Number of Registered Technical Institutions	Number of Technical Institutions with Provisional Registration	Percentage with Provisional Registration
Zanzibar	17	0	0
Northern	86	5	6
Western	32	2	6
Central	36	2	6
Southern Highlands	76	9	12
Eastern	133	23	17
Lake	87	16	18
Southern	10	2	20

Source: *Auditors' Analysis from Register for the Technical Institution (2023)*

As shown in **Table 3.13**, the audit noted that 17% of its 23 technical institutions in the Eastern Zone had provisional registration. In the Lake Zone, out of 16 technical institutions, 18% of those registered technical institutions had provisional registration. Additionally, nine technical institutions in the Southern Highlands, equivalent to 12%, had provisional registration. Moreover, Central, Northern and Western zones had 6% of their registered technical institutions with provisional registrations.

3.3.2. Inadequate Registration of Technical Teachers

According to Section 5(1)b of the National Council for Technical Education Act, Cap. 129, NACTVET is supposed to register technical teachers and qualified teaching technicians in the country's registered and accredited technical institutions. The registration of technical teachers is granted after the assessment of NACTVET's qualification requirement.

The review of Annual performance reports noted that in the financial year 2019/20, there were 10,195 technical teachers, and 6,784 (67%) were registered. In 2020/21, there was an increase in total technical teachers to 10,239 and registered technical teachers to 6,869, maintaining the registration percentage at 67%. Similarly, in 2021/22, the total number of technical teachers increased to 11,704, while the percentage of registered teachers decreased to 59%. In 2022/23, there was a decrease in total

technical teachers to 10,201 and registered technical teachers to 6,935, but the registration percentage increased to 68%, as shown in **Table 3.14**.

Table 3.14: Registration of technical teachers in the country

Financial Year	Total Technical Teachers	Registered Technical Teachers	Percentage of Registration (%)
2019/20	10,195	6,784	67
2020/21	10,239	6,869	67
2021/22	11,704	6,932	59
2022/23	*10,201*	6,935	68

Source: *Auditors' Analysis of Teachers Registration Data (2023)*

From **Table 3.14,** the registration trends indicated a dynamic number of teacher registrations, with variations in overall numbers and the corresponding percentage of registered technical teachers over the audit period.

Similarly, the audit analysed the extent of technical teacher registration in the visited zones. **Table 3.15** depicts the extent of registration of technical teachers across zones.

Table 3.15: Registration of technical teachers in the visited zones

Zone	Estimated number of Technical Teachers	The registered number of Technical Teachers	Percentage of Registered Teachers
Northern Zone	2,071	1,179	57
Eastern Zone	4,452	2,566	58
Lake Zone	1,417	763	54
Southern Zone	299	139	46
Southern Highlands Zone	1,635	902	55
Western Zone	668	347	52
Central Zone	1,120	624	56
Zanzibar Office	730	416	57
Total	**12,392**	**6,935**	**56**

Source: *Auditors' Analysis of Teachers Registration Data (2023)*

Table 3.15 notes that the registration of technical teachers in the Southern Zone was 46%. In contrast, in the Northern Zone, Eastern Zone, Lake Zone, Southern Highlands Zone, Western Zone, Central and Zanzibar Office Zone, teachers' registration ranged from 58% to 52%. Therefore, the average percentage of teachers registered in all Zones in the country was 56%.

Similarly, the audit analysed the extent of registration of technical teachers in the visited technical institution. During the physical verification, the audit noted that the number of unregistered technical teachers in the visited technical institutions ranged from 2 to 75.

Table 3.16 shows the number of Registered and Unregistered in the visited Technical Institutions in the selected zones.

Table 3.16: Number of registered and unregistered technical teachers

Technical Institutions	Total Number of Technical Teachers	Number of Registered Technical Teachers	Number of Unregistered Technical Teachers
National Institute of Transport (NIT)	249	174	75
Legacy College of Tourism and Business Studies	2	2	-
Mwanza Medical Academy	12	12	-
Tanzania Institute of Accountancy (TIA)	30	28	2
Nzega Nursing School	12	12	-
Samail Colleges of Technology	7	7	0

Source: *Auditor's Analysis from the Physical Verification of Visited Technical Institutions, 2023*

From **Table 3.16**, The National Institute of Transport (NIT) had a total of 249 technical teachers, with 174 (69.9%) registered and 75 (30.1%) unregistered. Legacy College of Tourism and Business Studies employed two technical teachers, all registered. Similarly, Mwanza Medical Academy had 12 technical teachers, all of whom were registered. The Tanzania Institute of Accountancy (TIA) employed 30 technical teachers, of which 28 (93.3%) were registered, and 2 (6.7%) were unregistered. In Samail College of Technology, it was noted that all 7 teachers, equivalent to 100%, were registered and had registration numbers for identification.

The following factors contributed to the unsatisfactory registration of Technical Teachers;

a) Teachers' registration targets are below the actual requirements

NACTVET Corporate Strategic Plan 2021/2022 – 2025/2026, objective C target nine (ix) requires NACTVET to ensure that 6,000 Technical Teachers are registered by June 2026.

The audit noted that by 2019/20, NACTVET had already registered 6,784 technical education teachers, and the number of teachers increased from 10,195 to 12,392 by 2022/23. Although NACTVET planned to register 6,000 technical teachers by June 2026, this target was half of the available technical teachers who were registered during the financial years from 2019/20 to 2022/23.

The target set indicates a mismatch between strategic planning and the evolving needs of the technical education sector. With an increase in the total number of technical teachers and the actual registration surpassing the initial number of teachers, there could be a higher demand for qualified technical teachers in the future.

b) Lack of annual targets for registration of technical teachers

The audit noted through the review of NACTVET's strategic plan for 2021/22-2025/26 that NACTVET aimed to register 6,000 Technical Teachers by June 2026. However, upon reviewing the results framework matrix of the same strategic plan, it was noted that there was no specified annual target value for the indicator. The lack of specified annual targets led to a mismatch with the needs requirement and also hindered NACTVET from measuring the annual progress toward registering 6,000 Technical Teachers by June 2026.

This lack of specificity led to difficulties in tracking and evaluating the effectiveness of strategic initiatives over time. Additionally, it could impact the transparency and clarity of responsibilities among involved stakeholders.

c) Inadequate implementation of teachers' registration activities

The audit noted, through the review of the NACTVET Annual Plans for 2021/22 and 2022/23, that NACTVET had planned, printed certificates, and verified a total of 1,200 application forms for the Registration of Technical Teachers and reviewed the Teachers' Registration guidelines by June 2022. However, only 1,044 application forms were verified, and 322 certificates were printed.

As noted, inadequate implementation of teacher registration activities slowed the NACTVET's achievement of its teacher registration targets. This could lead to a slower pace of registering technical teachers, impacting the overall progress toward meeting the registration goals set by NACTVET. This hindered the adequate delivery of CBET curricula since they were not assured of qualifications for technical skills in teaching and curriculum delivery, such as pedagogical skills and others.

3.3.2. Ineffective Accreditation Process of Technical Institutions

Regulation 5 (2) of Accreditation of Technical Institutions Regulations, 2001, requires each registered institution under the Act to commence the process for accreditation within six months after obtaining full registration. In addition, the timeline for the accreditation, as stipulated in the regulation, is presented in **Table 3.17**.

Table 3.17: Required timeline for accreditation process

Accreditation status	From	To	From	To	From	To
	Full Reg	Candidacy Accredit	Candidacy Accredit	Provisional Accredit	Provisional Accredit	Full Accredit
Time (year)	0.5		2.0		To be specified	

Source: *Auditors' Analysis from the Accreditation of Technical Institutions Regulations (2001)*

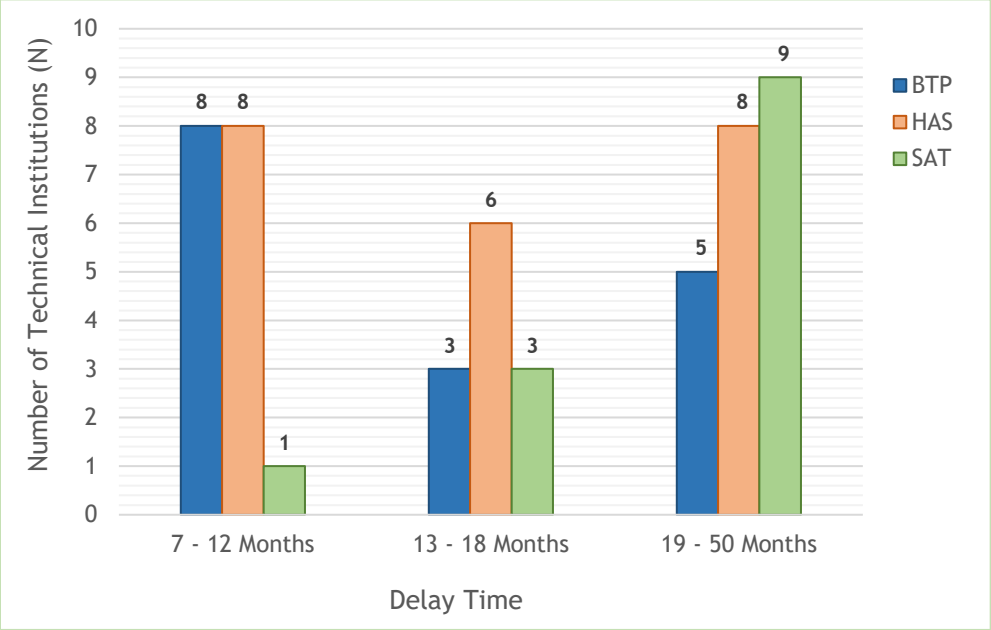
The audit noted through the review of annual accreditation reports that the adherence to the accreditation timeline for the technical institutions fluctuated yearly. Thus, the audit noted an ineffective Accreditation of Technical Institutions, as detailed hereunder.

a) Delay of the commencement of the accreditation process

The review of the Register revealed that, despite the requirement that Technical Institutions be guaranteed accreditation candidacy after completion of full registration, 51 Technical Institutions (equivalent to 10.8%) were recorded as having a delay to accreditation candidacy level.

Figure 3.1 depicts the recorded delays to the accreditation candidacy Level. Out of the 51 Technical Institutions, 16 institutions were in the category of BTP Board, 22 were in the category of HAS Board, and 13 were in the category of SAT Board.

Figure 3.1: Recorded delays to accreditation candidacy level as of may 2023

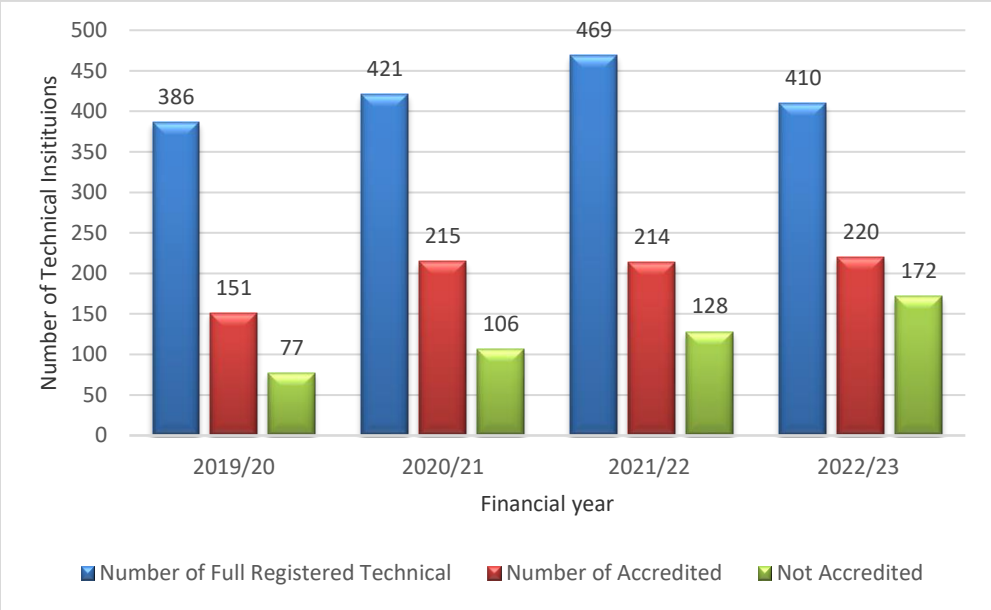


Source: *Auditors' Analysis of the NACTVET Register of Technical Institutions (2023)*

Figure 3.1 indicated records of delays in accreditation candidacy, ranging from 19 to 50 months, with the highest records noted in Technical Institutions under SAT and HAS Boards. Additionally, it was noted that one Technical Institution under the SAT Board experienced a delay of 7 to 12 months. The list of institutions with documented delays in accreditation candidacy levels for all three types of Boards is detailed in **Appendix 5** of this report.

Consequently, the number of non-accredited technical institutions fluctuated yearly. The audit noted an inefficiency in the Accreditation process of Technical Institutions. **Figure 3.2** compares the number of accredited and non-accredited technical institutions.

Figure 3.2: Comparison of the number of accredited and not accredited technical institutions



Source: *Auditors' Analysis from Register for the Technical Institution (2023)*

As shown in **Figure 3.2,** in 2019/20, 77 out of 350 Technical Institutions were not accredited. In 2020/21, a total of 106 out of 421 Technical Institutions were not accredited; in the financial year 2021/22, a total of 128 out of 469 Technical Institutions were not accredited; and in 2022/23, a total of 220 out of 272 were not accredited respectively. The Figure indicated that there was incremental growth in accredited institutions. However, there was a variation in the number of non-accredited institutions, with an increase in the financial year 2022/23.

The technical institutions were providing technical education and training without adhering to the requirements of accreditation regulations, which resulted in the technical education and training provided not meeting the required quality standards. Consequently, graduates may not be competitive in the labour market.

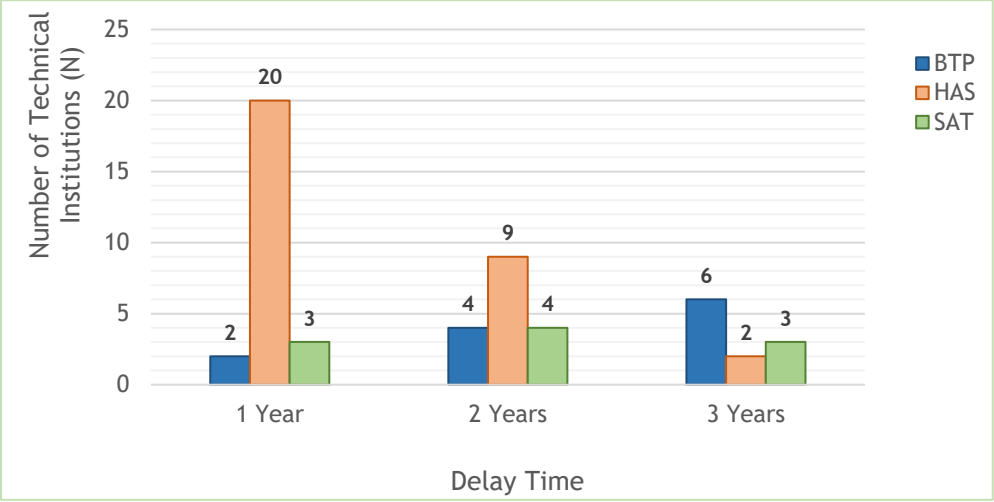
b) Absence of information of accreditation from candidacy to provisional accreditation

Upon review of the Accreditation Register data of technical institutions as of May 2023, the audit noted the absence of a record for the growth of technical institutions from the candidacy level to the provision level of accreditation. This portrayed the ineffectiveness of the accreditation process for two years as per requirements to enhance the growth of respective technical institutions. Consequently, an ineffective accreditation process during the growth of candidacy to the provision level affects the timeline for the technical institution to acquire full accreditation.

c) Accreditation process to achieve full accreditation status

Likewise, further analysis of the NACTVET Register of Technical Institutions revealed that 53 technical institutions (equivalent to 11.2%) with full registration took more than Five years to acquire full accreditation levels. Out of 53 institutions, 12 were under the BTP Board, 31 were under the HAS Board, and 10 were under the SAT Board, contrary to the requirement that full accreditation should be made within five years following full registration as per the National Council for Technical Education (Accreditation and Recognition of Technical Institutions) Regulations of 2001. **Figure 3.3** shows the records beyond the five-year timeline to the full accreditation level.

Figure 3.3: Recorded delays to full accreditation level as of may 2023



Source: *Auditors' Analysis of the NACTVET Register of Technical Institutions (2023)*

Figure 3.3 indicates that fewer than Five (5) Technical Institutions under BTP and SAT Boards faced delays of one and two years after completing five years from full registration. Meanwhile, a higher number of technical institutions, especially those under the HAS Board, experienced one year of delays. The details of institutions with recorded delays to full accreditation level for all three types of Boards are available in **Appendix 6** of this report.

The delays were attributed to the Technical Institution not qualifying to be granted the next step of registration for a long time. Delayed full accreditation for technical institutions continues to provide technical education and training, but the quality is not as per NACTVET standards.

Delayed full accreditation was contributed to by the lack of a database system that can easily track and notify the accreditation status of specific institutions, limiting the quality and assurance of some programs to be provided by Technical Institutions as stipulated in NACTVET regulations.

The reasons for the ineffective accreditation process of technical institutions were:

a) Insufficient Physical Inspection Conducted for Accreditation

Regulation 10 of the Accreditation of Technical Education Regulation, 2001, requires the appointed evaluation team to conduct a physical inspection of the institution to ensure adherence to the accreditation requirements.

The audit noted through the review of the annual progress reports of 2019/20 to 2022/23 that NACTVET had inadequately conducted physical inspection of technical institutions as planned.

Table 3.18 depicts NACTVET Physical Inspection Coverage of Technical Institutions. In 2019/20, 69% of the planned 80 inspections were conducted. In 2020/21, NACTVET conducted 98% of the 60 planned physical inspections. However, in 2021/22, only 57% of 100 planned inspections were conducted. In 2022/23, the physical inspection decreased to only 8% of the planned 100 inspections, as shown in **Table 3.18**.

Table 3.18: Physical Inspection Coverage of Technical Institutions

Financial year	Number Planned	Number visited	Percentage visited
2019/20	80	55	69
2020/21	60	59	98
2021/22	100	57	57
2022/23	100	08	8

Source: Auditors' analysis from annual progress reports 2019/20 - 2022/23

Table 3.18 notes that the physical inspection was not adequately executed according to the planned technical institutions. Technical institutions ranged from 8% to 98% for visits for physical inspection.

The inadequate planning for monitoring the visit of Technical Institutions for compliance and enforcement of conditions for registration and accreditations hinders the equal chance for physical inspection among the Technical Institutions to provide assurance of the education provided.

This led Technical Institutions to delay obtaining accreditation, resulting in some being tempted to conduct training without quality assurance of the programs delivered through accreditation.

3.3.4 Inadequate Renewal of Accreditation on a Timely Basis

Regulation 17 (3) for Full Accreditation of the National Council of Technical Education (Accreditation and Recognition Regulations), 2001, requires the council to ensure that institutions, after five years, apply for renewal of the full accreditation status.

Based on the review of the accreditation register of Technical Institutions, the audit noted that there was a delay in the renewal of accreditation of institutions for the subject boards, as detailed **in Table 3.19.**

Table 3.19: Status of renew of accreditation of technical institutions

Subject Board	Number of Technical Institutions	Years from Grant of Full Accreditation
SAT	3	9 – 11
BTP	2	7 – 9
HAS	0	-

Source: *Auditors' Analysis from the Accreditation Register as of May 2023*

From **Table 3.19**, the audit noted that except for the technical institutions under the HAS subject, the remaining subject boards (BTP and SAT) had five technical institutions, which exceeded five years for accreditation renewal.

Furthermore, upon review and analysis of the accreditation register, the audit noted the presence of outlier data that exceeded the renewal of the accreditation for over 100 years. This indicated inadequate data cleaning and data management for the accreditation process. The presence of outlier data misleads the planning of compliance monitoring of technical institutions on a risk basis.

The reasons for the delay in renewing the accreditation of Technical Institutions are discussed below;

a) Absence of the Information System for tracking the registration and accreditation status of technical institutions

Based on the interview with NACTVET officials, it was revealed that NACTVET lacked a computerized information system for tracking the registration or accreditation status of registered Technical Institutions (TIs). The practice remained manual, with Technical Institutions required to

inform the Council via letters about the renewal of registration and accreditation. In response, the Council formed a team for on-site visits and verification. As per the interviews, the described system led to inadequate enforcement of registration and accreditation requirements because NACTVET was not alerted to the status in a timely manner.

b) Centralization of the accreditation process of the technical institutions

Based on the review of the accreditation process as elaborated in the Regulation of Accreditation, it was noted that NACTVET centralized the accreditation process to NACTVET Headquarters. This affirmed the inadequacy utilization of the NACTVET zonal offices that limited the ease of monitoring of technical institutions on renewing and adhering to the accreditation requirements.

c) Inadequacies in compliance monitoring of technical institutions

Section 5(1)(d) of the National Council for Technical Education Act, Cap 129 of 1997, requires NACTVET to ensure that the quality of education required for the awards is met and maintained throughout the course delivery. NACTVET is supposed to conduct compliance monitoring throughout the year to ensure that Technical Institutions meet the educational quality standards based on the registration procedures, guidelines, and regulations.

3.4 Shortfalls in Review and Approval of Curricula to Meet Labour Market Demands

Section 4.2.2 of Procedures for Curriculum Development and Review of 2010 stated that all curricula, regardless of routine reviews, should be evaluated every five years. Regular curriculum reviews ensure Technical Education and Training programs stay relevant, addressing the changing needs of students and the workforce as societal needs, industry demands, and educational standards evolve.

The audit noted the following concerning curriculum reviews by technical education institutions and NACTVET:

3.4.1 Prevalence in the Use of Outdated Curricula by Technical Institutions

A review of the NACTVET Council Paper No. NCP 78.03.03.01 of 2020/21 indicated that 35 of 252 of the Technical Institutions visited during compliance monitoring visits had been operating with outdated curricula. Similarly, a review of the Council Paper No. NCP 85 for the financial year 2022/23 indicated that 24 out of 105 visited Technical Institutions also operated with outdated curricula. **Table 3.20** summarizes the number of curricula as reviewed by technical institutions.

Table 3.20: The extent of curriculum review by technical institutions

Financial Year	Number of Curricula Supposed to be Reviewed	Number of Reviewed Curricula	Percent (%)
2019/20	152	48	32
2020/21	77	42	55
2021/22	58	30	52
2022/23	92	28	30

Source: *Auditors' Analysis of the NACTVET Curriculum Registry (2023)*

Table 3.20 shows that from the financial year 2019/20 to 2022/23, the number of reviewed curricula ranged from 30% to 55% of the number of curricula that were supposed to be reviewed. The Table indicates a gap between the planned number of curriculum reviews and the actual number of reviews conducted. Furthermore, the audit team verified the status of the review of the available curricula in the visited technical institutions and noted the use of outdated curricula. **Table 3.21** provides the status of expired curricula in the visited technical institutions for the financial year 2022/23.

Table 3.21: Use of outdated curricula in the visited technical institutions

Name of Institutions	Total Number of Curricula	Number of Expired Curricula
National Institute of Transport (NIT)	41	**7**
Legacy College of Tourism and Business Studies	2	2
Mwanza Medical Academy	6	3
Tanzania Institute of Accountancy (TIA)-Mbeya	20	0
Nzega Nursing School	3	3
Samail Colleges of Technology and Industry	3	0

Source: *Auditors' Analysis of the Curricula in the visited Technical Institutions (2023)*

Table 3.21 shows that NIT had 7 out of 41 curricula expired, and Legacy College of Tourism and Business Studies and Nzega Nursing School had expired all available curricula. It was further noted that the three expired curricula at Nzega Nursery School had been used for more than nine years since their approval in 2009.

Similarly, the audit team noted that all curricula used for pharmaceutical sciences programs (NTA Level 4-6) at Mwanza Medical Academy had expired in May 2020. Additionally, the curricula for Clinical Medicine were reviewed in January 2022, one year after they expired in 2021. Samail College of Technology uses the NACTVET curriculum, which was developed in 2014 and revised in 2019.

Factors that contributed to institutions operating with the outdated curriculum were such as;

a) No Reminder letters were sent to visited technical institutions upon the expiration of the curriculum

As part of their enforcement measures as stipulated in Section 4.2.2 of Procedures for Curriculum Development and Review of 2010, NACTVET is tasked with reminding Technical Education and Training institutions about the expiration of their curriculum. However, the audit revealed that NACTVET did not fulfill this obligation by failing to inform Technical

Education and Training institutions of the impending expiration of their curricula.

The audit noted through the review of correspondence files of the visited Technical Institutions that NACTVET did not send reminder letters regarding curriculum expiration. The absence of these reminder letters hindered technical institutions' timely initiation of curriculum reviews.

This oversight, as identified in the audit during NACTVET compliance monitoring, has implications for the overall compliance of technical institutions, with instances of expired curricula noted for each financial year.

b) A Web system was lacking to track expired or soon-to-expire curricula

The audit noted that NACTVET did not have a system for tracking the status and validity of curricula and informing NACTVET of reminders. During interviews with NACTVET officials, it was pointed out that they started developing the TVET IMS in 2021, but by the time of this audit (October 2023), only 62% of the system was completed. However, TVET IMS was still not operational, so NACTVET operated manually using the curriculum register database. The absence of an automated tracking system increased the risk of institutions intentionally using outdated curricula, as no timely notifications on the expired curricula could be issued. Thus, the implemented curricula are no longer aligned with the current labour market demand.

c) Ineffective compliance monitoring

In Section 1.1 of Monitoring and Evaluation Processes and Guidelines of 2019, the Council must regularly conduct Compliance Monitoring and Evaluation of Technical Institutions to establish compliance and effectiveness towards requirements of NACTE Academic Quality Standards and other policies.

In the interviews with officials at the zonal levels, it was noted that using outdated curricula was linked to infrequent compliance monitoring visits to Technical Institutions. The ineffective compliance monitoring by NACTVET

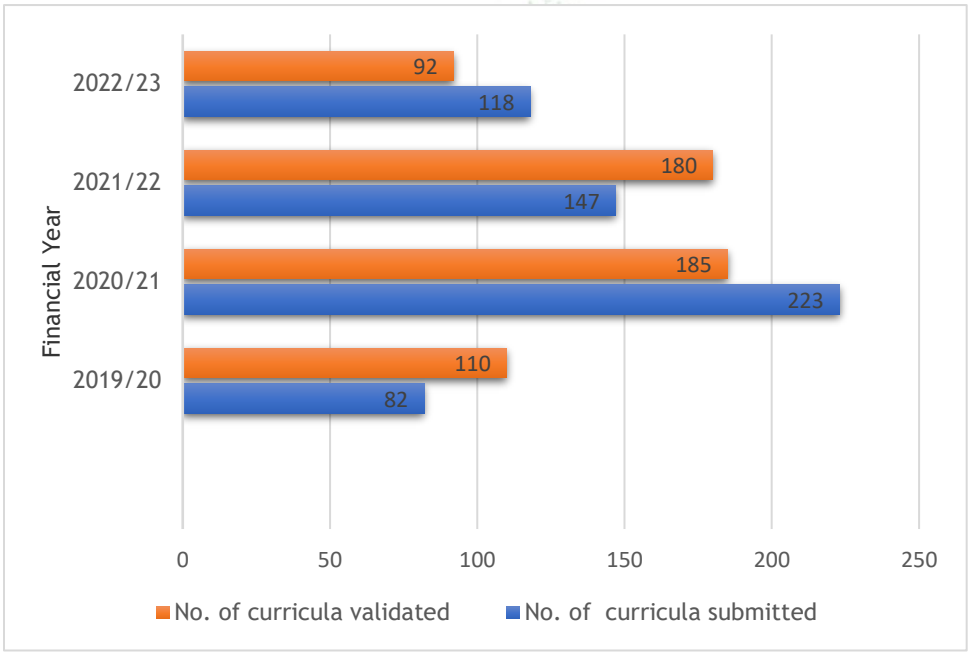
had significant consequences, particularly in allowing institutions to operate with outdated curricula, as discussed in **Section 3.5** of this report.

d) Ineffective validation of the submitted curricula

In Section 9(b) of the National Council for Technical Education Act, 1997, one of the functions of NACTVET is to validate courses leading to the Council's awards. All curricula developed or reviewed to offer National Technical Awards (NTA) must be validated.

The audit noted that NACTVET did not effectively validate the submitted curriculum as planned. **Figure 3.4** compares the Number of Curricula Submitted and Validated from 2019/20 to 2022/23.

Figure 3.4: Comparison of the Number of Curricula Submitted and Validated from 2019/20 to 2022/23



Source: *Auditors' Analysis of Annual Progress Reports for the Financial Year 2019/2020-2022/2023*

Figure 3.4 shows that, in two financial years, namely 2020/2021 and 2022/2023, the Council did not meet the target to validate and approve the institutional curricula, i.e.,185 out of 223 and 92 out of 118, respectively. However, the audit acknowledged that the targets were met and exceeded

in the financial years 2019/20 and 2021/2022. This was caused by inadequate planning for curriculums to be reviewed and approved for the specific financial year.

e) Delayed validation of curricula submitted by technical institutions

Section 5.5 (i) of the NACTVET Client Service Charter of 2019 indicates that the Council must provide permission to use approved educational and vocational training curricula within ninety (90) days after receiving the curriculum information report and payment made for validating the institutional curriculum.

The review of the curriculum register database noted that the curricula were not validated, contrary to the requirement of 90 days. **Table 3.22** depicts the extent of the delays in the Validation of the curricula from the date of submission to the approval.

Table 3.22: Delays in the Validation of the Curricula by NACTVET

Financial Year	Number of curricula Submitted for Validation	Average time taken to validate Curricula (Days)
2019/20	86	255
2020/21	247	179
2021/22	151	111
2022/23	157	167

Source: *Auditors' Analysis of the NACTVET Curricula Register (June 2023)*

Table 3.22 shows that in 2019/20, 86 curricula were submitted, and it took an average of 255 days to validate them. In 2020/21, with 247 curricula submitted, the validation time decreased to an average of 179 days. In 2021/22, with 151 curricula, the time further reduced to 111 days on average. However, in 2022/23, with 157 curricula submitted, the validation time increased to an average of 167 days.

During interviews with officials from NACTVET, it was noted that the delays in curriculum validation were caused by the accumulation of curricula by NACTVET to conduct validation at once for all submitted curricula due to limited financial resources for validating a single curriculum.

Therefore, the delay in curricula validation indicates that NACTVET did not ensure that the validation of the submitted curricula was conducted within the stipulated 90 days. This delay impacts NACTVET's responsiveness to the evolving needs of Technical Education and Training and may affect the overall effectiveness of the curriculum development and validation system.

Similarly, through physical verification, the team noted delays in validating the submitted curricula from the visited Technical Institutions, which took more than four years. **Table 3.23** depicts the time taken to validate curricula submitted to NACTVET by the visited technical Education Institutions.

Table 3.23: Time taken to validate submitted curriculum of the visited technical education institutions

Name of Institution	More than one year	More than two years	More than three years	More than four years
National Institute of Transport (NIT)	0	3	4	0
Arusha Legacy College of Tourism and Business Studies	0	0	0	2
Mwanza Medical Academy	0	0	3	0
Tanzania Institute of Accountancy (TIA)	0	0	0	0
Nzega Nursing School	3	0	0	0
Samail Colleges of Technology and Industry	N/A	N/A	N/A	N/A

Source: *Auditors' Analysis of curricula register Data from visited Technical Institutions (2023)*

From **Table 3.23,** it can be noted that the National Institute of Transport (NIT) had seven (7) curricula that were under review for more than two (2) years and some for more than three years. Additionally, at the Mwanza Medical Academy, it was noted that two (2) curricula expired for more than three (3) years but were still in use. While in the Tanzania Institute of Accountancy (TIA), zero was noted because all curricula were valid until October 2023. It was further noted that Samail College of Technology and Industry owned three Curricula by NACTVET; hence, there were no delays in curriculum validation.

Meanwhile, the Arusha Legacy College of Tourism and Business Studies had two (2) curricula that expired for four (4) years. Nzega Nursing School had three (3) expired curricula, which expired for one (1) year and were still in use.

The following were the reasons for delays in the validation of submitted curricula of technical institutions:

i. Lack of stipulated timeliness for development of curricula

Through interviews with officials from NACTVET, the audit noted that curriculum development involves five stages. Each stage takes time, and the curriculum development guidelines do not distinguish this timeline. As a result, the time taken to complete these tasks depends on the decisions and wisdom of the allocated team. The team responsible for developing curricula is free to plan the time used for each stage of development.

It was noted that the delays in curriculum validation were attributed to the absence of guidelines for curriculum development, delivery, and assessment that clearly outline timelines, steps, and procedures to be followed in every curriculum design, development, and validation process.

ii. Approval was given during the council meeting

Approval was conducted during Council meetings that occurred every three months. This periodicity could delay the curriculum's validation, especially if the submission timing coincided with the schedule of the Council's meetings. The untimely validation and approval processes had implications for technical institutions, as they might use expired or unapproved curricula.

Untimely validation and approval processes had the potential to impact graduates entering the competitive labour market. The risk of acquiring unqualified skills increased due to the provision of technical education and training based on outdated curriculum content. As a result, addressing the timeliness of validation and approval processes becomes crucial to ensure that technical institutions can provide up-to-date and approved curricula, thereby better preparing students for the evolving demands of the job market.

iii. Insufficient involvement of stakeholders in developing national occupation standards for curriculum development

The audit noted that there was unsatisfactory involvement of stakeholders in the Development of National Occupation Standards (NOS). NACTVET established 25 National Occupational Standards while stakeholders, including experts from the labour market across the country and stakeholders from different regions representing various companies, were not involved.

Regardless of rejection from different stakeholders, it was noted that Technical Institutions involved in the ESTRIP project, such as DIT Mwanza, Arusha Technical College, and the National Institute of Transport (NIT), were allowed to develop their curriculum. There is an impact on the developed curriculum, which does not meet the demand of the foreign labour market.

3.5 Inadequate Compliance Monitoring to Ensure that Registered Institutions Provide Quality TET

Section 5(f) o of the National Council for Technical Education Act, Cap 129 of 1997, and its amendments empower the Council to ensure that the quality of education required for the awards is met and maintained throughout the delivery of the course.

NACTVET is supposed to conduct compliance monitoring throughout the year to ensure that technical institutions meet the educational quality standards based on the registration procedures, guidelines, and regulations.

The audit noted the following concerning the implementation of compliance monitoring in Technical Education and Training:

3.5.1 Insufficient Compliance Monitoring to Ensure Quality of the Provided Technical Education and Training

According to the monitoring and evaluation processes and guidelines of 2019, NACTVET must regularly monitor and evaluate technical institutions to establish compliance and effectiveness towards requirements of NACTE Academic Quality Standards and other policies.

The audit noted that through the review of the Annual Performance reports of 2019/20-2022/2023, NACTVET did not conduct compliance monitoring in technical education institutions as planned in the Annual Monitoring Plan.

However, there was a decrease in the number of institutions monitored in 2021/22, with only 50 institutions (11%) subjected to compliance monitoring out of 465. In 2022/23, there was an increase in monitoring activities, with 105 out of 474 institutions monitored, indicating a compliance monitoring coverage of 22%. **Table 3.24** shows the extent of compliance monitoring.

Table 3.24: The extent of compliance monitoring conducted (2019/20-2022/23)

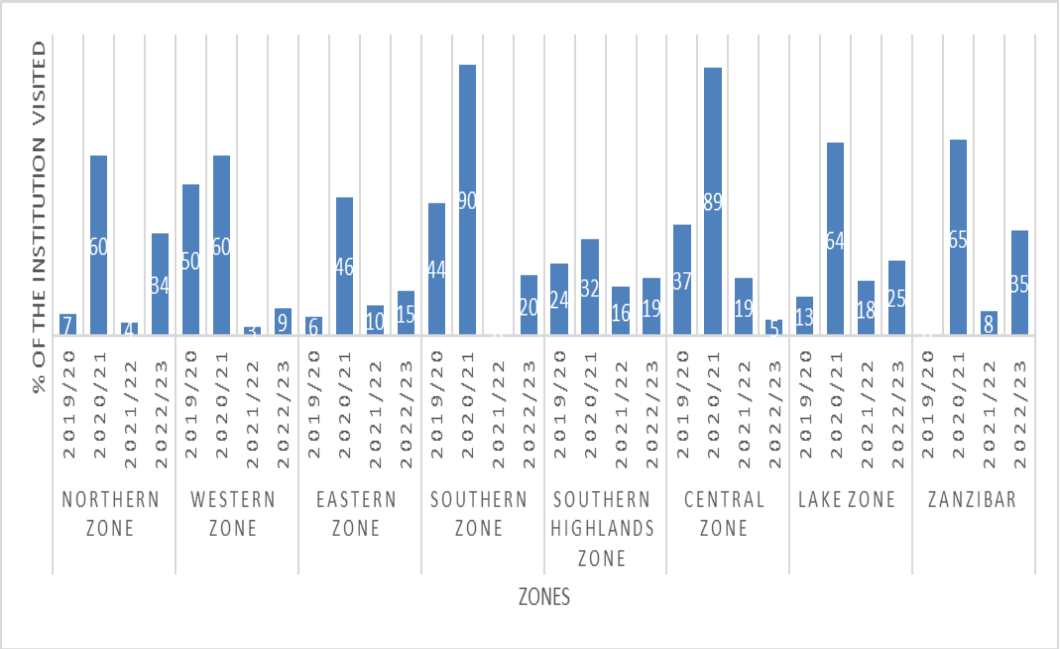
Financial year	Number of Technical Institutions	Number of Compliance Monitoring conducted	Percentage Monitored (%)
2019/20	407	119	29
2020/21	441	283	64
2021/22	465	50	11
2022/23	474	105	22

Source: *Auditors' Analysis of Compliance Monitoring Report (2023)*

Table 3.24 depicts the extent of compliance Monitoring activities conducted by NACTVET from 2019/20 to 2022/23. It can be noted that, in 2019/20, out of 407 Technical Institutions, 119 institutions were visited for compliance monitoring, representing a coverage of 29%. Also, there was an increase in coverage during 2020/21, where 283 out of 441 institutions were monitored, resulting in an improved coverage of 64%. It was revealed that the percentage of compliance monitoring conducted varied across the financial years: 29% in 2019/20, increased to 64% in 2020/21, decreased to 11% in 2021/22, and rose to 22% in 2022/23.

The audit analysed the extent of implementation of compliance monitoring in the visited zones and noted that the number of visits each year for compliance monitoring fluctuated across zones. **Figure 3.5** depicts the compliance monitoring visits of technical Education across zones.

Figure 3.5: Percentage compliance monitoring visits across zones (2019/20-2022/23)



Source: *Auditors' Analysis of Compliance Monitoring Reports (2023)*

As shown in **Figure 3.5**, it can be noted that in the Northern Zone, the number of visited technical institutions experienced an increase from 7% in 2019/20 to 60% in 2020/21, followed by a decrease to 4% in 2021/22 and a subsequent rise to 34% in 2022/23.

Similarly, in the Western Zone, NACTVET conducted compliance monitoring of 50% of the available technical institutions in 2019/20. In 2020/21, 60% of the technical institutions were visited, which decreased to 3% in 2021/22 and then increased to 9% in 2022/23.

In the Eastern Zone, there was a rise from 6% in 2019/20 to 46% in 2020/21, followed by a decrease to 10% in 2021/22 and a further decrease to 15% in 2022/23. The Southern Zone experienced a significant increase in visited technical institutions, from 44% in 2019/20 to 90% in 2020/21. There was no monitoring in 2021/22, and a decrease to 20% was noted in 2022/23.

Similarly, in the Southern Highlands, NACTVET conducted compliance monitoring at 24% in 2019/20 and 32% in 2020/21, which decreased to 16% in 2021/22 and dropped to only 19% of the technical institutions. In 2022/23,

in the Central Zone, NACTVET visited 37% of technical institutions in 2019/20 and 89% in 2020/21, but compliance monitoring visits decreased to 19% in 2021/22 and dropped to 5% in 2022/23.

In the Lake Zone, 13% of the technical institutions were visited in 2019/20, increased to 64% in 2020/21, decreased to 18% in 2021/22, and increased to 25% in 2022/23. Further, the technical institutions in Zanzibar were not visited in 2019/20, but in 2020/21, 65% were visited, which decreased to 8% in 2021/22 and increased to 35% in 2022/23.

According to interviews with the management, the audit noted that this was attributed to a shortage of funds provided to the Department of Quality Assurance. Also, in the Financial Year 2021/22, NACTVET did not receive funds, so few technical institutions were visited.

Furthermore, in the visited Technical Institution, the team noted that only Samail College-Zanzibar NACTVET conducted compliance monitoring in all four years, while Mwanza Medical Academy and Arusha-legacy College of Tourism and Business were visited once for compliance monitoring. **Table 3.25** depicts the extent of compliance monitoring in the visited Technical Institutions.

Table 3.25: Number of compliance monitoring visits to the visited technical institutions

Name of Zones	Name of Technical Institutions	Compliance Monitoring Visits in a Financial Year			
		2019/20	2020/21	2021/22	2022/23
Eastern Zone	National Institute of Transport (NIT)	0	1	1	0
Southern Highland zone	Tanzania Institute of Accountancy (TIA)	0	1	1	0
Western Zone	Nzega Nursing school	1	1	1	0
Zanzibar Zone	Samail college-	1	1	1	1
Northern zone	Arusha-legacy college of tourism and business	0	1	0	0
Lake Zone	Mwanza medical academy	0	0	0	1

Source: *Auditors' Analysis from Monitoring and Evaluation Report of visited zones from 2019/22-2022/23*

Table 3.25 shows that NIT had one visit in 2020/21 and one visit in 2021/22, whereas TIA had one visit in 2020/21 and one in 2021/22. Nzega Nursing

School received consistent monitoring in the initial three years, with one visit in 2019/20, one in 2020/21, and one in 2021/22, but had no visits in 2022/23. In contrast, Samail College received regular visits throughout the period, having one visit every four years. Arusha-Legacy College received a visit in 2020/21, while Mwanza Medical Academy received one visit in 2022/23.

During the interviews with officials from NACTVET, it was noted that inadequate coverage of monitoring and evaluation visits was caused by a shortage of funds, whereby the funds requested were not disbursed as estimated during the plan. Also, the staff shortage was another challenge, as visits to the technical institutions were not conducted as planned. Currently, NACTVET has a deficit of 74 staff out of 198 available, per the newly approved Functions and Organization Structure of NACTVET, 2023.

3.5.2 Sufficient Enforcement Visits for non-compliant Technical Institutions

National Council for Technical Education Act, Cap.129 Section 5(1)d requires NACTVET to assist technical institutions in the overall development of the quality of education they provide and to promote and maintain approved academic standards.

A review of compliance monitoring from the financial year 2019/20 to 2022/23 revealed that NACTVET conducted quality assurance to Technical Institutions; it was noted that NACTVET frequently visited Technical Institutions to check if they were observing the technical Institution standards as per requirements and provide judgment deserved to continue to operate or not as revealed.

Similarly, the enforcement actions in 2021/22, out of the 71 visited institutions, resulted in 53 continuing training, 13 recommendations were issued to stop admission, and five recommendations were issued for downgrading. Also, in 2022/23, out of 105 visited institutions, 83 were allowed to continue training, four were recommended to stop admission, nine were recommended for downgrading, and nine were deregistered, as depicted in **Table 3.26.**

Table 3.26: Enforcement action taken by NACTVET on the visited technical institutions

Financial Year	Number of Institutions Visited	Enforcement action taken by NACTVET on institutions			
		Institutions are allowed to continue Offering	Institutions Recommended to Stop Students' Admission	Institutions Recommended for Downgrading	De-registration
2019/20	119	75	17	-	27
2020/21	283	252	22	2	7
2021/22	71	53	13	5	-
2022/23	105	83	4	9	9

Source: *Auditors' Analysis of the NACTVET Monitoring and Evaluation Reports (2023)*

Table 3.26 depicts enforcement action taken by NACTVET on the visited Technical Institutions. In the Financial year 2019/20, out of 119 institutions visited, 75 were allowed to continue offering training, 17 were recommended to stop student admission, and 27 were deregistered. Also, in 2020/21, there was an increase in visited institutions to 283, with 252 allowed to continue training, 22 recommended to stop admission, two recommended for downgrading, and seven deregistered.

Similarly, in the review of Annual Progress reports from 2019/20, 2020/21, 2021/2022, and 2022/23, NACTVET planned for enforcement visits for Technical Institutions with challenges of inadequate adherence to the standards of Technical Institutions. **Table 3.27** depicts the coverage of the enforcement visits to non-compliance technical institutions against the planned.

Table 3.27: The coverage of the enforcement visits from 2019/20-2022/23

Financial Years	2019/20	2020/21	2021/2022	2022/23
Planned	80	50	55	30
Conducted	40	50	24	6
Percentage (%) of Technical Institutions covered	50	100	60	20

Source: *Auditors' Analysis of NACTVET Annual Implementation Reports (2019/20-2022/2023)*

Table 3.27 shows that in 2019/20, the plan was covered for 50%, and in 2020/21, the coverage was 100%. However, in 2021/22, it was noted that

the coverage visits of non-compliant technical institutions were at 31%, and in 2022/23, they were only 20%. The main reason for insufficient enforcement visits in the financial year 2021/22 and 2022/23 technical institutions was due to a shortage of funds and staff to NACTVET HQ and its zones.

Lack of compliance with the requirements of NACTVET for enforcement to technical institutions resulted in the low value of the Technical Education and Training provided to all technical educations; hence, the quality and standards of Technical Education and Training decreased.

Not conducting compliance monitoring of Technical Education and Training Institutions resulted in the following:

a) Quality assurance concerns

The audit noted that a lack of regular monitoring led to a deterioration in technical education and training quality provided by Technical Institutions. Institutions deviate from established standards, leading to inconsistent curriculum delivery and overall educational quality.

Non-compliance with standards jeopardizes the accreditation status of Technical Institutions. Accreditation is linked to the quality of education and is crucial for the recognition of qualifications in the job market.

b) Lack of NACTVET accountability to ensure technical institutions abide by regulations and standards

Compliance monitoring serves as a mechanism for holding institutions accountable for their adherence to regulations and standards. The absence of monitoring resulted in a lack of accountability, allowing institutions to neglect required improvements or overlook compliance issues. Offering institutions the chance to receive feedback and recommendations for improvement ensures a valuable opportunity to enhance their educational programs and services. In contrast, the absence of monitoring deprives institutions of these crucial chances for improvement, potentially hindering their educational quality and effectiveness.

c) Deterioration of student welfare and experience

Compliance monitoring functions as a means to ensure that institutions are held responsible for conforming to established regulations and standards. Issues such as shortage of facilities, outdated curricula, or insufficient teaching staff may go unnoticed without regular compliance monitoring. Students are affected if institutions fail to meet quality standards, potentially impacting their learning experience and future career prospects.

3.5.3 Non-conduct of Periodical Quality Assurance in Technical Institutions

Sections 4.2 and 4.3 of the Guideline of establishing institutional policies and procedures on Quality Control and Quality Assurance, 2004, require NACTVET through the Quality Assurance and Quality Control committee to review/monitor quality assessment procedures and practices at each institution in a five-year cycle and prepare a report and formulate recommendations.

In the review of Compliance and Monitoring Reports from the NACTVET, the team did not find reports that justify the NACTVET reviewing each technical institution's quality assurance procedures and practices.

In the interviews with quality assurance officers, it was noted that the practices implemented were that, when conducting compliance monitoring, they included quality assurance issues in the compliance monitoring checklist for verification. Therefore, no separate reports of the review were conducted for quality assessment procedures and practices for each Technical Institution.

3.5.4 NACTVET did not Periodically Review Guidelines, Regulations, and Procedures for Maintaining the Quality Standards

Section 5(1)(i) of the National Council for Technical Education (NACTE) Act, Cap 129 of 1997 and its amendments requires the Council to review Technical Education and Training policies, guidelines, regulations, and procedures from time to time in the light of changing technologies and economic development.

Despite ongoing efforts to review guidelines to accommodate the regulatory role of VET, the audit noted that NACTVET did not review regulations, guidelines, and procedures as required in Section 5(1)i. **Table 3.28** stipulates Outdated Regulations, Procedures and Guidelines, the date developed, and the planned review date.

Table 3. 28: Outdated regulations, procedures and guidelines

Name of the Outdated Regulations, Guidelines, and procedures	Date Was Developed	Planned Date for Reviews	Total year(s) Not reviewed
Accreditation and Recognition Regulation, 2001	2001	0	19
The National Council for Technical Education (Examinations) Regulations, 2004	2004	2021	17
Registration of Technical Institutions Regulations, 2001	2001	2020	19
Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance May 2005	2005	2021	*18*
The National Council for Technical Education (National Technical Awards) Regulations, 2005	2005	2021	*18*
The National Council for Technical Education (Requirements to Offer Degree Programmes) Regulations, 2005	2005	2021	*18*
Guidelines for Preparation of Quality Management Plan for Institutions Accredited by NACTVET	*May 2005*	2021	*18*
Self-Evaluation Study Guide, 2005	May,2005	2021	18
Guidelines for evaluating foreign awards reviewed by June 2002	2002	2021	19

Name of the Outdated Regulations, Guidelines, and procedures	Date Was Developed	Planned Date for Reviews	Total year(s) Not reviewed
Procedures for Curriculum development and review	June,2010	2023	13

Source: *Auditors' Analysis of the NACTVET's Strategic Plans and Annual Implementation Report for the Year 2019/20-2022/23*

Table 3.28 shows that NACTVET's Outdated Regulations, Procedures and Guidelines did not undergo the necessary reviews within their stipulated timelines. *The National Council for Technical Education (Examinations) Regulations, 2004,* developed in 2004, was overdue for 17 years, while for the *Registration of Technical Institutions Regulations 2001,* from 2001, no review was conducted for 19 years. Other documents, including guidelines on quality control and assurance, national technical awards, degree program offerings, quality management plans, self-evaluation, and foreign award evaluation, all developed around 2005, were not reviewed for 18 to 19 years. Moreover, the curriculum development and review procedures, established in June 2010, did not undergo the necessary review for 13 years.

The non-review of regulations and guidelines by NACTVET was due to non-prioritization of the activities concerning the review process of the regulations and guidelines, regardless of having plans for such activities. Another reason noted from the interview was the insufficient funds for reviewing the regulations and guidelines.

The impact of using non-reviewed regulations, guidelines and procedures may lead NACTVET to under-assess the performance of Technical Institutions in complying with Regulations, guidelines and procedures. This is likely to cause changes in the available development and consequently impact the provision of Technical Education and Training in the country.

3.5.5 The Availability of Misconduct to Technical Institutions

Section 5(f) of the National Council for Technical Education (NACTE) Act, Cap 129 of 1997 and its amendments, requires NACTVET to ensure that the quality of education required for the awards is met and maintained throughout the course delivery.

The audit noted through the reviews of compliance monitoring reports from 2019/20 to 2022/23 that there was a lack of CBET training for most academic staff, a shortage of academic staff with relevant qualifications and an absence of established institutional quality assurance systems. Further, Institutions were operating with expired and unapproved curricula. The absence of an established governance system was among the challenges noted in the monitoring report conducted by NACTVET. **Table 3.29** depicts the percentage of institutions that exhibited these misconducts.

Table 3.29: Institutions misconducts in technical institutions

Item	Percentage of Visited Institutions that Exhibited this Misconduct			
	2019/20	2020/21	2021/22	2022/23
Absence/poorly established institutional quality assurance systems;	35	77	6	15
Lack of CBET training for most academic staff;	83	132	2	60
Shortage of academic staff with relevant qualifications;	87	27	2	61
Institutions operating with expired/unapproved curricula	6	35	2	24
Absence of an established governance system:	-	17	-	49

Source: *Auditors' Analysis of the NACTVET Compliance Monitoring Reports (2023)*

Table 3.29 shows that the misconduct of the absence or poorly established institutional quality assurance systems increased to 77% in 2020/21, improved to 6% in 2021/22, and then increased to 15% in 2022/23. In contrast, the lack of Competency-Based Education and Training (CBET) for most academic staff was higher at 132% in 2020/21, decreased to 2% in 2021/22, and increased to 60% in 2022/23.

Further, the misconduct of the shortage of academic staff with relevant qualifications declined from 87% to 27% in 2020/21, decreased to 2% in 2021/22, and increased to 61% in 2022/23. Institutions operating with expired/unapproved curricula increased from 6% to 35% in 2020/21, declined to 2% in 2021/22, and decreased to 24% in 2022/23 compared to the highest in 2020/21. Similarly, misconduct in technical institutions due to the absence of a well-established governance and management system increased from 17% in 2020/21 to 49% in 2022/23.

Furthermore, the review done to compliance monitoring indicated the instances of misconduct were non-compliance to student admission procedures, use of expired curriculum, mishandling of examinations, inadequate teaching staff, inadequate infrastructure, and failure to upgrade both accreditation and registration frequently. **Table 3.30** summarizes records of recurring misconducts penalized in the visited technical institutions.

Table 3.30: Frequently reported recurring misconducts of technical institutions

Frequently Noted Misconduct(s)	Number[17] of Visited technical Institutions per each Financial Year			
	2019/20 (N=119)	2020/21 (N=252)	2021/22 (N=105)	2022/23 (N=105)
Non-compliance to Students Admission Procedures	2	1958	581	581
Use of expired Curriculum	6	35	24	24
Mishandling of Examinations	4	24	21	21
Inadequate Teaching Staff	25	41	38	38
Inadequate infrastructure	18	68	45	45

[17] The number of visited technical institutions are in brackets.

Frequently Noted Misconduct(s)	Number[17] of Visited technical Institutions per each Financial Year			
	2019/20 (N=119)	2020/21 (N=252)	2021/22 (N=105)	2022/23 (N=105)
Failure to upgrade both accreditation and registration	20	5	51	51

Source: *Auditor's Analysis of the NACTVET Compliance Monitoring Reports (2023)*

Table 3.30 indicates an increase in non-compliance with student admission procedures, with a significant increase from 2 cases in 2019/20 to 1958 instances in 2020/21, remaining consistently high at 581 cases in both 2021/22 and 2022/23. The misuse of expired curricula had six cases in 2019/20, increased to 35 in 2020/21, and decreased to 24 in both 2021/22 and 2022/23. Mishandling of examinations increased from 4 cases in 2019/20 to 21 in 2022/23.

Similarly, the inadequate infrastructure had 45 instances reported consistently in the last two years. Also, failure to upgrade had a significant increase. Accreditation and registration significantly increased to 51 instances in 2021/22 and 2022/23 from 20 cases in 2019/20. This means that the enforcement measures given by NACTVET to technical institutions might not be tough enough to make the misbehaving institutions learn their lessons.

3.5.6 Inadequate adherence to student admission procedures in the system

According to Section 2.3(i) and (ii) of the 2020, NACTVET Guidelines for Student Admission, applicants must apply directly to training institutions offering certificate and diploma programs. Training institutions, in turn, are responsible for receiving and processing applications, conducting selections, and submitting the selected applicants for NACTE verification. Additionally, as Section 2.4 (ii) outlines, only verified and qualified students can enroll in technical institutions.

In the review of the Countrywide Report of the financial year 2020/21, it was reported that a total of 1958 Students from 21 Technical Institutions out of 252 visited from all eight (8) zones were not enrolled in the NACTE

systems in accordance with NACTVET guideline for Students Admission. Furthermore, the review of the Academic Quality Department report of 2022/23 noted that 581 students from 14 technical institutions out of 105 visited were not enrolled in the NACTVET system as per Students Admission Procedures.

For example, in the reviewed Letter with reference no. BA 35/224/23/25 of 14th July 2021, the Council received the Letter from the Tanzania Commission for Universities (TCU) with reference number AB.180/289/01/14 of 9 June 2021, requested TIA Mbeya to explain how the 309 students of the financial year 2020/2021 were enrolled without complying with admission procedures.

The audit noted through the review of compliance monitoring reports of 2019/20 to 2022/23 that the frequently indicated misconduct in the report was non-compliance to students' admission procedures. **Table 3.31 d**epicts the extent of non-compliance with students' admission procedures from 2019/20 to 2022/23.

Table 3.31: Extent of non-compliance to students admission procedures in 2019/20 to 2022/23

Frequently Noted Misconduct	Financial Year(s)			
	2019/20 (N=119)	2020/21 (N=252)	2021/22 (N=105)	2022/23 (N=105)
Non-compliance to Students Admission Procedures	2	1958	581	581

Source: *Auditors' Analysis from NACTVET (2023)*

Key:
N -means a number of Technical Institutions.

From **Table 3.31,** it can be noted that out of 119 Technical Institutions visited in 2019, there were two (2) misconducts on the non-compliance of student admission procedures in 2019/20, in 2020/21, a total of 1958 misconducts on the non-compliance of student admission procedures occurred to 252 Technical Institutes (TIs), in 2021/22 the total of 581 misconduct on the non-compliance of student admission procedures occurred to 105 TIs. In 2022/23, 581 misconduct cases were repeated due

to non-compliance with student admission procedures at 105 Technical Institutions.

In the interviews with NACTVET management officials, the audit noted that this was attributed to the technical Institution holding students for the reasons of finding the missed credit while in the Technical Institutions environment and not registered in the NACTVET system, which was against the guidelines of Students' Admission.

The risk of non-compliance with Student Admission Procedures led to the possibility of having ineligible candidates at Technical Institutions. As a result, students may miss certificates due to being out of the NACTVET system.

3.6 Insufficient Coordination and Reporting in the Regulation of Technical Education and Training

The Council is mandated, among other functions, to regulate and coordinate all matters related to Technical Education and Training in Tanzania. Section 5(1) (b), (d), (f), and (g) address functions related to quality assurance and enforcement.

NACTVET is required to coordinate and regulate the provision of technical and vocational education and training. However, during the audit, the following shortfalls were noted as indicated below here:-

3.6.1 Inadequate procedures for coordinating and reporting in the regulation of the provision of Technical Education and Training

The National Council for Technical Education (NACTE) is required to oversee and coordinate the provision of technical education in Tanzania provided by non-university tertiary institutions under Section 3 of Cap 129. NACTVET has a procedure for coordinating and regulating Technical Education and Training, whereby Technical Institutions are required to adhere to, as explained hereunder;

Based on the review of the Compliance Monitoring and Evaluation Department report for the year 2021, it was noted that NACTVET could not guarantee being informed about the implementation by the respective Technical Institutions (TIs). The report also highlighted challenges NACTVET faced in issuing Award Verification Numbers (AVNs) through the NACTE system.

It was reported that NACTVET encountered difficulties, including the challenge of admitting students outside the NACTE system and issues related to missing student results in the NACTE system. The problems with curriculum development and delivery procedures were previously discussed in sections 3.5.2 and 3.5.3.

This was attributed to -the non-enforcement of the established procedures and guidelines due to the persistent use of the guidelines, which should reflect the advancements made in respective sectors over the years.

Inadequate coordination and reporting led to Technical Institutions operating without complying with procedures for the regulation of Technical Institutions, which may reduce the standards and quality of Technical Education and Training provided in the country.

3.6.2. Inadequate Coordination to ensure Uniformity to all Respective Sectors

According to the Education Sector Development Plan (2016/17 – 2020/21), TVET and adult learners are required to have relevant, modern and transferable specialized and entrepreneurial skills to raise productive employment, self-employment and competitiveness and improve their responsiveness to labour market demands.

In assessing the coordination in ensuring the uniformity to all respective sectors in the provision of Technical Education and Training, the team noted that there were issues hindering coordination from guaranteeing the uniformity of Technical Education and Training provided in the country, as explained hereunder:

(i) Shortage of number of staff for regulating technical education and training

According to the newly approved Functions and Organizational Structure of NACTVET in 2023, the recent development has significantly expanded the scope of functions, workload, and the number of colleges to be regulated and coordinated by NACTVET, increasing from 539 to 1338 (comprising 454 Technical Institutions under NACTE and 54 Folk Development Colleges). Consequently, the institutions regulated by NACTVET have increased by 294%.

Through the review of the quarterly report of March 2022, during the financial year 2022/2023, it was reported that NACTVET had a staff shortage. According to the Council's staff establishment plan, 198 staff are required; however, there are 124 staff, representing 62.6%, thus making the deficit of 74 staff (37.4%).

Furthermore, NACTVET, in the regulation of Technical Education and Training, faced the challenge of a staff shortage. The requested information from human resource management showed that the number of required staff members at NACTVET exceeded that of available staff members., as revealed in **Table 3.32.**

Table 3.32: The Number of staff required and the number of staff available at NACTVET

Department/ Unit	Number of Required Staff	Number of Available Staff	Variance
Institutional Guidance and Support	34	35	-1
Curriculum Development and Assessment	28	19	9
Compliance Monitoring and Evaluation	30	14	16
Quality assurance	40	35	5
Information Research and Planning	15	22	-7
Admission, Examinations and Certification	29	25	4
Total	**176**	**150**	**26**

***Source**: Auditors' Analysis from Human Resource Information (NACTVET) 2023*

Table 3.32 shows a total of 150 staff members available at NACTVET, while the required number of staff for effective regulation of technical education was 176. The staff shortage led to NACTVET encountering challenges in regularly conducting activities, including critical tasks such as compliance monitoring and evaluation, curriculum development and assessment, and quality assurance activities.

During interviews, it was revealed that insufficient personnel prompted NACTVET to seek resources from other institutions to assist in monitoring, evaluation, and inspections to ensure that Technical Institutions were well-coordinated in the country. NACTVET established Zone Offices to facilitate supervision for all Technical Institutions in the country, with eight zones currently in existence. However, despite the presence of zone offices in various regions, it was noted that NACTVET faced the problem of staff shortages, as indicated in **Table 3.33** for the six visited Zone Offices.

Table 3.33: The Number of staff available and number of staff required in the NACTVET zone

Department/ Unit	Number of Technical Institutions in the Zone	Number of Required Staff	Number of Available Staff	Difference
Eastern Zone	-	6	3	3
Western Zone	40	6	3	3
Lake Zone	78	6	3	3
Southern Highlands Zone	48	6	4	2
Zanzibar Office	17	6	4	2
Northern Zone	82	6	5	1

Source: *Human Resource NACTVET (2023)*

Table 3.33 shows the number of Staff in all six visited NACTVET Zone Offices, whereby 18 staff were lacking out of 48 staff expected in the NACTVET Zone, equivalent to 37% of the required staff.

There is a risk of not covering all technical institutions in conducting regular NACTVET activities due to a shortage of staff to cover the technical institutions in the country. Hence, the NACTVET will not be well-regulated per the regulation and quality standards.

(ii) Shortage of Funds for Regulation of Technical Institutions

NACTVET regularly estimates its budget each year, relying on funds sourced from the government and its revenue. The reviewed Committee Paper ARMP 31.01 reported that during the financial year 2022/23, the Compliance Monitoring and Evaluation (CME) department planned to conduct seven (7) activities spread across the 1st, 2nd, 3rd, and 4th quarters. However, it was noted during the quarter that a review was underway; only two (2) out of the seven (7) planned activities were successfully implemented, accounting for 29% of the scheduled activities for the first quarter.

However, the review of NACTVET annual performance reports for the Financial Years 2019/20 to 2022/23 showed that the estimated and planned budget, which depended on government sources, was not disbursed as planned in those three financial years (2020/21, 2022/22 and 2022/23) consecutively, while fund from NACTVET sources was disbursed at hundred per cent (100%) as planned, as revealed in the **Table 3.34.**

Table 3.34: Estimated and received budget from Government and fund from NACTVET own source for regulation of technical institutions

Item	Financial Year			
	2019/20	**2020/21**	**2021/22**	**2022/23**
Budgeted (TZS Billion)	2.00	2.00	2.00	2.00
Received (TZS Billion)	0.73	0	0	0
Percentage (%)	37%	0	0	0
Budgeted	8.66	10.20	9.67	9.26
Received	6.41	7.16	7.51	5.73
Percentage (%)	73.3	70.2	77.7	61.9

Source: *Auditors' Analysis from NACTVET's source on 31st March 2023, and Annual Performance Report 2019/20 to 2022/23*

As shown in **Table 3.34**, the funds from the government were not disbursed as planned since in the financial year 2019/20, the percentage of disbursement of funds from the government was 37, whereas, for the three consecutive financial years of 2020/21, 2021/22 and 2022/23, the percentage of disbursement of the funds from the government was 0. On

the other hand, funds from NACTVET's own sources were disbursed in different variations, whereby the disbursed funds were 73.3%, 70.2%, 77.7%, and 61.9% of the estimated budget in the four financial years of 2019/20, 2020/21, 2021/22 and 2022/23 consecutively.

Consequently, insufficient funds may affect the implementation of the planned activities. In such a situation, activities will likely not be implemented on time, making NACTVET inadequately implement its annual plans.

3.7 Insufficient Monitoring and Evaluation of Technical Education and Training

The audit team found that there was insufficient monitoring of the overall regulation in the provision of Technical Education and Training due to Insufficient Implementation of Monitoring and Evaluation of Technical Education and Training activities and a lack of plans for monitoring the implementation of Technical Education and Vocational Training as described in the following subsections: -

3.7.1 Insufficient Implementation of Monitoring and Evaluation of Technical Education and Training Activities

According to Section 5.1.2 of the Technical Education Policy of 2012, the Ministry of Education, Science and Technology is supposed to monitor and evaluate the implementation of the TVET Policy through the Department of Technical and Vocational Education and Training (DTVET). However, the audit noted that there was inadequate implementation of monitoring of Technical Education and Training.

a) Inadequate monitoring of technical education and training

Under the Technical Education Policy of 2012, the Ministry of Education, Science and Technology (MoEST) is mandated to conduct monitoring and evaluation (M&E) of the implementation of the Technical and Vocational Education and Training (TVET) Policy through its Department of Technical and Vocational Education and Training (DTVET).

The audit revealed shortcomings in the monitoring of Technical Education and Vocational Training (TVET) by the Directorate of Technical and Vocational Education and Training (DTVET) under the Ministry of Education, Science and Technology (MoEST). Despite the strategic plan outlining six key indicators for monitoring TVET progress – including the increase in TVET institutions, the equipping of these institutions with modern facilities, the development and utilization of skills mapping guidelines, the establishment of TVET collaborations, the enhancement of linkages between TVET institutions and industries, and staff capacity building – the audit found an absence of data collected on these indicators. This failure was attributed to the lack of an effective system for gathering this information. The planned TVET Monitoring and Information System (TVET-MIS), intended for this purpose, was only 66% developed at the time of the audit.

The monitoring and evaluation (M&E) deficiency limited MoEST's ability to assess the impact of its technical education and training programs. This gap in M&E not only hampers the progression towards improving technical education standards but also undermines the broader educational objectives of the ministry.

b) Inadequate evaluation of technical education and training

The audit noted that MoEST did not adequately evaluate the implementation of Technical Education and Training. Additionally, interviews with officials highlighted that no evaluation was conducted during the audit period to evaluate the extent of the implementation of the technical education and training activities.

The audit noted that the MoEST conducted the Internal Audit whereby the overview performance audit covered operations and financial transactions that occurred in the financial years from 2018/19 to 2019/20, which included a special fund under Education and Skills for Productive Jobs (ESPJ). During the implementation of the ESPJ projects, including NACTVET activities in 2020 and the follow-up of the Implementation of Recommendations in 2021, the audit acknowledged that the focus and intention of these audits differed from those of M&E.

The internal audit report did not have details of what indicators were being monitored, what the performance targets were, and what the actual targets

achieved were, as it was centred on the compliance of NACTVET activities. The evaluation aims to assess the effectiveness and impact of specific programs or projects, emphasising improvement and learning.

A review of the MoEST strategic plan for 2021/22 -2025/26 indicates MoEST plans to conduct three Evaluation studies to measure the outcomes as of June 2026, which are the Level of Access to Quality Education and Training, Level of Competence at all levels of Education and Training, and completion rate. The audit noted that MoEST had not implemented these activities as of December 2023.

The review of the Ministry of Education, Science and Technology (MoEST) strategic plan for 2021/22 to 2025/26 reveals that the ministry had outlined plans to conduct three pivotal evaluation studies by June 2026. These studies are crucial for measuring key educational outcomes: the level of access to quality education and training, the level of competence across all tiers of education and training, and the overall completion rate. However, the audit observed that as of December 2023, MoEST had not implemented these critical activities.

3.7.2. Inadequate Implementation and Oversight of Monitoring and Evaluation Plans for Technical Education and Training by MoEST

The audit review of the MoEST strategic plans for 2016/17-2020/21, 2021/22, and 2025/26 indicated that the MoEST developed monitoring and evaluation plans for technical education and training.

However, the audit review of the evaluation plan noted that the outcome indicators for evaluation were not adequately stipulated. The inadequacy in defining outcome indicators in the Ministry of Education, Science, and Technology's (MoEST) Monitoring and Evaluation (M&E) plans for technical education and training impeded effective tracking and assessment, leading to poor decision-making due to a lack of measurable outcomes.

Inadequate oversight of NACVTET performance by MoEST

MoEST's Strategic Plan and NACVTET's Strategic Plans require the Ministry to receive progress reports from NACVTET every quarter. Upon receipt, the MoEST was required to review the report and give feedback and recommendations on the observations noted in the reports. The audit noted

that MoEST did not receive quarterly and annual reports from NACVTET and, consequently, did not provide feedback and recommendations on the observations noted from the reports.

Interviews with officials from both MoEST and NACTVET indicated a reluctance from MoEST to intrude on NACTVET's operations due to its semi-autonomous nature and the shared Board membership of the Director of Technical Education and Training. This situation has led to a lack of regular performance reviews of NACTVET by MoEST. Despite NACTVET's semi-autonomous status, MoEST still has the ultimate responsibility for overseeing the quality and effectiveness of technical education and training.

The inadequate oversight of NACTVET by MoEST led to diminished quality assurance in technical education and training, ineffective policy implementation, reduced accountability, and missed opportunities for program improvement.

CHAPTER FOUR

AUDIT CONCLUSION

4.1 Introduction

This chapter gives the audit conclusion based on the findings presented in the previous chapter. The basis for drawing an audit conclusion is the overall and specific objective of the audit presented in chapter one of this report.

4.2 Overall Audit Conclusion

Based on the assessment of the Audit Findings in relation to the Main Objective of the Audit, it is generally concluded that the Ministry of Education, Science and Technology (MoEST) through the National Council for Technical and Vocational Education and Training (NACTVET) have not effectively managed the regulation of the provision of Technical Education and Training to ensure that graduates from technical institutions are of high quality and respond to changing needs as well as technological innovations in the world.

Insufficient assessment of labour market demand has produced graduates and technicians who do not meet the market requirements, contributing to a widening skills gap in economic sectors. Additionally, registration and accreditation processes for technical institutions have been inadequate, with insufficient inspections, the lack of a tracking system, and delays in guideline reviews, resulting in an unaccredited technical institution and compromised Technical Education and Training quality.

The review and approval of curricula have also been ineffective, leading to outdated curricula, lack of reminders, absence of a web system, and delayed validation, contributing to the use of expired curricula. Inadequate coordination and reporting, as well as NACTVET's insufficient compliance monitoring of technical institutions, pose risks of compromised technical education and training standards. Moreover, MoEST's inadequate monitoring of NACTVET, particularly in the regulation of Technical Education and Training, is due to insufficient implementation of the planned monitoring activities, Absence of Guidelines for the Monitoring and Evaluation Activities, insufficient procedures for Provision of Response on Results of M&E to NACTVET and Inadequate follow up on the Implementation of Issued

Recommendation during M&E that put risk to a mismatch between labour market, technological progress and the provided Technical Education and Training.

4.3 Specific Audit Conclusion

4.3.1 NACTVET has not Ensured Effective Registration and Accreditation of Technical Institutions and Teachers

The National Council for Technical and Vocational Education and Training (NACTVET) has not adequately managed the process for registration and accreditation of technical institutions.

There is ineffective registration of Technical Institutions due to the increasing number of institutions with provisional registration, potentially impacting the quality of Technical Education and Training. Despite the growing number of registered institutions from 386 in 2019/20 to 492 in 2022/23, the percentage of institutions with provisional registration consistently elevates, reaching 13% in the latest year. Several contributing factors include insufficient physical inspections, the absence of a computerized tracking system, and delays in guideline reviews.

Similarly, the accreditation of technical institutions is ineffective. Few institutions are accredited, and renewal is inadequate within the stipulated timeframe. This was due to the absence of a computerized information system for tracking registration and accreditation status, which posed a risk to institutions operating without adherence to standards.

Likewise, a significant number of technical teachers are not registered to ensure their competence and qualifications. The discrepancies in registration percentages and the factors contributing to ineffective registration include setting targets below requirements, lack of annual teachers' registration targets, and delays in reviewing teachers' registration guidelines. These factors collectively create a risk of compromised quality in Technical Education and Training delivery, hindering the development of a skilled workforce aligned with market demands.

4.3.2 NACTVET has not Adequately Reviewed and Approved the Curricula of Technical Institutions to ensure Meeting Labour Market Demand

The audit concludes a significant shortfall in reviewing and approving curricula, especially in meeting labour market demands. Technical institutions are using outdated curricula that do not align with the current needs of the job market. Reviews of Council Papers and analysis of NACTVET's database reveal instances where curricula have not been reviewed, making them obsolete and potentially affecting the quality and relevance of Technical Education and Training.

Furthermore, technical institutions are using expired curricula, posing a threat to the quality of education. The audit identifies various factors contributing to the use of outdated curricula, including the absence of reminder letters from NACTVET, the lack of a web system to track curricula status, ineffective compliance monitoring, and delayed validation of submitted curricula.

On the other hand, there are inadequacies in the validation processes, with a significant delay in approving curricula submissions at the NACTVET level and in technical institutions. This delay is attributed to the absence of stipulated timeliness, deficiencies in submitted curricula, and approval processes aligned with Council meetings.

There is a lack of satisfactory involvement of stakeholders in developing National Occupation Standards (NOS), raising concerns. This omission results in the oversight of NOS during curriculum development and review, impacting the relevance of Technical Education and Training programs. Using expired and unapproved curricula renders the quality of Technical Education and Training provided by producing graduates with adequate skills to cope with the current and emerging industrial development in technologies and concepts to meet the labour market demands inadequate.

4.3.3 NACTVET has not adequately Conducted Compliance Monitoring to ensure that Registered Institutions Provide the required Quality TET

NACTVET has not adequately conducted compliance monitoring in Technical Education and Training institutions as planned, with a decrease in the number of institutions monitored in 2021/22 (11%) and a subsequent increase in 2022/23 (22%). The reason for this is inadequate planning for compliance monitoring, with variations in the coverage of technical institutions over the years.

There are insufficient enforcement actions for non-compliant technical institutions. NACTVET conducts visits to check compliance with technical institution standards, but the enforcement actions vary in severity. The reasons for inadequate visits for enforcement are attributed to a shortage of funds and staff.

There is no certainty regarding NACTVET's awareness of actual conditions collected during monitoring visits, as Response Letters outline. The compliance monitoring review from 2019/20 to 2022/23 indicates varying enforcement actions, with institutions allowed to continue training, recommended to stop admission, recommended for downgrading, or deregistered.

Periodical quality assurance is not conducted in technical institutions. The failure to review and monitor quality assessment procedures and practices in each institution within a specified cycle poses risks to the quality of education and training provided. Also, there is a lack of periodic review of guidelines, regulations, and procedures for maintaining quality standards. Outdated regulations, guidelines, and procedures, some overdue for review by several years, may compromise the effectiveness of NACTVET in assessing the performance of technical institutions.

The inadequate compliance monitoring, lack of mechanism for addressing deficiencies, insufficient enforcement actions, and non-compliance with admission procedures pose risks to the quality and standards of Technical Education and Training provided by registered institutions.

4.3.4 NACTVET has not adequately Coordinated and Reported on the Technical Education and Training

NACTVET, as an overseer and coordinator of Technical Education, should regulate Technical Education and Training in the country through its procedures and reporting mechanism available.

It is also concluded that compliance monitoring of NACTEVT was not conducted adequately as planned. The planned monitoring and evaluation inspection was not covered as planned due to staff shortage and lack of funds. In 2019/20, it was noted that the monitoring and evaluation coverage was 36%, and in 2020/21, the coverage of planned compliance monitoring was 151%. In addition, in 2022/22, the coverage was 37%, and in 2022/23, the coverage was 432 % of the visited Technical Institutions.

It was concluded that NACTVET Institutions do not comply with regulations, manuals, and guidelines for the provision of Technical Education and Training. Technical institutions do not abide adequately by procedures for students' admission or the guidelines for registration and accreditation of technical institutions. Also, it was noted that the planned activities in the annual plan were not implemented as planned in the Annual plan activities, which was caused by inadequate planning. Lastly, it was noted that a significant number of technical institutions had teachers with no pedagogical skills (CBET skills) to provide technical education with competency-based skills.

4.3.5 MoEST has not Monitored and Evaluated Technical Education and Training

The Department of Technical and Vocational Education and Training (DTVET) has not consistently collected data on critical indicators specified in the MoEST Strategic Plan 2021/22-2025/26. Additionally, the planned TVET-MIS system for data collection was only developed by 66% during the audit period. This lack of a dedicated monitoring approach has significantly hindered MoEST's ability to measure progress in implementing technical Education and Training.

MoEST has not conducted a comprehensive Evaluation of Technical Education and Training during the audit period, and the internal audit primarily focused on compliance with NACTVET activities, which lacked

essential details on indicators, performance targets, actual achievements, and activity effectiveness. MoEST has future evaluation outlined in its 2021/22-2025/26 strategic plan.

MoEST has developed monitoring and evaluation plans for Technical Education and Training, which lack the outcome indicators for the evaluation process; thus, the process impacts the effectiveness and impact of Technical Education and Training initiatives.

MoEST has not adequately conducted the oversight of the National Council for Technical and Vocational Education and Training (NACTVET) to provide feedback as required by MoEST's strategic plans.

CHAPTER FIVE

AUDIT RECOMMENDATIONS

5.1 Introduction

The audit findings and conclusions pointed out weaknesses in the Technical Education and Training regulation. Therefore, this chapter provides recommendations to the Ministry of Education, Science and Technology (MoEST) and the National Council for Technical and Vocational Education and Training (NACTVET). The areas that need improvement are registration and accreditation, curricula development and review, compliance monitoring, coordination, and evaluation of Technical Education and Training. The National Audit Office believes that based on the 3Es of Economy, Efficiency, and Effectiveness principles, these recommendations must be fully implemented to ensure improvements in the regulation of Technical Education and Training.

5.2 Recommendations to the Audited Entities

5.2.1 Recommendations to the Ministry of Education, Science and Technology

The Ministry of Education, Science and Technology is urged to:

1) Ensure that technical and educational institutions are periodically monitored and evaluated at all levels in line with the TVET sub-sector M&E framework.

5.2.2 Recommendation to the National Council for Technical and Vocational Education and Training (NACTVET)

The National Council for Technical and Vocational Education and Training is urged to:

1) Develop a system that will inform the Labour market needs to identify evolving skills requirements and ensure that the curriculum aligns with labour market demands;

1) Review, disseminate, and implement a comprehensive curriculum guideline that clearly outlines steps and procedures for each stage of curriculum design, development, and validation;

2) Develop and implement a mechanism for collaboration and involvement of stakeholders in the development and review of National Occupation Standards, which reflect the needs of the respective sector to enhance alignment of curriculum with labour market demand;

3) Develop an automated system to facilitate efficient development, validation, and approval of the curriculum development;

4) Ensure decentralization of core functions to NACTVET Zonal Offices in performing Regulatory, Advisory, and Quality Assurance functions to Technical Institutions to ensure ease and timely delivery of the core functions;

5) Ensure the developed technical teacher's registration database is implemented to enhance capacity building on the CBET delivery training;

6) Ensure adequate implementation of technical institutions' comprehensive short- and long-term compliance monitoring plans is in line with NACTVET standards.

7) Develop and implement a systematic and prioritized schedule for the periodic review of NACTVET's regulations, guidelines, and procedures and ensure the engagement of relevant stakeholders in the process.

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APPENDICES

Appendix 1(a): List of Recommendations and Responses from the Ministry of Education, Science and Technology (MoEST)

This part provides details on the general comment and the list of responses on the planned actions and implementation timelines based on the issued audit recommendations.

Specific Comments:

S/N	Recommendations to the Ministry of Education, Science and Technology	Comments from the Ministry of Education, Science and Technology	Planned Action(s)	Implementation Timeline(s)
1.	MoEST is supposed to ensure that technical and educational institutions are periodically monitored and evaluated at all levels in line with the TVET sub-sector M&E framework.	Comment accepted	1. Develop a comprehensive Monitoring and Evaluation plan that outlines specific objectives, indicators, and timelines in line with the TVET Sub-sector M&E Framework. 2. Establish regular data collection processes, ensuring the capture of both quantitative and qualitative data relevant to TVET.	August 2024

Appendix 1(b): List of Recommendations and Responses from the National Council for Technical and Vocational Education and Training (NACTVET)

This part provides details on the general comment and the list of responses on the planned actions and implementation timelines based on the issued audit recommendations.

Specific Comments:

S/N	Recommendations to the National Council for Technical and Vocational Education and Training	Comments from the National Council for Technical and Vocational Education and Training	Planned Action(s)	Implementation Timeline(s)
1.	Develop a systematic and ongoing assessment of labour market demands to identify evolving skill requirements and ensure that the curriculum aligns with labour market demands;	All curriculum aligns with labour Market Demand	Ongoing	Ongoing
2.	Develop and disseminate a curriculum comprehensive guideline that clearly outlines steps and procedures for each stage of curriculum design, development, and validation;	NACTVET developed guidelines for curriculum development in 2004. The Council revised its curriculum guideline in 2020 for the development of Technical Education Curriculum	NACTVET will revise curriculum guidelines to accommodate Vocational Education	May, 2024

S/N	Recommendations to the National Council for Technical and Vocational Education and Training	Comments from the National Council for Technical and Vocational Education and Training	Planned Action(s)	Implementation Timeline(s)
3.	Develop and implement a mechanism for collaboration and involvement of stakeholders in the development and review of National Occupation Standards, which reflect the needs of the respective sector to enhance alignment of curriculum with labour market demand;	The Council has developed more than 100 Occupational Standards. All these Occupational Standards were developed in collaboration with the industry.	NACTVET will continue to coordinate the development of the Occupational Standards in collaboration with the industry	Ongoing
4.	Develop a sophisticated mechanism to facilitate efficient curriculum development, validation, and approval.	NACTVET has approved and implemented procedures for curriculum development and validation since 2004.	ongoing	Ongoing
5.	Ensure the decentralization of core functions to NACTVET Zonal Offices in performing regulatory, advisory, and quality assurance	NACTVET has Seven (7) zonal offices. The establishment of these zonal offices was to decentralize the core	Done	

S/N	Recommendations to the National Council for Technical and Vocational Education and Training	Comments from the National Council for Technical and Vocational Education and Training	Planned Action(s)	Implementation Timeline(s)
	functions for technical institutions.	function of the Council.		
6.	Develop a functioning and updated teacher registration database to enhance teacher management.	The NACTVET is developing a TVET-MIS database. One of the functions of this system is to register technical teachers.	Develop the online system.	December, 2024
7.	Develop and implement comprehensive short and long-term Compliance monitoring plans to ensure adherence to NACTVET standards by Technical Institutions.	NACTVET has a comprehensive plan for monitoring registered institutions. Every year, this plan is submitted to the Council for approval.	Done	Ongoing
8.	Develop and implement a systematic and prioritized schedule for the periodic review of NACTVET's regulations, guidelines, and procedures and ensure the engagement of	The NACTVET has engaged a consultant to review its regulations to accommodate Vocational Education.	To review regulations	June, 2024

S/N	Recommendations to the National Council for Technical and Vocational Education and Training	Comments from the National Council for Technical and Vocational Education and Training	Planned Action(s)	Implementation Timeline(s)
	relevant stakeholders in the process.			

Appendix 2: Audit Questions and Sub-Audit Questions

This part details the list of main and sub-audit questions based on the specific audit objectives.

Audit Question 1.	**To what extent does NACTVET regulate the provision of TET to meet the required quality and demand of the labour market?**
Sub-Audit Question1.1	Does NACTVET conduct a needs assessment in the labour market to ensure that the provision of TET meets demand?
Sub-Audit Question1.2	Has NACTVET managed the regulation of TET to ensure that technical institutions meet the required standards and quality?
Sub-Audit Question 1.3	Does NACTVET ensure its recommendations are implemented on time by Technical Institutions?
Audit Question 1 2.	**Does NACTVET ensure effective registration and accreditation of both Technical Institutions and Technical Teachers?**
Sub-Audit Question2.1	Are Technical Institutions observing the conditions imposed on the Certificate of Registration?
Sub-Audit Question 2.2	Are technical institutions enrolling learners who will contribute towards attaining the recommended human capital balance of professionals, associate professionals, and skilled workers?
Sub-Audit Question 2.3	Does NACTVET conduct physical inspections to verify that Technical Institutions meet the standards before registration?
Sub-Audit Question 2.4	Does NACTVET ensure that registered institutions are accredited in a timely manner?
Sub-Audit Question 2.5	Do Institutions renew their accreditation and registration on a timely basis?
Audit Question 3.	**Does NACTVET review and approve the curriculum of Technical Institutions and Training Centres to ensure that they meet the demands of the labour market?**
Sub-Audit Question 3.1	Does NACTVET review the established curriculum of technical institutions to ensure that they meet the demands of the labour market?
Sub-Audit Question 3.2	Does NACTVET provide guidance and assess the developed institutional curriculums?

Sub-Audit Question 3.3	Does NACTVET ensure that the curriculum renewal for technical institutions is done in a timely manner?
Audit Question 4.	**Does NACTVET adequately conduct compliance monitoring to ensure that registered Institutions provide quality TET?**
Sub-Audit Question 4.1	Does NACTVET plan to conduct compliance inspections and monitor technical institutions to ensure compliance with the required TET quality?
Sub-Audit Question 4.2	Does NACTVET conduct periodic quality assurance in Technical Institutions?
Sub-Audit Question 4.3	Does NACTVET force technical institutions to adhere to the technical standards and quality requirements?
Sub-Audit Question 4.4	Does NACTVET periodically review Technical Education and Training Policies in light of changing technologies and economic developments?
Sub-Audit Question 4.5	Does NACTVET ensure adequate implementation of institutional academic quality standards?
Sub-Audit Question 4.6	Is the admission articulation of students and institutional staffing quality adequately conducted?
Audit Question 5.	**Does NACTVET have effective coordination and reporting procedures for regulating the provision of technical education and training?**
Sub-Audit Question 5.1	Are there established procedures for coordinating and reporting regulations in the provision of technical education and Training?
Sub-Audit Question 5.2	Is the provided technical education and Training adequately coordinated to ensure uniformity to all respective sectors?
Sub-Audit Question 5.3	Are the available resources sufficiently utilized to guarantee effective coordination and reporting in regulating the provided technical education and Training?
Sub-Audit Question 5.4	Does NACTVET adequately conduct compliance monitoring per institutional academic standards to ensure that registered Institutions provide quality technical education and Training?
Audit Question 6.	**Does MoEST conduct periodical monitoring and evaluation of the performance of** NACTVET **in the regulation of TET?**
Sub-Audit Question 6.1	Are plans for M&E activities on the performance of NACTVET in providing TET adequate?

Sub-Audit Question 6.2	Does MoEST have sufficient tools for conducting M&E?
Sub-Audit Question 6.3	Does MoEST provide feedback on its M&E with NACTVET and Technical Institutions?
Sub-Audit Question 6.4	Do MoEST and NACTVET conduct follow-ups on implementing recommendations issued during M&E of Technical Institutions and Training Centers?

Appendix 3: List of Interviewed Officials During the Audit

This part provides details on the list of interviewed Officials.

Name of the Institution	Interviewed Official(s)
Ministry of Education, Science and Technology (MoEST)	• Director of Technical and Vocational and Education and Training (DTVET) • Chief Internal Auditor (CIA
National Council of Technical and Vocational Education and Training (NACTVET)	• Director of Institutional Operations (DIO) • Director of Quality Assurance (D-QA) • Manager of Quality Assurance (M-QA) • Chief Internal Auditor (CIA) • Manager of Planning, Monitoring and Evaluation (PME) • Compliance and Enforcement Manager (CEM) • Registration and Accreditation Manager (RAM) • Human Resource Manager (HRM) • Labour market demand and curriculum development Manager (LCM) • Eastern Zonal In-charge
National Institute of Transport (NIT)	• Rector • Registrar • Curriculum Coordinator • Human Resources Manager (PHRM)
Tanzania Institute of Accountancy (TIA Mbeya Campus)	• Campus Director • Quality Assurance Officer • SSO • Academic Coordinator • Admission Officer
Nzega School of Nursing	• Principal • Vice Principal • CQI Officer • Examination Officer
Mwanza Medical Academy	• Director • Manager • Admission Officer • Human Resource Manager
Legacy College of Tourism and Business Studies	• Principal • Senior Coordinator I • Coordinator I

Appendix 4: List of Key Documents Reviewed During the Audit

This part details the list of the key documents reviewed during the audit and the reasons for reviewing.

Document Category	Name of the Document	Reason(s) for Review
Legislations (Law & regulations)	• The National Council for Technical Education Act, 1997; and its amendment, National Council for Technical and Vocational Education and Training of 2021 • The National Council for Technical Education (Accreditation and Recognition Regulations, 2001) • NACTE-ACT-CAP-129-No-9-of 1997 • The written Laws (miscellaneous Amendments) (no.4 ACT, 2021. • Procedures for Curriculum Development and Review of 2010 • NACTVET Client Service Charter of 2019	To understand the legal framework governing the overall regulation of technical education in the country. To understand the roles and responsibilities of different actors in regulating Technical Education in the country.
Strategic Plans	• Ministry of Education, Science and Technology (MoEST) Strategic Plan 2016/17 – 2020/21 • Action Plan MoEST • Annual Implementation Plan (MoEST) • The National Council for Technical and Vocational Education and Training (NACTVET) Corporate Strategic Plan 2021/2022 - 2025/2026 • The National Council for Technical Education (NACTE) Corporate Strategic Plan 2016/17 – 2020/21 • Action Plan NACTVET • Annual Implementation Plan NACTVET	Examine strategies and different interventions in the Regulation of Technical Education in Tanzania. To examine the mechanism used by actors when implementing the Regulation of Technical Education.

Annual Budgets and Budget Implementation	• MTEF MoEST • Annual plan NACTVET	To examine the implementation of the planned budget for the activities related to the regulation of Technical Education and Training
Reports	• Internal Audit Report on CME Department for the period of July to September 2022 financial year 2022/23 • Internal Audit Report on the CME Department (Committee Paper No. 27.03) • Committee Paper ARMP 31.01 reported that during the financial year 2022/23 • Report from the Compliance, Monitoring and Evaluation (CME) Department January 2021 • Annual Progress Reports for the Financial Years 2019/2020 -2022/2023 • Annual performance reports for the Financial Years 2019/2020 -2022/2023 • Country-Wide Monitoring Report for Financial Year 2017/2018,2020/2021 and 2022/23 • Analysis of the Number of Human Resources for each Department/Division (Scheme of Service) • TVET Indicators Report, 2021 • Handbook for Monitoring the Quality in the Technical Institutions in Tanzania; • Survey on mapping skills gap and skills needs for technician graduates in the selected economic sectors for industrial growth in Tanzania, 2020 • Council Paper No NCP 78.03.03.01 of October 2021	To examine the strategies and interventions for regulation of Technical Education and Training. To identify gaps, challenges, and reported performance problems related to the regulation of technical education and training. To evaluate the implementation progress of the planned activities relating to the Regulation of Technical Education and Training.

Correspondent Files	• New NACTVET Organization Structure • Correspondent Letters • National Institute of Transport, Department programs • National Institute of Transport, Academic Staff Data • Curriculum Register • Registration and Accreditation Status of Technical Institutions under NACTVET	To assess the effectiveness of the communication between NACTVET and Technical Institution

Appendix 5: List of Technical Institutions Delayed to Obtain Approval for Accreditation Candidacy

Subject Board: Business, Tourism, and Planning (BTP)		
S/N	**Name of Technical Institution**	**Recorded Delay (In Months)**
1.	Institute of Accountancy Arusha – Babati Campus	7-12 Months
2.	Institute of Professional and Innovational Development, Chakechake – Pemba	7-12 Months
3.	Samail College of Technology and Industry – Chakechake, Pemba	7-12 Months
4.	Masoka Professionals Training Institute – Moshi	7-12 Months
5.	Cardinal Rugambwa Memorial College – Bukoba	7-12 Months
6.	Lake Tanganyika Zone College – Sumbawanga	7-12 Months
7.	Landmark Institute of Education Sciences and Technology – Geita	7-12 Months
8.	Wete Institute of Academic Research and Consultancy – Pemba	7-12 Months
9.	Arusha Institute of Business Studies – Arusha	13-18 Months
10.	KAPs Community Development Institute – Mbeya	13-18 Months
11.	Zoom Polytechnic Institute – Bukoba	13-18 Months
12.	Fanikiwa Journalism School – Arusha,	19-50 Months
13.	Amani College of Management and Technology – Njombe	19-50 Months
14.	Institute of Social Work – Kisangara Mwanga	19-50 Months
15.	School of Library, Archives and Documentation Studies – Dar es Salaam Campus	19-50 Months
16.	Noble Trust College – Arusha	19-50 Months
	Subject Board: Health and Allied Sciences (HAS)	
	Name of Technical Institution	**Recorded Delay (In Months)**
17.	Imani College of Health and Allied Sciences – Shirati	7-12 Months
18.	Gold Seal Medical College – Singida	7-12 Months
19.	Imperial College of Health and Allied Sciences – Zanzibar	7-12 Months
20.	Southern Highlands College of Health and Allied Sciences – Mbeya	7-12 Months
21.	Songea Smart Professional College – Songea	7-12 Months
22.	Macwish College of Health and Allied Sciences – Misungwi	7-12 Months

23.	Tumaini Jipya Medical Training College – Mafinga, Iringa,	7-12 Months
24.	Kolowa Technical Training Institution – Lushoto	7-12 Months
25.	City College of Health and Allied Sciences, Dodoma Campus – Dodoma	13-18 Months
26.	Pemba School of Health – Wete	13-18 Months
27.	City College of Health and Allied Sciences – Ilala Campus	13-18 Months
28.	Mount Ukombozi Health Laboratory Assistant School – Dar-es-Salaam	13-18 Months
29.	Tabora Bliss College – Tabora	13-18 Months
30.	Mbalizi Institute of Health Sciences, Sunrise Campus – Mbozi	13-18 Months
31.	Makambako Institute of Health Sciences – Makambako	19-50 Months
32.	Clinical Officers' Training Centre – Sumbawanga	19-50 Months
33.	St. Theresa School of Nursing – Moshi	19-50 Months
34.	Msongola Health Training Institute – Dar-es-Salaam	19-50 Months
35.	Zawadi Memorial Health Training Institute – Moshi	19-50 Months
36.	Arusha Lutheran Medical Centre Training College – Arusha	19-50 Months
37.	Kagemu School of Environmental Health Sciences – Bukoba	19-50 Months
38.	Tabora College of Health and Allied Sciences – Tabora	19-50 Months
	Subject Board: Science and Allied Technology (SAT)	
	Name of Technical Institution	**Recorded Delay (In Months)**
39.	MAMRE Agriculture and Livestock College – Njombe	7-12 Months
40.	School of Air Defence – Tanga	13-18 Months
41.	Mahinya College of Sustainable Agriculture – Songea	13-18 Months
42.	Dar es Salaam Institute of Technology (DIT) Myunga Campus – Mom-ba	13-18 Months
43.	Community-Based Conservation Training Centre (CBCTC) – Namtumbo	19-50 Months
44.	Ministry of Agriculture Training Institute (MATI) Mubondo – Kasulu	19-50 Months
45.	JEMA Institute of Technology (JIT) – Mwanza	19-50 Months
46.	Military Aviation School – Ngerengere	19-50 Months
47.	Dar es Salaam Institute of Technology – Mwanza	19-50 Months
48.	Tanzania Military Academy – Arusha	19-50 Months
49.	Horticultural Research and Training Institute – Arusha	19-50 Months

50.	University Computing Centre – Dodoma	19-50 Months
51.	Ministry of Agriculture Training Institute Igurusi – Mbeya	19-50 Months

Appendix 6: Documented List of Technical Institutions Delayed to Obtain Approval for Full Accreditation

Subject Board: Business, Tourism, and Planning (BTP)		
S/N	**Name of Technical Institution**	**Recorded Delay (In Years)**
1.	Lake Tanganyika Zone College – Sumbawanga	Delayed for 1 Yr
2.	Landmark Institute of Education Sciences and Technology – Geita	Delayed for 1 Yr
3.	The Mwalimu Nyerere Memorial Academy - Zanzibar	Delayed for 3Yrs
4.	Tanzania Institute of Accountancy – Mtwara	Delayed for 2 Yrs
5.	Institute of Finance Management – Mwanza Campus	Delayed for 2 Yrs
6.	Community Development Training Institute – Ruaha, Iringa	Delayed for 2 Yrs
7.	Centre for Foreign Relations – Dar-es-Salaam	Delayed for 2 Yrs
8.	School of Library, Archives and Documentation Studies – Bagamoyo	Delayed for 3Yrs
9.	National College of Tourism, Bustani – Dar-es-Salaam	Delayed for 3Yrs
10.	Community Development Training Institute – Uyole, Mbeya	Delayed for 3Yrs
11.	Institute of Continuing and Professional Studies – Zanzibar	Delayed for 3Yrs
12.	Tabora East Africa Polytechnic College – Tabora (Formerly Musoma Utalii College –Tabora)	Delayed for 3Yrs
13.	Agency for Development of Educational Management – Mwanza	Delayed for 3Yrs
Subject Board: Health and Allied Sciences (HAS)		
	Name of Technical Institution	**Recorded Delay (In Years)**
14.	Kibondo School of Nursing – Kigoma	Delayed for 1 Year
15.	Peramiho Institute of Health and Allied Sciences – Songea	Delayed for 1 Year
16.	Iambi School of Nursing – Singida	Delayed for 1 Year
17.	Nzega Nursing School – Tabora	Delayed for 1 Year
18.	Songea Smart Professional College – Songea	Delayed for 1 Year
19.	Mbalizi Institute of Health Sciences (Formerly Mbalizi Nursing School) – Mbeya	Delayed for 1 Year

20.	Macwish College of Health and Allied Sciences – Misungwi	Delayed for 1 Year
21.	Kilimatinde School of Nursing – Manyoni	Delayed for 1 Year
22.	Yohana Wavenza Health Institute (Formerly Moravian Nursing School) – Mbozi, Songwe	Delayed for 1 Year
23.	Tabora (EA) Polytechnic College, Tuli Campus – Tabora	Delayed for 1 Year
24.	Vignan Institute of Science and Technology – Dar-es-Salaam	Delayed for 1 Year
25.	Murgwanza School of Nursing – Ngara	Delayed for 1 Year
26.	Southern Highlands College of Health and Allied Sciences – Mbeya	Delayed for 1 Year
27.	City College of Health and Allied Sciences – Mwanza Campus	Delayed for 1 Year
28.	K's Royal College of Health Sciences – Mbeya	Delayed for 1 Year
29.	Kigamboni City College of Health and Allied Sciences – Dar-es-Salaam	Delayed for 1 Year
30.	Ndolage School of Nursing – Muleba	Delayed for 1 Year
31.	Royal Training Institute – Dar-es-Salaam	Delayed for 1 Year
32.	Kolandoto College of Health Sciences – Shinyanga	Delayed for 1 Year
33.	Rubya Health Training Institute (Formerly Rubya Nursing School) – Muleba	Delayed for 1 Year
34.	Mkolani Foundation Health Services Training Institute – Mwanza	Delayed for 2 Years
35.	Makambako Institute of Health Sciences – Makambako	Delayed for 2 Years
36.	Northern College of Health and Allied Sciences – Arusha	Delayed for 2 Years
37.	DECCA College of Health Sciences, Town Campus – Dodoma	Delayed for 2 Years
38.	Testimony College of Health and Allied Sciences (Formerly Kullangwa PRINMAT School of Nursing and Midwifery) – Dar-es-Salaam	Delayed for 2 Years
39.	St. Theresa School of Nursing – Moshi	Delayed for 2 Years
40.	New Mafinga Health and Allied Institute – Mafinga, Iringa	Delayed for 2 Years
41.	Kilosa Clinical Officers' Training Centre – Kilosa	Delayed for 2 Years
42.	St. Magdalene School of Nursing – Misenyi, Kagera	Delayed for 2 Years
43.	Kagemu School of Environmental Health Sciences – Bukoba	Delayed for 3 Years
44.	RAO Health Training Centre – Shirati, Rorya	Delayed for 3 Years
Subject Board: Science and Allied Technology (SAT)		
	Name of Technical Institution	**Recorded Delay**

		(In Years)
45.	Kilimanjaro Institute of Technology and Management	Delayed for 1 Year
46.	Ministry of Agriculture Training Institute Uyole – Mbeya	Delayed for 1 Year
47.	Livestock Training Agency Buhuri – Tanga	Delayed for 1 Year
48.	Tanzania Military Academy - Arusha	Delayed for 2 Years
49.	Ministry of Agriculture Training Institute – Mtwara	Delayed for 2 Years
50.	Dabaga Institute of Agriculture, Kilolo – Iringa	Delayed for 2 Years
51.	JEMA Institute of Technology (JIT) – Mwanza	Delayed for 2 Years
52.	Military School of Information Communication Technology- Dar es Salaam	Delayed for 3 Years
53.	KARUCO College – Karagwe	Delayed for 3 Years
54.	Tanzania Institute of Rail Technology (Formerly: Railway Training College) – Tabora	Delayed for 3 Years

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