



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



THE TANZANIAN NATIONAL QUALIFICATIONS FRAMEWORK

Charles Kihampa, PhD

Executive Secretary, Tanzania Commission for Universities (TCU)

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Session 2-2

Presentation Outline

1. Overview of the Tanzanian Qualifications Framework (TQF)
2. Institutions Managing Different TQF levels
3. Changes in Education and Training Policy (ETP) 2014 (Revised 2023) that need to be reflected in the TQF
4. Some Implications of ETP Changes in the TQF
5. Next Step for the TQF



Overview of The Tanzanian Qualifications Framework (TQF)

- Tanzania has in place a National Qualifications Framework (NQF) called Tanzania Qualifications Framework (TQF).
- The development of the TQF was participatory and it involved various stakeholders from different circles including higher education, professional registration bodies, Government Ministries, Departments and Agencies (MDAs), from within and outside the country.

Principles of TQF

- i) **Credibility:** National and International value and acceptability
- ii) **Flexibility:** Enables several paths which lead to the same learning goals
- iii) **Acceptability:** Involves different stakeholders in the process of planning and coordination
- iv) **Transferability:** Transfer of credits from one institution to the other
- v) **Recognition of a Prior Learning:** Enables acquiring credits from previous learning through a process of evaluation
- vi) **Transparency:** Clear and consistent in interpretation of different educational qualifications

Scope of TQF

- i) Higher Education level qualifications;
- ii) Professional qualifications;
- iii) TVET level qualifications;
- iv) Basic education qualifications which include pre-primary, primary and secondary education;
- v) Adult and non-formal education qualifications; and
- vi) Prior learning qualifications.

Institutions Managing Different TQF Levels

TQF Level

Institutions Responsible

Basic Education

Tanzania Institute of Education (TIE)

National Examination Council of Tanzania (NECTA)

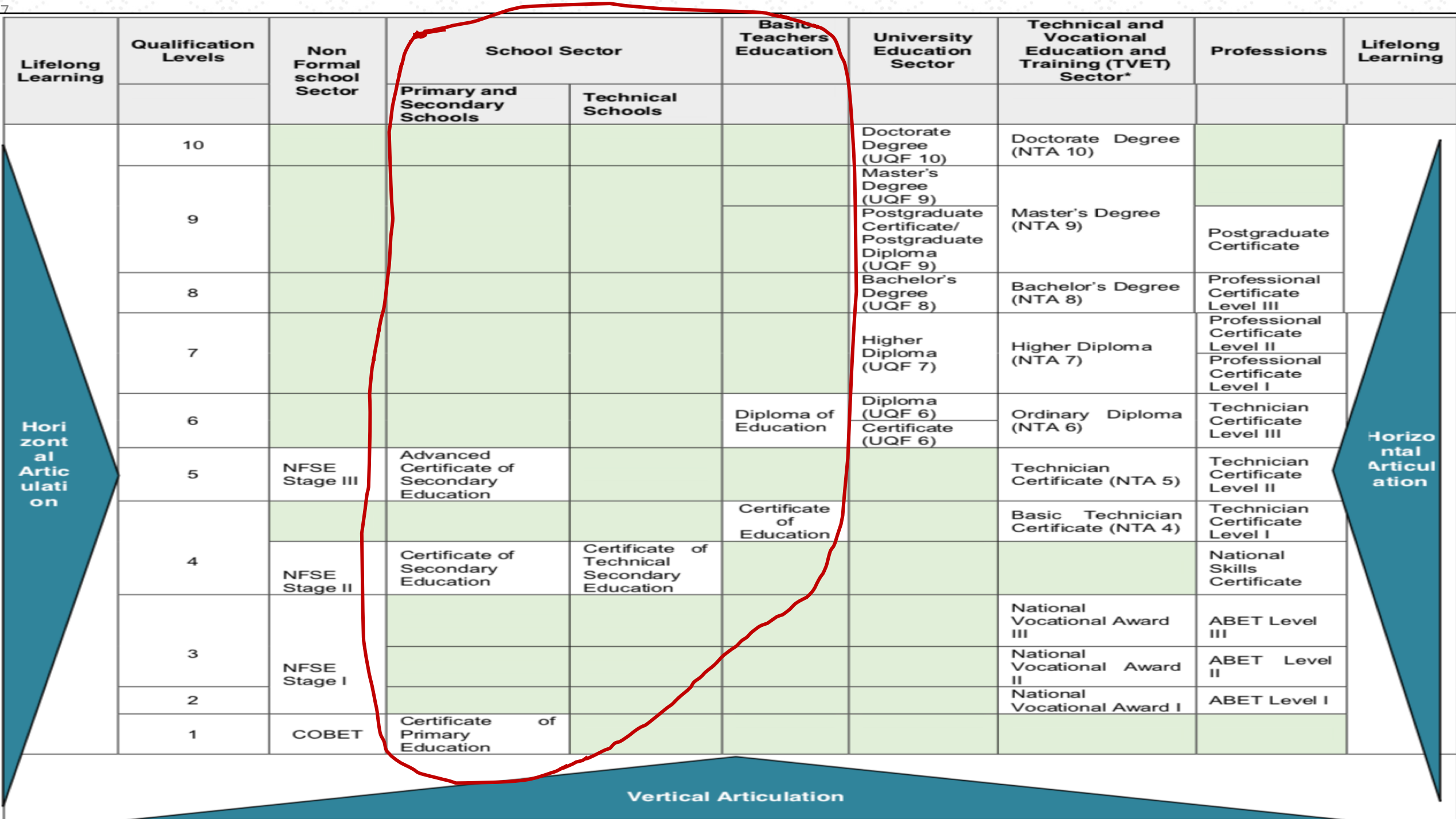
Tertiary Non-University Education

National Council of Technical and Vocational Training (NACTVET)

University Education

Tanzania Commission for Universities (TCU)



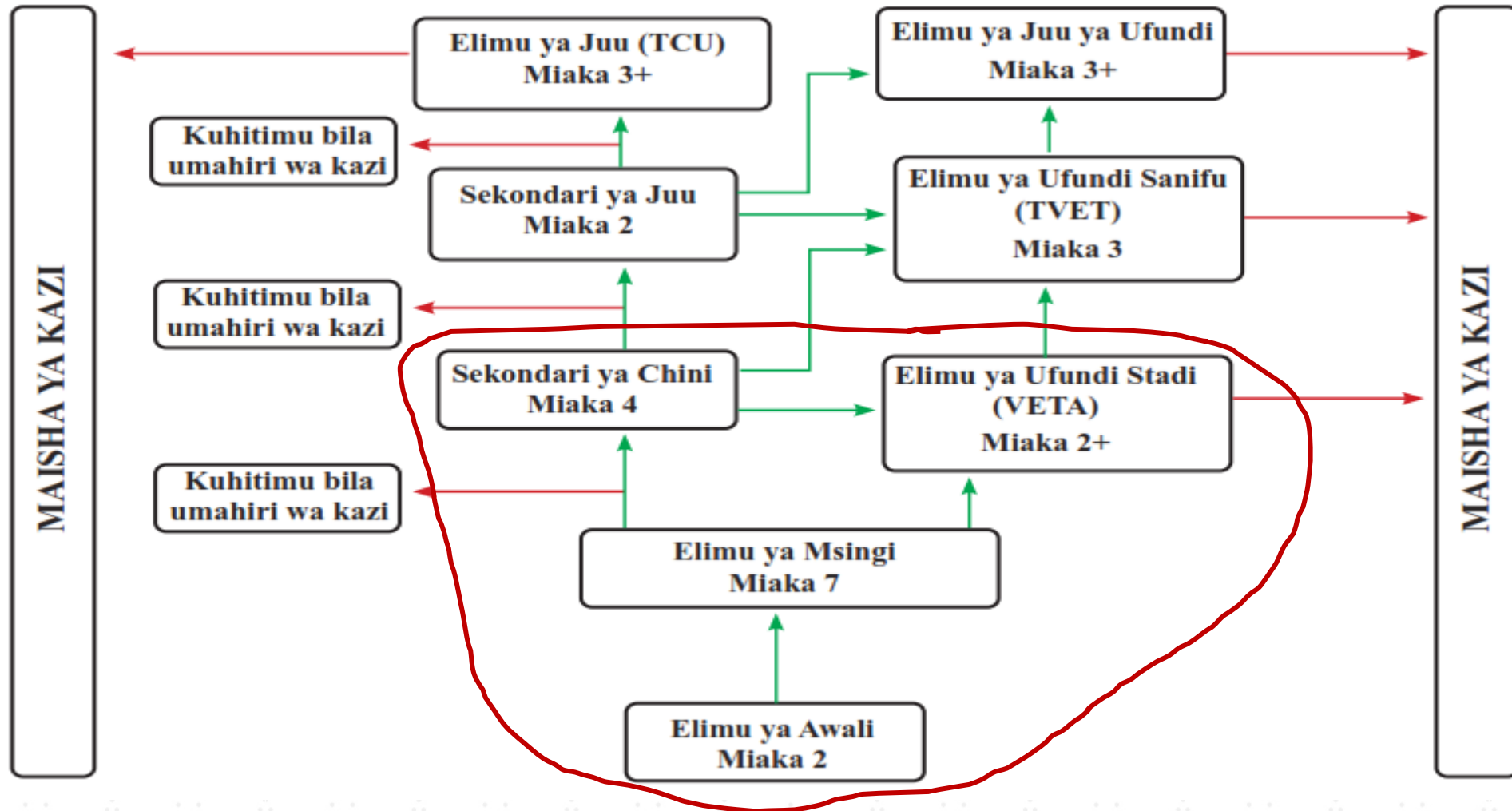


Major changes in the ETP of 2014 which need to be effected in the TQF

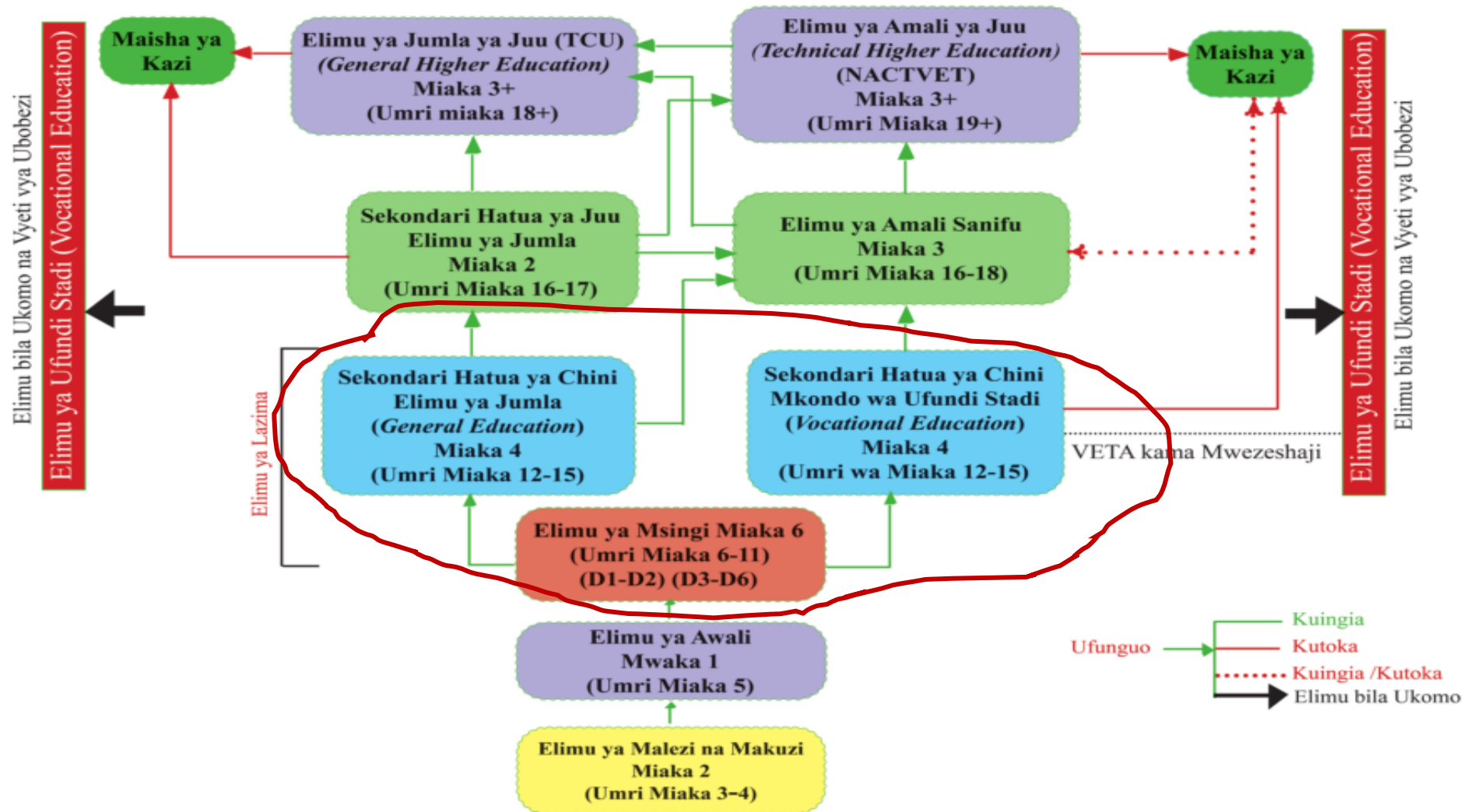
Change of the structure of the education system:

- 1) The **education structure** has changed from the previous system of 2-7-4-2-3+ to 1-6-4-2/3-3+. That is **one (01)** year of Pre-Primary, **six (06)** years of Primary Education, **Four (04)** years of Lower Secondary School, **Two (02)** years of Upper Secondary School or **Three (03)** years of Vocational Education and **least Three (03)** of higher education.
- 2) The structure of basic education has changed to include **two (02)** major streams, namely:
 - i) **General Education Stream; and**
 - ii) **Vocational Education Stream.**

Structure of education before review of ETP



The current structure of education after review of ETP



Major focus of the ETP 2014 (2023 Edition)

- The revised ETP emphasis on producing graduates with the requisite skills, knowledge and competencies that are commensurate with the needs of the labour market. This is reflected in some Policy Statements, for example (Translated in English):

“The education system will focus on building competence, where the emphasis will be on acquiring skills, knowledge, expertise, positive attitudes, values and appropriate behaviour according to the needs of the Nation and the world of work as well as considering the National Qualifications Framework.”

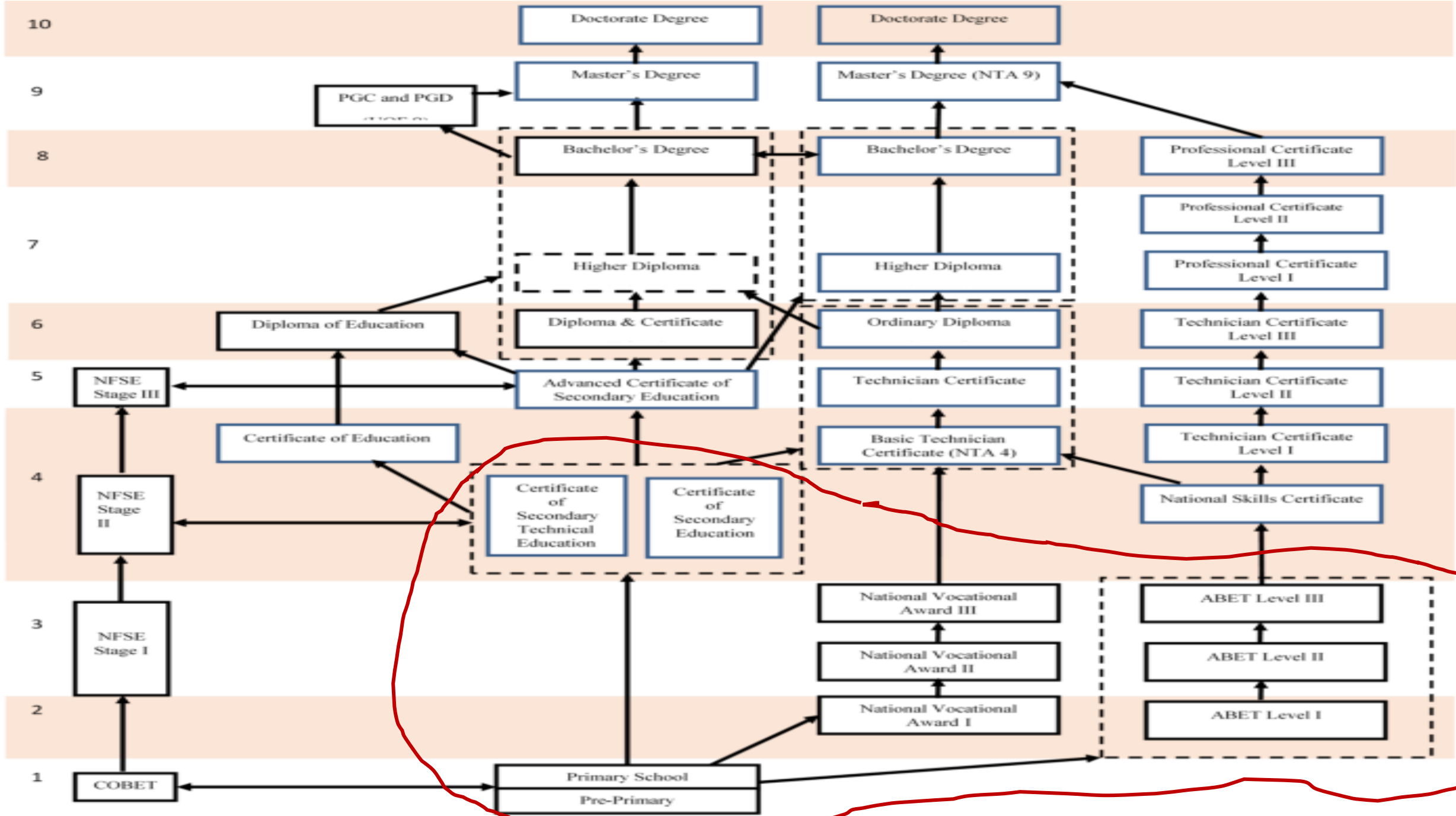
Major focus of the ETP 2014 (2023 Edition)

“The Government, in collaboration with stakeholders, will strengthen the provision of education to enable graduates at all levels to acquire knowledge, skills and entrepreneurial skills to fully contribute to the nation’s development.”

□ The said focus aims to address the challenge of insufficient workforce with knowledge, skills and competencies required by various sectors of the economy.

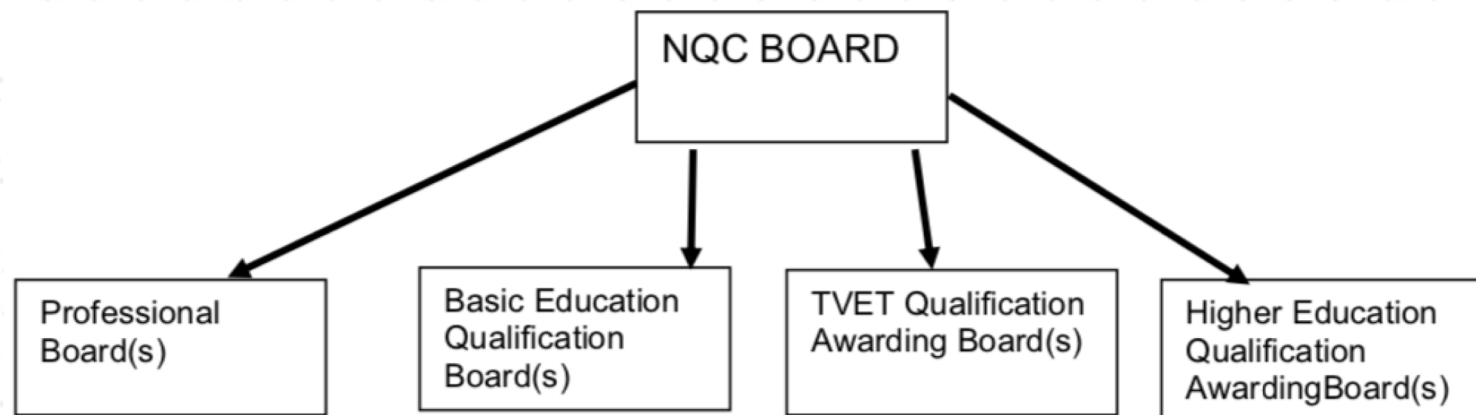
Some implications of the ETP changes in the TQF

- ❑ The TQF levels and associated qualification titles need to be changed.
- ❑ Level descriptors need to be changed to reflect the requirements of the revised ETP.
- ❑ The revised education structure needs to be reflected equally in the TQF.
- ❑ Both the Vocational and General Streams need to be reflected in the TQF.



Next Step for TQF

- Review of TQF to accommodate changes in Education and Training Policy, Basic Education Curricula, Tertiary Non-university Education and University Education
- Establishment of the Board (National Qualifications Coordination Board (NQCB))
- Composition and functions of the NQCB to be defined by the establishing law



Thank you for Listening