

**VOCATIONAL EDUCATION AND TRAINING
AUTHORITY (VETA)
UNITED REPUBLIC OF TANZANIA**

**NEW VOCATIONAL EDUCATION AND TRAINING SYSTEM
THE CBET CONCEPT**

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1 INTRODUCTION

The establishment of Vocational Education and Training Authority (VETA) in 1994 and subsequent adoption of a new Vocational Education and Training System are a result of economic changes in the socio-economic environment in Tanzania. To date, VETA can be proud of having made significant strides in reforming the formerly existing supply oriented VET System (VETS) to a demand driven VET.

The new VETS features the following:

- flexibility in mode of delivery in terms of duration, entry qualifications, and exit to the labour market,
- close alignment to job demands in both self and wage employment so as to address skill requirements in the two areas,
- integration of business and entrepreneurial skills so as to address real work situations and translation of vocational skills into business and enterprises,
- integration into the country's social and economic policies and plans.

2 COMPETENCE BASED EDUCATION AND TRAINING (CBET):

The move from traditional VET was made possible following the adoption of CBET by the VET Board in December 1998. Different from the traditional knowledge based VET, CBET hinges on the following key features:

- Training and assessment of outcomes are based on standards.
- Training standards used are derived from an analysis of occupational tasks to form a DACUM Chart or employment requirements.
- The analysis done on the tasks of an occupation pays particular attention to the expected performance criteria.
- Assessment is done against the standard.

- Such analysis is done by competent persons, who are well acquainted with a given job involving external expertise.
- The instructor has the responsibility of translating the Standard into a learning experience to enable a trainee achieve a performance criteria.

3 OPERATIONALISING CBET

In order to put CBET into context VETA has adopted an occupational Unit Standard format. This format looks at a total occupation and its subsequent employable tasks as were analysed in a Dacum chart. The benefits of this approach are that it gives a strong base for modularised training which allows the trainee to choose specific separate units, according to the skills needed for employment, or to go for the full cycle of units. In the first case, the successful participation of each unit is certified separately, in the second case, the trainees will receive the full trade recognition after the completion of all the required training units. Within this process of modularising the existing formal training curricula. The units also form basic for non formal short courses when ever demanded.

3.1 Implications to Assessment and Testing

Unit based assessment has introduced flexibility in testing. Assessment is continuous and done after achieving a given unit standard. This enables immediate feedback to the trainee and therefore enhances trainee motivation since the knowledge of progress and success becomes an integral part of the learning process. Since Units are based or constructed from employable tasks in a particular occupation, a cluster of Units would then formulate an occupational area, while description of unit based qualifications would define the different levels.

Unit based certification/accreditation gives flexibility to those wishing to be certified for a particular task/job. However, for purposes of career progression, national certification would be provided to accredit a level based qualification.

The processes will involve therefore:

- Unit certification by the principal and instructor, signing off a trainee verifying competence achieved, with nationally accredited assessors, validating the qualification achieved.
- For those on long-term training, a log book would be filled after every unit, to certify competence achievement, again an external assessor will verify attainment of required competence on achievement of a level.
- A level based certificate will be issued based on achieved required units in a given occupation.

The procedure is to conduct national tests at three levels which are based on modules, and modules are based on a cluster of units. Hence certification based on achieved competency for a unit would mean a step towards accreditation. Regulation occurs through use of external assessors who are nationally registered and vetted. The assessors are to be approved by Trade Advisory Committees.

3.2 Use of levels in qualifications

The new system has adopted the use of levels so as to differentiate jobs/occupations from one another through classification of degree of difficulty and level of skill in application in work situation. The 3 levels definition therefore cuts across all occupations of the same level.

For example:

Level 1: Basic

Covers limited range of work activities, mainly routine, repetitive and predictable. The level carries limited responsibility with little or no authority. The worker at this level requires constant supervision.

Level 2: Intermediate

Covers competencies in varied range of work activities and is more complex to include non-routine activities. The worker may have some degree of responsibility and authority, and requires general supervision and quality control.

Level 3: Advanced & Supervisory

Consists of broad range of varied and complex tasks, which are non routine and performed at varied contexts. At this level the worker acquires more responsibilities for quantity and other staff. The worker at this level is involved in problem solving.

3.3 Applicability of Unit Standards for training for the Informal Sector

One of the goals of CBET is to have employable unit standards based training that would also meet workplace requirements for self-employment and permit interruption of training between training sequences (Modules and Unit Standards). The latter is a big advantage for socially disadvantaged target groups. Alongside the traditional long-term courses for the target group of school leavers, short-term training courses can also be offered to other groups seeking employment or improving their performance.

The system of Unit Standard is designed to meet the training needs of various target groups in the formal and informal sectors, since flexibility in entry and exit and training entry is not based on given academic qualifications but rather on performance criteria assessments. Recognition on prior learning and training taking place at either the centre or workplace is admissible. The CBET Concept is based on incorporating all demanded competencies to enable a trainee to perform. This gives room to adjusted curricula to fit the different competence demands for different trades.

4 EXPERIENCES FROM CBET IMPLEMENTATION

CBET connotes a shift of paradigm for all actors and tools of operations to enable change from knowledge to performance base training evidenced by products/ services as per given criteria. Generally with this approach Tanzania could pride herself as being on the right track. At a regional meeting for East and Southern Africa in August 2000, it showed that all countries were in one stage or another in implementing CBET, and Tanzania was leading.

4.1 Benefits

Benefits already experienced from test piloting include:

- cost efficiency and effectiveness
- improved relevance of training through comprehensive content to fit self- and wage-employment requirements
- transparency and consistency in assessment and qualifications assignment
- competencies are attained in a much shorter period
- expanded coverage
- flexibility and adaptability to both formal and informal sectors
- Self regulatory and quality assurance through use of standards and involvement of stake holders in standards generation and external assessment

4.2 Instruments and tools which can be recommended to other countries:

- Use of DACUM chart as basis for unit standards development
- Use of occupational unit standards as a frame for assuring quality of VET and VET provision
- Integration of business and entrepreneurial skills so as to motivate job creation and self-employment to VET graduates
- Introduction of target oriented training focusing at targets with limited access to VET e.g. girls, women, youths and rural areas populations.

5 CHALLENGES

- How to handle large demands for socially oriented training for informal sector and unemployed youth.
- How to develop concepts for organising and developing small and medium enterprises.
- How to address the insufficiently supported sectors e.g. agriculture, hotel and tourism, service and finance, mining, food processing.
- How to change of the providers mind sets.
- How to develop a qualifications framework which should have horizontal and vertical linkages and qualifications definitions for easy portability both locally and in the region.
- How to integrate entrepreneurship training in VET since most of the entrepreneurship courses are currently organised outside the frame of regular technical training.
- How to ensure financial sustainability for the VET providers, particularly when considering that Vocational Training is also a social function and cannot be financed and managed only depending on training fees.