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Dr Lyabwene M. Mtahabwa
Commissioner for Education

CURRICULUM FOR WORKSHOP INSTRUCTOR CERTIFICATE IN VOCATIONAL EDUCATION

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Abbreviations and Acronyms

3Rs	Reading, Writing and Arithmetic
MoEST	Ministry of Education, Science and Technology
SADC	Southern African Development Community
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language

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Dr Aneth A. Komba

Director General

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Preface

The Curriculum for Workshop Instructor Certificate in Vocational Education has been developed in accordance with the Education and Training Policy of 2014, 2023 Edition, stakeholder feedback collected and processed from 2021 to 2022, and the analysis of documents regarding experiences from other countries.

Furthermore, this curriculum adheres to the educational vision, which aims to prepare an educated Tanzanian with knowledge, skills, and positive perspectives, valuing equality, justice, and lifelong education for sustainable national and international development. Additionally, this curriculum observes the main objectives of education, as well as the specific objectives of Teacher Education.

Based on these considerations, the curriculum sets standards for delivery at the level of workshop instructor certificate in vocational education, outlining the competences, knowledge, skills, and attitudes that the workshop instructor trainees will develop, general competence, key learning areas, main and specific competences, as well as teaching and learning techniques. Additionally, the curriculum has specified the duration for the implementation, language of teaching and learning, teaching and learning materials, and the techniques to be used in assessing a student teacher(workshop instructor) while considering the development of competences. Moreover, the curriculum identifies the professional and academic qualifications expected of tutors, who are the implementers of the curriculum at the college level.

Along with various policy statements and national, regional, and international guidelines, this curriculum has considered the theories of learning and the Philosophy of Education for Self-Reliance. This philosophy emphasises the provision of education that enables a Tanzanians to be self-reliant and cope with his or her daily lives. It is my expectation that through this curriculum, the tutor will empower the workshop instructor to develop the intended competence. Additionally, all curriculum implementation supervisors and other education stakeholders in the country will ensure that the education provided meets nationally, regionally, and internationally accepted standards of quality.



Dr Lyabwene M. Mtahabwa

Commissioner for Education

Part One

Introduction

1.1 Background

Various examples in the world have shown that the creation of a good education system depends largely on the quality of the teachers who run it. In addition, the Father of the Nation, Mwalimu Julius Kambarage Nyerere, emphasising the importance of teachers, said that "any education policy, no matter how good it is, cannot succeed without well-prepared teachers." Mwalimu emphasised further that teachers are the ones entrusted with the responsibility of building a nation with the right ideas through their task of passing on knowledge and values to new generations. In that regard, for any change in policy, system and education curriculum to ensure efficiency, teachers must be well prepared. In addition, to implement curricula effectively, there must be enough teachers with the right skills, ethics and motivation.

In that regard, the Government made changes to the Curriculum for Workshop Instructor Certificate in Vocational Education. Those changes aim to enable the workshop/ laboratory instructor to adapt to the changes in the Curriculum for Vocational Training, which aims at enabling the student to learn and achieve the intended goals and results. In addition, changes in Teacher Training will help to achieve the educational goals stated by the 1990 World Declaration of Jomtien, the 2000 Dakar Protocol and the 2015 fourth goal of Sustainable Development of the United Nations as well as the 2015 Incheon Declaration. Moreover, the 2014 Education and Training Policy, the 2023 Edition, emphasises the availability of competent instructors who will enable students to develop self-reliance, love for and doing work, life skills and positive attitudes to participate in bringing about economic, social and political transformations. Likewise, the Philosophy of Education for Self-Reliance founded in 1967 by the Father of the Nation, Mwalimu J. K. Nyerere, emphasizes the provision of education that enables a Tanzanian to be self-reliant and to control his/her life.

Considering those declarations, policies, philosophies and stakeholder opinions, the Curriculum and syllabuses were developed to prepare a workshop instructor with knowledge, skills and positive attitudes in contributing to the development of the nation by considering the changes in science and technology and the requirements of the 21st century. The Curriculum and these syllabuses also aim to prepare workshop instructor with skills that will enable them to be self-reliant and utilize well the opportunities available in the country for them to master their daily lives by employing themselves or being employed. In addition, this Curriculum meets the requirement of developing

competences that include the ability to communicate, collaborate, think objectively and use technical skills, life and ICT skills to invent and design various methods and materials to solve economic and social challenges.

1.2 Structure of Teacher Education – Vocational Education

As directed by the 2014 Education and Training Policy, the 2023 Edition, certificate studies in workshop training for vocational education will be offered for six (6) months, and will involve graduates from vocational training colleges who will join the training based on the vocational specialisations that they have already studied. Workshop instructors will study the Basics of Workshop Training (Vocational Training) and Laboratory Management. This training aims at preparing workshop/laboratory instructors who will facilitate student practical training at the Secondary Education level, Form I–IV. Qualifications for joining the training and other procedures for offering and running this training will be provided by the responsible ministry in collaboration with the relevant college.

Part Two

Vision, Goals and Competences

The Curriculum for Certificate in Teaching Vocational Education has considered the vision of education, the main goals of education in Tanzania, the goals of teacher education and the competences expected to be developed for a workshop student instructor.

2.1 Vision

The vision of education in Tanzania is to have an educated Tanzanian with knowledge, skills and positive attitudes, who values equality, justice and lifelong education in bringing sustainable national and international development.

2.2 Main Goals of Education in Tanzania

The main goals of education in Tanzania are to enable every Tanzanian to:

(a) develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) respect the culture, traditions and customs of Tanzania; cultural differences; dignity; human rights; attitudes and inclusive actions;

(c) advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;

(d) understand and protect national virtues, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) develop life and work-related skills to increase efficiency in everyday life;

(f) develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and

(h) develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

2.3 Goals of Teacher Education

2.3.1 Main Goal of Teacher Education

To prepare a teacher with expertise and competence in facilitating teaching and learning in line with scientific, technological, and social changes to prepare a Tanzanian with knowledge, skills and positive attitudes and who values equality, justice and life-long education.

2.3.2 Specific Goals of Teacher Education

The goals of teacher education are to enable the workshop/laboratory student instructor to

(a) develop a theoretical understanding of teacher education, ethics of the teaching profession, life ethics and basics of teaching;

(b) develop competences in teaching and learning techniques;

(c) develop competences in assessment and evaluation techniques by considering the concept of competence development;

(d) promote creativity and innovation in teaching and learning based on student needs;

(e) apply ICT and supportive technology in teaching and learning;

(f) develop early identification skills for students with special learning needs and provide suitable interventions;

(g) strengthen the use of communication language in teaching and learning; and

(h) develop skills aimed at improving teaching, learning and assessment (i.e., classroom-based action research).

2.4 Main Competence for Workshop Instructor Certificate in Vocational Education

The Workshop Instructor Certificate in Vocational Education course aims at enabling the workshop student instructor to:

(a) use theories and principles of teaching in the practical teaching of vocational education fields;

(b) demonstrate mastery of practical teaching methods in vocational education fields;

(c) identify a student with special practical learning needs and provide appropriate interventions; and

(d) demonstrate an understanding of the basics of workshop/laboratory management that will be learned in Vocational Education.

Part Three
Curriculum Contents

This part describes learning areas, subjects, main competences and specific competences in the Curriculum for Workshop Instructor Certificate in Vocational Education, which are specified in Table 3.1.

Table 3.1: *Learning Areas, Subjects, Main Competences and Specific Competences*

Learning Areas	Subjects	Main Competence	Specific Competence
Workshop/ Laboratory Training	1.0 Basics of Workshop/ Laboratory Training (Vocational Education)	1.1 Demonstrate mastery of the basics of Vocation Education training	1.1.1 Develop mastery of training ethics
			1.1.2 Develop mastery of techniques and principles of learning Vocation Education
		1.2 Demonstrate mastery of the Curriculum for Vocational Education	1.2.1 Demonstrate the ability to prepare a practical lesson
		1.3 Demonstrate mastery of the basics of enabling the student to learn in an inclusive environment	1.3.1 Develop mastery of methods to improve the learning and teaching of Vocational Education in an inclusive environment
		1.4 Demonstrate mastery of the basics of assessment and evaluation in Vocation Education	1.4.1 Demonstrate mastery of practical assessment techniques in Vocational Education
Basics of Workshop/ Laboratory Management	2.0 Workshop/ Laboratory Management	2.1 Demonstrate mastery of workshop/ laboratory management by observing health and safety	2.1.1 Demonstrate mastery of the basics of workshop/laboratory management
			2.1.2 Demonstrate mastery of health and safety management in the workshop/laboratory

Part Four
Teaching and Learning

This curriculum emphasises the use of the teaching and learning techniques that aim at enabling the workshop instructor to be the centre of learning and the tutor to be the facilitator. The tutor will use interactive methods to enable the workshop instructor to learn by considering their various needs and levels of understanding. Such methods include those that enable the workshop instructor to think, seek knowledge from various sources, and participate in providing feedback. Other techniques include study tours, group discussions, practical works, projects, research, scientific experiments, and other relevant methods based on the context of the field of specialisation that aim to achieve the intended competence.

4.1 Practical Training

Practical training will take place within the college. The workshop instructor will be assigned to facilitate practical and theoretical lessons depending on the context of their field of specialisation. Specifically, the workshop instructor will participate in the following activities:

(a) Simulated and practical teaching inside the classroom at the college level;

(b) Visiting neighbouring schools to learn about the school environment, students' life and how resident teachers manage the teaching profession in students' guidance, teaching, and preparing a report that will be submitted to the academic master for evaluation;

(c) Participating in teaching one lesson at a school located near the college.

4.2. Resources for the Implementation of the Curriculum

The provision of vocational education will take into consideration the resources, principles and guidelines provided by the Ministry of Education, Science and Technology (MoEST). The availability of resources is important for effective implementation of the curriculum. Such resources include the following:

4.2.1 Human resource

The human resoures include workshop instructor, tutor and support staff.

(a) Workshop instructor

A workshop instructor is the main target of this curriculum. The workshop instructor must possess the academic qualifications specified by the ministry responsible for Curriculum for Workshop Instructor Certificate in Vocational Education.

(b) Tutor

For effective implementation of this curriculum, the tutor must have at least a master's degree in education and the teaching experience of not less than two years at the relevant level. This means that, for example, a tutor teaching at the level of workshop instructor in vocational education must have the experience of teaching in secondary schools (Vocational Education) for two or more years. These qualifications will enable him/her to become a good tutor because he/she will be familiar with the real environment where the workshop instructor will be working.

(c) Support staff

Support staff include operational workers who are not engaged in teaching. These workers act as an important link for successful implementation of this curriculum. This group includes experts such as librarians, laboratory technicians, doctors and nurses, secretaries, offices attendants and others. These workers must have attended training from government accredited institutions and must have passed the examinations in the relevant field according to the criteria to be specified by the relevant ministry.

4.2.2 Material and financial resources

The effective implementation of this curriculum needs material resources such as land, furniture and infrastructure and materials for teaching and learning vocational education. Such resources must be sufficient and must meet the standards specified in various guidelines provided by MoEST. Moreover, such resources must take into consideration the needs of all student tutors, including those with special needs. Similarly, the availability of financial resources is important in the coordination and implementation of this curriculum. Financial resources will be obtained through charity and financial contributions from various stakeholders.

4.2.3 Time resource

The Curriculum for Workshop Instructor Certificate in Vocational Education will take six (6) months. The number of training days is 120, equivalent to 24 weeks. The training time will be six (6) hours per day and each period will last for one (1) hour. Therefore, there will be six (6) periods per day and 30 periods per week. The time for starting studies will be determined by the relevant ministry. Table 4.1 shows the number of periods per week and the subjects to be taught.

Table 4.1: *Breakdown of the Number of Training Hours*

Subject	Periods per Week (Hours)	Classroom Learning (Hours)	Practical Training (Hours))	Total Number of Hours per 6 Months
Foundations of Workshop Instruction in Vocational Education Training	15	114	342	456
Workshop/Laboratory Management	14	60	180	240
Religious Education	1	-	-	24
Total				**720**

Notabene: The competence and pass criteria for the award of Curriculum for Workshop Instructor Certificate in Vocational Education will be provided by the relevant authorities through various guidelines.

4.3 Medium of Instruction

The 2014 Education and Training Policy, the 2023 Edition states that English will be used as the medium of instruction at the level of Certificate in Vocational Education.

4.4 Involvement of Stakeholders in the Implementation of the Curriculum

Involvement of parents/guardians, and education stakeholders is crucial in the implementation of teaching and learning of a workshop instructor trainee in vocational education. These stakeholders have had a significant contribution to the successful implementation of the Curriculum for Workshop Instructor Certificate in Vocational Education in the country. Vocational training colleges should work in collaboration with these stakeholders to meet the intended objectives in the provision of vocational education.

4.5 Management, Monitoring and Evaluation of the Curriculum

Management of the implementation of Curriculum for Workshop Instructor Certificate in Vocational Education is an important process to ensure that its objectives have been effectively implemented as expected. This curriculum will be managed by the Ministry of Education, Science and Technology through the office of the Commissioner for Education – Teacher Education Unit, which is responsible for coordinating teacher

training programmes. Management of the curriculum at the college level will be done by the college principal in collaboration with the College Board, regional and district education officers, as well as zonal and district education quality assurers.

Moreover, the teaching of the Curriculum for Workshop Instructor Certificate in Vocational Education aims at realising or getting feedback on how the teaching and learning process takes place, including achievements, challenges, and how to solve them in order to attain the intended achievements. Therefore, monitoring and evaluation of the implementation of this curriculum will be done by the relevant ministry in collaboration with the institutions responsible for monitoring and coordinating tutor training.

Part Five
Assessment of the Teaching and Learning Progress

The Curriculum for Workshop Instructor Certificate in Vocational Education will use the assessment system that takes into consideration the recognised criteria for assessing the teaching and learning process, daily progress of the workshop instructor, and final examinations based on the competence-based curriculum. Internal assessment will be administered by the college along with teaching and learning while external assessment will be coordinated by the relevant authorities in collaboration with the National Examinations Council of Tanzania. Various assessment methods will be employed to test theories and practice in the whole process of teaching and learning. Such methods include question-answer, quizzes, tests, exercises, terminal examinations, and final examination depending on the type of assessment, needs, and the type of competence intended to be developed. Some of the tools to be used in the assessment and evaluation include checklists, portfolios, and progress report forms of the workshop instructor student teacher.

The assessment results will help to make improvements to attain the goals of workshop instructor for Vocational education are met. The tutor is required to develop various assessment activities to promote learning. Summative assessment will carry 30% and continuous assessment will carry 70% of the total marks. Continuous assessment will be as follows: Annual examination will carry 10%, improvisation of project works will carry 15%, micro-teaching will carry 20% and teaching in neighbouring school will carry 25%. For a student teacher to be awarded a certificate, he/she should get at least 50% of the continuous assessment marks and 50% of summative assessment marks. The workshop instructor who fails may re-sit the examination at least twice within three years. Table 5.1 shows the distribution of marks for continuous and summative assessment.

Table 5.1: *Allocation of Assessment Marks*

No.	Assessment Activities	Distribution of Percentages
1.	Annual Examination	10%
2.	Project	15%
3.	Micro-teaching	20%
4.	Teaching in neighbouring school	25%
Total		**70%**

Notabene: The competence and pass criteria for the award of a Workshop Instructor Certificate in Vocational Education will be awarded by the relevant authorities through various guidelines.

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