



NECTA Newsletter

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- NECTA launches PReM
- ZEC benchmark visit
- Verification of civil servants' certificates

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► Our Mission

To Provide Fair, Efficient and Effective Educational Assessment.

► Our Vision

To be the Centre of Excellence in Quality Educational Assessment and Certification.

► Our Core Functions

- To formulate examinations policy in accordance with the principles of Education for Self- Reliance and the Education and Training Policy.
- To assume responsibility for examinations within the United Republic of Tanzania and to provide places and centres of examinations.
- To receive from other persons or bodies of persons, reports or other material affecting the examinations policy and from time to time to consider and review the examinations policy as circumstances may require.
- To co-operate with other persons or entrusted bodies in the orderly development of the examinations system in the United Republic of Tanzania.
- To conduct examinations for, and to grant diplomas, certificates and other awards of the Council.
- To act as the body which shall facilitate, administer and supervise foreign examinations in Tanzania.

► Our Core Values

- Fairness
- Accountability
- Integrity
- Responsiveness
- Confidentiality and Security
- Efficiency

From The Desk of the Executive Secretary



Welcome to the Fifth Edition of the National Examinations Council of Tanzania Newsletter. The edition includes some of the major events that have taken place at the Council in the last year. Some of the events are; verification of public servants' certificates, launching of Primary Records Manager (PRem) and benchmarking activities, to mention but a few.

The essence of publishing the *NECTA Newsletter* is to give the public and the educational stakeholders in particular, a glimpse of some of the activities undertaken or carried out by the Council in a particular period of time.

For quite some time, we have not been publishing our Newsletter consistently (biannually). However, more effort is being done to ensure that after every six months, educational stakeholders get an opportunity to access a new Newsletter.

I would also like to invite people who wish to contribute educational or learning materials for the next newsletter edition to send their articles to (esnecta@necta.go.tz) before the end of March, so that we get ample time for compilation.

It is my sincere hope that you enjoy reading this fifth edition of *NECTA Newsletter*, and if you have any comments about the published articles, please send them through the above mentioned email address. Once again, thank you for being with us; enjoy the edition.

Dr. Charles E Msonde

NECTA LAUNCHES PRIMARY RECORDS MANAGER SYSTEM (PReM)



Primary School Pupils in a Classroom write notes

The National Examinations Council of Tanzania (NECTA) has launched an information system known as Primary Records Manager (PReM). The system is used to capture and monitor pupils' progress records electronically, from all primary schools in Mainland Tanzania. PReM has three types of users. The first user is at the district level. This user interacts with the system by storing and managing the pupils' records at district level. The second user is at regional level, this user accesses the system by managing the pupils' records of their region. The third user is at the national level (NECTA), Ministry of Education, Science and Technology/ President's Office Regional Administration & Local Government . The user at this level is able to access the system at the national level.

According to the NECTA's Executive Secretary, Dr. Charles E. Msonde, PReM provides a stable and integrated system that cuts costs related to printing of various pupils' reports, particularly through the current TSM9 "Takwimu za Shule za Msingi Fomu Namba 9," literally meaning "Primary Schools Statistics Form Number 9," or pupils' enrolment data system, that costs up to TZS 3 billion annually. The unit cost of TSM9 form per pupil in Standard Seven used to cost TZS 3,000, totalling to TZS 3 billion for

one million pupils. The operational cost for PReM is roughly TZS 0.2 billion annually, thus cutting the costs by almost 93%.

Dr. Msonde further said that PReM helps to collect and store enrolment data and assessment results for pupils from Standard One to Seven. Enrolment data include pupil's names, date of birth, vaccinations, distance from home to school, parents or guardian address and many other particulars.



Nyankumbu Girls Secondary School students at the assembly ground

“It should also be noted that annual results for all subjects for each year are captured and stored into the system along with pupils’ particulars. NECTA is now in a position to retrieve instantly, national examinations registration data for Standard Four and Seven. In the past, NECTA used to collect registration data using fragmented systems installed to local unreliable and unstable machines from each district every year. The fragments of the systems are difficult to support, and it used to take about three months to complete registration; but with PReM, everything is simplified,” said Dr. Msonde.

At the moment in Tanzania, pupils are manually transferred from one school to another; the process takes too long and is prone to impersonation. It is usually very difficult for education officers at all levels, to verify pupils’ records that are manually stored.

The Head of Information and Communication Technology Department, Dr. Joseph Mbowe, said, with the help of PReM, transferring of pupils from one school to another will speed up since all the

records will be stored digitally and centrally. “Since transfer requests are done and approved online and transparently, this will increase accountability to officers responsible for the whole process. Moreover, it will make it possible to track pupils’ history at any time. In addition, tracking information can be used for selection to higher levels of education during record verification,” emphasized Dr. Mbowe.

He added that PReM is also used for NECTA’s assessment purposes for it stores pupils’ particulars from Standard One to Seven. Dr. Mbowe said the school’s annual results for each pupil is uploaded. This means that, school’s performance progress can be evaluated even before they sit for Standard Four and Seven National Examinations. In addition, the raw enrolment and results data can be used to provide some statistical data to other educational stakeholders.

Let us embrace the new technology because it will help to facilitate other initiatives like equipping Tanzania with school performance data, and also doing away with the manual system, that we used in the past.

ABSENTEEISM OF CANDIDATES IN CERTIFICATE OF SECONDARY EDUCATION EXAMINATIONS: ITS CAUSES, EFFECTS AND WAY FORWARD



Libermann Boys' Secondary School during CSEE

The National Examinations Council of Tanzania (NECTA), conducted a research on the problem of discrepancy between the number of registered candidates to sit for Certificate of Secondary Education Examination (CSEE) and the actual number of candidates who sit for that examination. Basically, the number of registered candidates had been bigger than the actual number of students who sit for the examinations. This trend of discrepancies occurred for more than five years, from 2010 to 2015.

The Head of Research and Evaluation Unit, Dr. Alfred Mdimba, said that the specific objectives of the research were to investigate the causes that led to the registered students' absenteeism or failure to appear for the examinations. The research went further to find out the effects of that problem to individuals and to the nation as a whole. Lastly, the research aimed at finding out the strategies for overcoming such a problem.

The research was informed with Cohen's (1954) Theory of Social Deviance in the sense that absenteeism is the violation of school by-laws. Psychologically, Cohen argues that the violation of by-laws among students is the result of psychological disorder.

Another theory that informed the research was Merton's (1968) Theory of People's Reception of Social Values. This theory argues that people in society do differ in receiving social values. Moreover, there are those who accept social values in terms of both aims and means of achieving them.

Another group is that of people who accept aims but do not accept the strategies for achieving those goals. The third group is that of people who accept strategies, but they do not accept the aims. The fourth group is the people who do not accept both aims and means of achieving those goals and become against without having any other alternative in their life. The last group is of people who do not accept both aims and

strategies, but they form their own aims and strategies for achieving their aims, even if they are against the social values.

The last theory was that of Skinner (1904 – 1990) who argues that the violation of laws in the society is not an abrupt behaviour, but it is something developing gradually. For him, the solution of moulding good behaviour for a person is to condition him/her since childhood by providing him/her with instructions and positive motivations.

As for the methodology, this study used the quantitative research approach. The instruments used to collect data were open and closed questionnaires. All educational stakeholders were represented in the research sample, including students, teachers, educational officers, government officials, parents, social organizational leaders and famous people. Data were collected from 12 regions and twenty-four districts of Tanzania.

The findings showed that students' poor home environment was the leading cause of their failure to attend the examinations. Poor home environment included parents' poor educational background, single parent upbringing, step parents' families, poverty in families, absence of peace in homes through parents' quarrels and absence of manpower at homes, hence the students missed educational guidance and engaged in negative groups.

The second cause was relationships that led to early pregnancies, hence failure to appear for CSEE. That was due to foolish age, whereby students failed to overcome love challenges and as a result, many of them engaged in love relationship with different sex.

The last major cause was the students' desire to acquire wealth early. This included students' thinking that they were wasting time going to school, while their peers and other people who didn't go to school were becoming rich because of engaging in businesses, agriculture and livestock domestication.

This has caused many students to fail seeing the logic of accomplishing their studies. They see some workers who went to school just like very ordinary people in society when compared to some people who didn't go to school but are wealthy.

The resulting effect of students' failure to sit for CSEE because of absenteeism led to missing employment opportunities in formal sectors since they don't have certificates. Hence, some regret missing out employment opportunities and others begin struggling to sit for CSEE, as mature candidates while having a lot of family responsibilities. Another effect was the failure of absentees to get a chance to continue with higher education through the formal system.

This goes hand in hand with the difficulty in upgrading their education formally, while their age mismatch with the required age, or by being counted that they have already lost their opportunity that they had been given.

However, the nation was also affected by wasting a lot of money in preparing buildings, equipment and salaries for schools' staff, while some targeted students could not achieve what they were supposed to achieve.

To overcome the problem of absentees in CSEE, the study recommended for all secondary schools to establish and improve guidance and counselling services to students. This will help the students who never had an opportunity to get these services to have them at school. Guidance and counselling services normally create awareness on the importance of education and certificates among students, and as a result they see the necessity of sitting for CSEE. They also provide students with techniques of overcoming the challenges they face at home.

The second strategy suggested by the study was the school management in collaboration with the Ward Executive Officer, to make close follow ups for students who show symptoms of truancy and hold frequent meetings with parents to stop such behaviours before they become chronic.

Lastly, the study recommends the government to continue taking actions against students who engage in early marriages. This should be in line with heavy sentencing of people who engage in early marriages; while at the same time creating public awareness on the effects of absenteeism of students in CSEE.

ZANZIBAR EXAMINATIONS COUNCIL BENCHMARK AT NECTA



NECTA's Deputy Executive Secretary, Mr. Athumani Salumu (seated in the centre), on his right is ZEC's Executive Secretary Zubeir J. Khamis. Others are NECTA's and ZEC's Management members.

The National Examinations Council of Tanzania (NECTA) hosted the Zanzibar Examinations Council (ZEC) officers, who were on a benchmark visit to Tanzania Mainland from 30th May to 02nd June, 2017. The delegation was led by ZEC's Executive Secretary, Mr. Zubeir J. Khamis and five other members from their Council's different departments.

The aim of the visit was to learn how NECTA conducts its various examinations activities, so that the officers adopt and implement them at their workplace, since ZEC is a new organization which needs a lot of guidance and direction.

While opening the five-day event or workshop, the NECTA Executive Secretary, Dr. Charles E. Msonde, briefed the delegates about the history of the organization and how the five departments depend on each other in enhancing efficiency at the workplace.

During the seminar, the Head of Finance and Administration Department, Mr. Deogratias Mbatta,

highlighted on NECTA's organization structure, how employees' efficiency is measured, their rights and under what circumstances or conditions bonuses and other allowances are paid to them.

On the other hand, the Head of Examinations Department, Mr. Edgar Kasuga, summarized the entire process of examinations administration to the delegates. He talked about registration of both school and private candidates, how examination scripts are transported to different parts of the country, collecting of the answered scripts and issuance of various academic certificates to clients.

“This is the mother department of all other departments; it was the first department to be established, then others followed later. Its main role is to register pupils, school and private students, verify fees payments, prepare and distribute examination stationeries, monitoring of assessments and national examinations, collecting scripts from different examination centres, verifying

and releasing of examination certificates, Notification of Examination Results and overseeing examinations that are run by foreign bodies,” said Kasuga.

ZEC’s officers also had an opportunity of learning how items are developed, and how examination scripts are marked. The Head of Examinations Design and Development, Ms. Angela Kitali, highlighted the entire procedure of how they come up with the examinations script.

During the discussion, Ms. Kitali said, identified teachers from different schools set items depending on the given topics. After collecting the items, specialists or moderators from different academic institutions go through or edit the items.

According to Ms Kitali, after moderating the items, examinations officers start typesetting the examination papers. The examinations officers come up with different examination papers which are put in an examination bank, waiting for the day when one paper will be picked for the students or candidates to do.

Meanwhile, the Deputy Executive Secretary Mr Athumani Salumu also illustrated to ZEC’s officers the marking system which NECTA uses. He said that NECTA uses a marking system commonly referred to as a ‘Conveyor Belt Marking System’ where each marker is supposed to mark only one question and then passes on the question paper to another marker.

“If a question paper has more than seven questions, seven different markers will mark that one question paper (script). The objective is to create fairness, while marking and this system has helped a lot to reduce complaints from students and teachers when examination results are released,” said Mr Salumu.

However, before marking commences, Mr. Salumu added, markers are supposed to carry out trial marking on students’ photocopied scripts. This trial marking, according to Mr. Salumu, is intended to eliminate or minimize hard and soft markers, so as to have moderate markers.

On the part of Information and Communication Technology, the head of department, Dr. Joseph Mbowe said in the last 10 years, IT has improved and eased a lot of activities at the Council. He said,

with the increase in the number of examinations and assessments, the organization has managed to reduce the number of days it takes to release examinations results.

“We used to have four main examinations: PSLE, CSEE, ACSEE and Teachers’ examinations, but now we also have Standard Four and Form Two Assessments, but because of the various improvements in IT, we have managed to reduce the number of days we take to release examinations results,” said Dr. Mbowe.

ZEC’s delegates were also curious to know how NECTA prints its examinations scripts. While addressing their concern, the Head of Printing and Publication Mr. Edward Haule said most of the examinations are printed at the Council. He explained how the Council used to print its scripts at the University of Dar es Salaam Printing Press when it had just started.

According to Mr. Haule, the Printing Department has recently gone through refurbishment and that the organization has bought a new machine (polywrapping) for counting and packing of scripts in their special examinations envelopes.

“In the past, many people were involved in counting and packing of scripts, but with these new machines, the counting will be accurate and very fast and the number of people doing the job will be reduced tremendously compared to the past,” said Mr. Haule.

The visitors were very impressed with the development at the Council and appreciated the time and the opportunity they had in learning new things. They hoped to use the knowledge when they returned to their offices.



Zanzibar Examinations Council (ZEC) delegates sign a visitors’ book at NECTA’s office

NECTA HOSTS UNEB DELEGATES



A group photograph of NECTA and UNEB staff when the latter visited NECTA's offices.

A delegation from Uganda National Examinations Board (UNEB) paid a one day visit to the National Examinations Council of Tanzania (NECTA) on 14th April 2016. The team comprised of the following officers: Okello Moses (Head of Finance and Accounts), Bataringaya Godfrey (Principal Finance Officer), Sembatya Charles (Principal Internal Auditor), Kiberu Juliet (Senior Accountant) and Musoke Wilberforce (Senior Systems Analyst).

The aim of the visit was to learn more about Electronic-Registration (E- Registration). UNEB is in the second year of operation, while NECTA has been registering candidates using the same system for about nine years.

NECTA's Senior Examination Officer, Mr. Khalfan Kabiki, explained about the various examinations and assessments conducted by NECTA such as: Standard Four National Assessment (SFNA), Primary School Leaving Examination (PSLE), Form Two National Assessment (FTNA), Certificate of Secondary Education Examinations (CSEE), Advanced Certificate of Secondary Education Examinations (ACSEE), Qualifying Test (QT) and Teachers' Education Examinations.

According to Mr. Kabiki, the process of registering students and pupils for different exams and assessments is not done by NECTA alone, it involves other stakeholders such as Regional Education Officers,

District Education Officers and Head teachers.

During the one day activity, the Principal Programmer Mr. Ulrich Mkenda said, at the CSEE and ACSEE level, registration of candidates requires NECTA to prepare excel templates which are sent to schools all over the country. Head teachers enter candidates' registration particulars and the data is then burnt on CDs.

The CDs with registration data are collected at regional level, verified by a special software and then submitted to NECTA. After the data have been imported to NECTA's systems, printouts are prepared and then sent back to schools for some corrections and



Uganda National Examinations Board (UNEb) delegates during a discussion with NECTA staff not in picture.

after a given period they are returned to the Council.

Meanwhile, during the registration of Private Candidates (Private candidates are students who study on their own and then register to sit for NECTA exams), NECTA prepares unique reference numbers which are distributed to exam centres where candidates are expected to sit for their examinations.

According to Mr. Kabiki, heads of exam centers must give one reference number to an intended applicant after taking his/her particulars. An applicant must pay an examination fee at the nearest Post Office.

Thereafter, the Post Office system liaises with NECTA in order to validate the reference numbers and fee payment information. After the payment process is complete, an applicant logs into NECTA's website and starts registering for the required examination.

The applicant prints a registration form and then submits it to the Post Office which in return sends it to NECTA's offices. During the seminar, the delegates also wanted to know how NECTA manages the examination fees payment process while carrying out

the candidates' registration.

As regards to the examination payment process, a senior representative from the accounts unit said on the part of school candidates, head teachers deposit examination fees into NECTA's accounts and submit the pay-in slip. NECTA then reconciles the payment process by looking at the number of registered students against the amount deposited in the bank. However, from 2016, the government started paying examination fees for Ordinary (O-level) students who are in government schools.

As for the private candidates, he said the students were required to pay their examination fees before registering for any exam. The system is designed in such a way that a candidate who has not paid an examination fee cannot log into NECTA's website to register. In other words, unless a candidate pays an examination fee, he or she can never register for any examination.

The delegates showed their appreciation for the things they learned and welcomed NECTA's staff to pay them a visit in Kampala, Uganda.

VERIFICATION OF PUBLIC/CIVIL SERVANTS' CERTIFICATES

The Government of the United Republic of Tanzania directed the National Examinations Council of Tanzania (NECTA) to carry out verification of Civil Servants' certificates so as to identify the employees who had fake certificates.

The verification exercise was carried out in three phases. The first phase which was conducted from 10/10/2016 to 20/12/2016 involved employees of Local Government Authorities and Regional Secretaries. The second phase ran from 01/01/2017 to 31/01/2017 and it involved Government parastatals and institutions. The third phase which comprised of employees from different ministries was conducted from 01/02/2017 to 30/04/2017.

After receiving the report of fraudulent qualifications in the public sector from the Minister of State and President's Office, Public Service Management and Good Governance, His Excellency Dr. John Pombe Magufuli, the President of the United Republic of Tanzania fired more than 9,900 civil servants from jobs for holding fake qualifications and certificates.

The President said the government has been working hard to create new jobs while there were government employees who held fake certificates. The president ordered responsible officers to 'name and shame' by publishing a list of all civil servants with forged certificates.

"These people occupied government positions but had no qualifications; they robbed us just like other common criminals," said the president while addressing a public at the University of Dodoma.

Meanwhile, before the President received the report, the then Minister of State, President's Office, Public Service Management and Good Governance Hon. Angella Kairuki said the exercise (verification of certificates) was carried out by 15 officers in Tanzania Mainland.

The Hon. Minister Kairuki, added that the entire verification exercise aimed at finding out whether the employees had original or fake Certificates of Secondary Education, Advanced Certificates of Secondary Education and Certificate/Diploma Teachers' Education. That is whether they were issued out by the responsible Board, Council or Authority or produced by con men in the streets.

Out of the 400,035 public servants whose certificates were verified, 376,969 had genuine certificates (clean certificates), 9,932 were found using fake certificates, and 1,538 public employees had a problem of one certificate being used by more than one person. A total of 11,596 failed to submit required certificates for verification, that is, one could submit a professional certificates but fail to submit the O-level certificate and vice versa.

The Minister for Education, Science and Technology, Prof. Joyce Ndalichako, also said some people had been using their relatives' school certificates, while others did not appear on official records at all.

However, the government opened room for the culprits or victims who felt they had been treated unjustly to appeal to Ministry of State, President's Office, Public Service Management and Good Governance for further scrutiny and verification of their certificates once again.

Nevertheless, the Minister Hon: Kairuki, warned that anyone who appeals and he or she is found guilty of tampering with his or her certificate, harsh or severe measures would be taken against them.

This exercise opened a new chapter in Tanzania, whereby for anyone who wants to apply for a job and doesn't have an original certificate must think carefully before taking that bold step.

COMMON MISTAKES MADE DURING REGISTRATION OF STUDENTS

Students' or pupils' registration is one of the rigorous activities that take place at the National Examinations Council of Tanzania. The system or process takes a long time because any mistake made during this stage will have a long-term effect on the student or pupil, either during his or her examination, when printing the Notification of Examination Results, or even the Academic Certificates.

One of the common mistakes that headmasters or principals make during registration is submitting incomplete registration data. According to the Head of Registration of School Candidates (RSC) Unit, Mr. Keita Mwenda, many schools have a tendency of submitting incomplete registration data.

“Schools come with their registration data claiming that they have registered all the required subjects, but when we start going through the data, we realize that some of the most basic subjects are missing or were not registered,” said Mwenda.

Citing different examples, Mr. Mwenda said, there is a tendency of forgetting to register Basic Mathematics subject simply because head teachers tend to confuse its code number 41 with the Bible Knowledge code number 14.

In situations where teachers fail to realize that they did not register students for certain subjects, the students might end up not doing the examination since NECTA starts preparation for printing the examinations after the students' registration process has ended.

Another glaring mistake which often happens is head teachers failing to relate students' registration numbers with photo entry numbers. You might find a situation whereby a student's registration number is different from the registration number written on their photo entry. This is because someone did not crosscheck their facts or data properly.

This problem might result in students receiving their Notification of Examination Results with different numbers or worse still, their photos can be mixed



Mapambano Primary School pupils revise in a classroom

simply because teachers did not take enough trouble to countercheck their information before sending it to NECTA.

The RSC also hinted on the problem of schools not registering students in time. “You find you are in the middle of July and a letter comes informing you that a certain student was not registered because he/she was sick, or any other lame excuse,” said Mwenda

However, after this problem had occurred repeatedly, a thorough investigation was done and it was realized that some schools do not register students intentionally because they may not have completed paying their school fees, something which consequently hinders NECTA's operations.

There are so many common mistakes that teachers commit, sometimes without their knowledge or by being misinformed. However, NECTA insists that a lot of caution should be undertaken during students' registration for examinations. Such mistakes may cause the Council not sending student's examination to the school, thus causing the student missing out on the examination or worse still, getting a wrongly printed Notification of Examination Result or Certificate, which can consequently affect him or her at their work place.

NECTA TO ADMINISTER TEACHERS' EXAMINATIONS



Graduands of Monduli Teachers' College 2016

In early 2014, the then Ministry of Education and Vocational Training transferred the responsibility of administering teachers' examinations from the National Examinations Council of Tanzania (NECTA) to National Council of Technical Education (NACTE).

According to the government, the main essence of relieving NECTA of the responsibility of conducting or administering teachers' examinations according to the government, was for NECTA to remain administering solely school examinations, while all professional examinations were to be administered by an institution which runs professional courses.

After taking over the administration of teachers' examinations, NACTE made some changes in the different courses initially run by NECTA. Grade A Teachers' Certificate was upgraded to a diploma level and the course duration was changed from two years to three years, while Diploma courses were upgraded to Advanced Diploma.

According to NACTE, teachers' colleges were mandated to start setting and marking their own examinations like the way universities administer examinations. Nevertheless, with all these changes, NACTE had planned to put in place a check and balance mechanism so that colleges don't take advantage of the freedom of setting their own examinations.

After thorough investigations and reviewing of the new system of NACTE running teachers' examinations,

the government through the Ministry of Education, Science and Technology discovered some shortfalls with the teachers' examinations being under NACTE. This necessitated the government to once again put the teachers' examinations under NECTA.

Starting last year 2017, NECTA started registering students for teachers' colleges courses. The students will be doing their end of course programme examinations in May, as it used to be before they were transferred to NACTE. The Grade A teachers' Certificate students will be examined after a period of two years and the students taking Diploma courses will also be examined after two years.

The National Examinations Council of Tanzania calls upon principals of different colleges to ensure that they admit students who meet the required qualifications as stipulated by the Ministry of Education Science and Technology.

The Council also advises students to be very careful when selecting which colleges they want to join. They are advised to join colleges which are registered or recognized by NACTE, otherwise they might join unregistered colleges and find themselves unable to do their final examinations.

Many college principals and owners have applauded the government's decision to put teachers' examinations under NECTA since it will encourage competitiveness and fairness because all students or candidates will be doing the same examination set by one institute.

NECTA PREPARES FORM TWO NATIONAL ASSESSMENT FORMAT

An examination format is a booklet prepared to give guidance to teachers, learners and various educational stakeholders on the structure of the examination and the content areas to be covered in each paper or examination.

Ever since the National Examinations Council of Tanzania (NECTA) started administering Form Two Assessments in 2014, it has never prepared a FTNA Format. However, after thorough preparations, the FTNA format was prepared and distributed to schools.

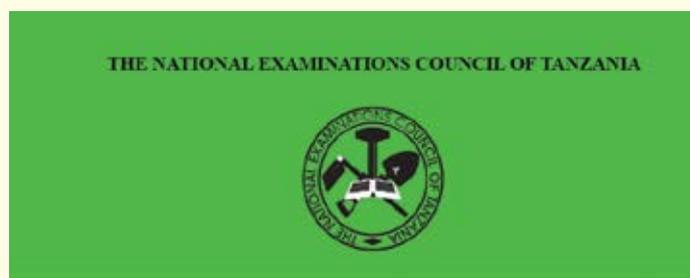
The FTNA format includes seven core subjects which are; Civics, History, Geography, Kiswahili, English Language, Biology and Basic Mathematics. It also contains ten bias subjects which are: Physics, Chemistry, Agricultural Science, Engineering Science, Commerce, Book Keeping, Technical Drawing, Civil Engineering, Electrical Engineering and Mechanical Engineering.

The booklet also contains twelve optional subjects: Bible Knowledge, 'Elimu ya Dini ya Kiislamu,' Fine Art, Music, Physical Education, French Language, Arabic Language, Additional Mathematics, Food and Nutrition, Textile and Dressmaking, Theatre Arts and Information and Computer Studies.

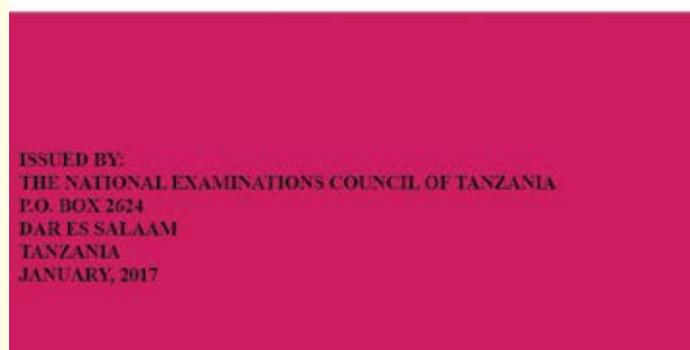
According to NECTA's Executive Secretary Dr. Charles E. Msonde, the format has been prepared while taking into consideration the topics stipulated in the syllabus which is currently in use. He said this Assessment Format booklet includes the formats of all the subjects that will be assessed in Form Two National Assessment, with effect from 2017.

It is hoped that this booklet will give an extra guidance to teachers and other educational stakeholders on assessment procedures in Form Two level. The format is expected to help teachers and learners to cope with the syllabus requirement for successful syllabus coverage and acquisition of knowledge and skills. The format will also help examiners in producing assessment papers, which fulfill the requirement of the syllabus.

The Executive Secretary insists that students and examiners ought to know that formats are designed so that they can be used hand in hand with the syllabus.



FORM TWO NATIONAL ASSESSMENT FORMATS



Form Two National Assessment Format

They should not substitute the assessment formats for each subject with the subject syllabi.

Meanwhile, the Council has also issued a new format for Advanced Certificate of Secondary Education Examination (ACSEE). This new format replaces the one which was issued in 2011, and the Council started using it since 2017.

Each school is entitled to one copy of the format for free, but if they need more than one copy they can make some arrangements and come and buy them from National Examinations Council of Tanzania offices in Dar es Salaam.

NECTA CONDUCTS ITEM SETTING WORKSHOP



A section of Necta staff during one of item setting workshops

The National Examinations Council of Tanzania (NECTA) organized a ten day workshop of examinations item on writing and editing from **17th to 26th July, 2017** at its marking centre at Mbezi Wani in Dar es Salaam.

The items were for teachers' examinations that is Grade A teachers' Certificate, Grade A teachers Special Course and Diploma Courses. The purpose of the workshop was to increase on the number of items in the bank.

One of the facilitator, Dr. Septimi Kitta from Mkwawa University, presented a topic on item writing and editing of different types of items, while the Head of Examinations Design and Development Ms. Angela Kitali dwelt on the objectives of the workshop.

“We have very few items in our Item Bank, the purpose of this workshop is to make sure we get as many quality and error free items as possible, so that we can be in a position to use them in the future,” said Kitali.

During the workshop, many participants claimed ten days were not enough for undertaking the item writing

exercise. They said since item writing is a very sensitive activity, people need to have ample time so that they can do the work diligently.

The total number of people who participated in the item writing and editing workshop was 328 from different colleges and universities. Ms Kitali promised to arrange more workshops in order to be in a position to have more items.

In early 2014, the then Ministry of Education and Vocational Training transferred the responsibility of administering teachers' examinations from the National Examinations of Council of Tanzania (NECTA) to the National Council of Technical Education (NACTE). This meant that NECTA wasn't setting any items for teachers' courses until 2016, when the government mandated it to administer the examinations, hence a need for teachers' examinations items.

Recently, NECTA also organized another seminar of Item Writing for Ordinary and Advanced level students. The aim of these workshops is to ensure the Council has as many items as possible in the near future.

ADMINISTERING FOREIGN EXAMINATIONS IN TANZANIA



Students who study using Cambridge syllabus do their examination.

Foreign examinations mean, examinations prepared by examination authorities outside Tanzania for both foreign and local candidates residing in Tanzania. On its establishment, the National Examinations Council of Tanzania was legally given the mandate to work with and assist foreign examination boards in conducting their examinations in Tanzania.

However, for quite some time, many schools and institutions have developed a culture and tendency of administering foreign examinations to candidates without the assent or consent of the National Examinations Council of Tanzania.

The tendency of schools and institutions conducting foreign examinations without being legally bound by NECTA raises many questions and concerns which are:

- How credible are the students' continuous assessment since NECTA which is supposed to be the sole custodian of all secondary school examinations and assessments in the country is not aware of the procedures schools and institutions use to conduct them.

- How safe are these schools or institution's examinations. What efforts are the schools undertaking to ensure there is no examinations malpractice or leakage?
- How credible are the students' final examinations results in relation to NECTA final results. This makes the exercise of equating the foreign examinations to NECTA results a little bit hard.

In order to have a fair playing ground with schools that administer NECTA's examinations, the aforementioned reasons make it mandatory for any institution or school which wants to start conducting foreign examinations to enter into an agreement with NECTA, otherwise the Council will not have faith in the foreign examinations that they administer.

For the betterment and provision of good services to the country, an institution or school which wants to conduct foreign examinations in Tanzania, must ensure the following procedures are adhered to:

- Foreign Examining Board must liaise with NECTA on its intent to establish examination centre in the country.

- Identified institutions or centres must apply to NECTA through both Regional Education Officers and Zonal School Inspectors in their respective areas of the jurisdiction for permission for establishment of foreign examination centre.
- It is mandatory for NECTA to be custodian of foreign examinations, appoint qualified supervisors and invigilators for the examinations, monitor the administration of the examinations to ensure that the foreign boards' regulations and requirements are adhered to.

It is paramount for any centre or school to adhere to the aforementioned reasons since NECTA is planning to stop equating students' certificates that come from schools or centres that are not recognized by NECTA.

This will affect students to apply for further studies (higher institutions of learning) or jobs since Universities cannot admit students who have not equated their secondary certificates and some employment agencies can not employ people who have not equated their certificates to the local examinations.



Primary school pupils who study using cambridge syllabus in a group photograph (photograph courtesy of the internet)

BEING A TEACHER

Once there was a man named Nathan. He wanted very much to be a teacher. So he went to seek the advice of the wisest, most highly respected counselor in the land.

“Wise counselor,” Nathan began, “it has always been my dream to be a teacher. I want to stimulate the minds of the young people of our land. I want to lead them down the road of knowledge. Please tell me the secret of becoming a teacher.”

“Your goal is a commendable one, Nathan. However, it is also a very difficult one to achieve. First you must overcome three major obstacles.”

“I am ready to meet the challenge,” answered Nathan bravely.

“First you must swim the sea of children,” directed the knowing counselor.

Nathan started off to swim the sea of children. First, he had to learn their 38 names. He had to send the line cutters to the end of the line. He made the paper throwers stay after school to clean the room.

He commended the name callers, pushers, and punchers to apologise to their victims. He gave M&M’s to those who finished assignments and stars to those who were seated in their seats quietly. Nathan checked passes to see how many children were in the bathroom. And he tracked down the students who were gone longer than was necessary. He arranged the desks in alphabetical order, then the boy-girl, boy-girl and finally into small groups of four. He lined his children up for physical education, music, library and lunch. Then he lined his children for physical education and music and library and lunch. He stifled a cry when the secretary came into the room with number 39. Tired and shaken, but still undefeated, Nathan returned to the counselor for his second task.

“You are a very determined lad,” said the advisor. “However, now you must climb the mountain of paperwork.”

Nathan set out at once. He wrote objectives and drew up lesson plans.

He made out report cards and graded papers. He filled out accident reports, attendance reports and withdrawal reports. He completed inventories, evaluations, surveys, and request forms. Finally, he made dittos and more dittos. He ran them off until he was purple in the face. But the courageous boy’s resolve never dwindled. He went to the wise counselor for his third task.

“You are indeed very strong, Nathan. But this third task will take all the courage you can muster. You must now cross the country of duties and committees.”

At first Nathan was hesitant. But his convictions remained steadfast. He began his long journey across the country of duties and committees.

Nathan took the lunch duty, bus duty, and recess duty. He was on a social committee, patrol committee, and the faculty advisory committee. He was the adult supervisor of the student government and ran the United Fund and Easter Seal drives. He went to PTA meetings, NRA meetings, SST meetings, programs, talent shows and book drives. Finally, he was elected the building representative of the union. At last Nathan reached the outskirts of Duties and Committees.

Exhausted but happy, he returned to the knowledgeable counselor.

“I swam the sea of children. I climbed the mountain of paperwork. I crossed the country of duties and committees,” Nathan proclaimed. “Am I not worthy of the title of Teacher?”

“Why, Nathan,” began the counselor, “you have been a teacher all along.”

Nathan Protested, “But I have not stimulated any minds. I have not guided anyone down the road to knowledge; I have not had any time to teach.”

“Oh, you say you want to TEACH! I thought you said you wanted to be a teacher. That is a completely different story!!”



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