MWANZA REGIONAL VOCATIONAL TRAINING AND SERVICE CENTRE
(MWANZA RVTSC)

IMPROVING SKILLS TRAINING FOR EMPLOYMENT PROGRAM
(ISTEP)

INSTITUTIONAL PROFILE
AND
PARTNERSHIP TERMS OF REFERENCE

December 2014
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1. INSTITUTIONAL MANDATE

Program Areas of Focus

I. Heavy Duty Equipment Mechanics
II. Plant Operator
III. Fitter mechanics
IV. Plumbing and Pipe fitting
V. Small scale mining exploration and processing

History of Institution

Mwanza Regional Vocational Training and Service Centre (RVTSC) is situated within Mwanza City, at Nyakato area which is about nine (9) kilometers from the City centre. The idea if establishing the Mwanza RVTSC came about as early as 1973 and the construction works started in the year 1974 with a financial assistance from the World Bank.

Construction work was completed in the year 1977 and in the same year the Center received the first batch of trainees in nine trades: Fitter turner, Fitter Mechanics, Welding and Fabrication, Blacksmith, Electrical Installation, Carpentry & Joinery, Masonry & Bricklaying, Painting & Sign Writing and Plumbing & Pipe Fitting.

In 1986, NVTD (Now VETA) and SIDA agreed on a rehabilitation programme for the Center that was carried out in two phases. The rehabilitation involved the workshops of Motor Vehicle Mechanics, fitter Mechanics, Welding and Fabrication and Plumbing & Pipe Fitting.

Training

- Training at the Center is conducted as per VETA Training Policy and training Calendar,
- The training period for long courses is normally from January to December,
- For tailor-made short courses, they area conducted as per requirements and with the client

Strategic Plan Elements

2. Provision of Plant/Earth Moving Equipment Operators training to satisfy the labour market needs.
3. Modernising Heavy Duty Equipment and Motor Vehicle Mechanics by acquiring training equipment and facilities from VETA Head Office

Vision and Mission

- Vision

“An excellent VET system that is capable of supporting national social economic development in a global context”.
• **Mission**

To ensure provision of quality VET that meets labor market needs, through effective regulation, coordination, financing, and promotion, in collaboration with stakeholders”.

**Priorities for the Next Three to Five Years**

1. Strength linkages with mining companies so that;
   1.1 To adopt new technologies introduced from mining industries
   1.2 To acquire chances for trainer’s upgrading skills attachments
   1.3 To acquire chances for trainees’ practical attachments
   1.4 To acquire training equipment

2. Staff Development through Capacity Building

3. Increase ability of providing entrepreneurship, environmental and gender sensitivity skills for employment.

**2. INSTITUTIONAL NEEDS AND EXPECTATIONS**

- Review curriculum that will suit labour market needs for both employment and self-employment
- Acquire new skills for the trainers from introduced advanced technologies at labour market locally and globally.
- Acquire modern equipments and training facilities
- Develop competency-based training programs using new introduced pedagogical methods
- Develop short courses in small scale mining skills and promote environment, entrepreneurship and gender sensitivity
- Establish strong linkages with mining companies in the community
- Provision of quality competency-based training programs which reflect labour employment skills

**2.1 Sector and Occupation for Program Development**

VETA Mwanza is highly focused on meeting the needs of the mining sector and the large and small employers within the sector. Therefore, we have identified three areas for development of programming in this sector going forward. In ISTEP, the focus will be on the first program below (Heavy Duty Equipment Mechanics), but partners who can provide any assistance in the other two areas if there is time and resources to do so are welcome.

- Heavy Duty Equipment Mechanics
  - Providing modern training equipment and facilities
  - Developing Curriculum to meet labour markets needs for both long and short courses
  - Developing occupational health and safety training
  - Upgrading skills of instructors

- Plant Operator
  - Upgrading skills of instructors
  - Acquiring equipment and training facilities for delivery of program
• Developing delivery skills
• Acquiring equipment such as excavator, wheel loader, forklift, motor grader, bull dozer, back and hoe from mining companies
• Developing curriculum

• Small scale mining exploration and processing
  • Developing Curriculum to meet mining operations standards
  • Providing competency-based training program for long and short courses such as:
    o Excavation skills
    o Exploration skills
    o Extraction skills
    o Marketing skills
  • Providing occupational health and safety training
  • Providing environmental management training programs

2.2 Key Expectations of Canadian Partners
• Establish strong linkages with mining companies in Tanzania
• Revised curriculum which reflect labour market needs locally and globally
• Develop curriculum for small-scale mining sector to meet mining operations standards and to enhance business approach, environmental, and gender awareness.
• Exchange programs of faculties of both sides
• Introduce new technical delivery pedagogical methods that replicate introduction of advanced technologies.

2.3 ISTEP Required Outputs
The overall outcome of each institutional partnership is the strengthened the ability of partner Tanzanian training institutions to deliver demand-driven, competency-based training programs and to attract and retain students within the training programs. The partnerships have required outputs.

• Improve competency of the instructors in order to introduce innovations and advanced technologies taking place in the labour market.
• Enhance technical and pedagogical skills of the instructors to give quality to delivery methods.
• Improve linkages between college and mining industries in supporting and assisting training through practical attachment so that learners can gain relevant workplace competencies, through upgrading instructor skills and advanced tools and equipment acquisition.
• Enhance environment and gender awareness of trainees, college staff and society.
• Develop curriculum that will suit demand-driven programs, both long and short courses, as well as assisting in the laddering approach.
• Develop desirable work attitudes and responsibilities to both Instructors and trainees.
• Increase the number of graduates in order to satisfy the shortage of skilled people in the labour market.

2.3.1 Curriculum developed in partnership with VETA for VETA institutions and curriculum developed to meet NACTE accreditation criteria for NACTE institutions. Consideration is given to bridging/laddering to other levels of training.
• Presently, curriculum is developed for long courses only, and does not assist bridging from informal (one with no secondary education or employees with experience but not been in school) to formal training since the admission criteria is only for secondary leavers. There is need to develop curriculum to fill the gaps.

2.3.2 Curriculum developed to allow modules to be delivered on a stand-alone basis as short courses for entry-level workers or for upgrading of current practitioners.

• To develop curriculum that will suit both long and short course; also to promote bridging from those who do not have qualifications for admission to acquire learning in college.

2.3.3 Sample lesson plans, learning materials, assessment tools (including for prior learning assessment and recognition) developed for new program, consistent with VETA or NACTE quality assurance policies and procedures.
SAMPLE INSTRUCTIONAL PLAN (PSYCHOMOTOR)

Vocational teacher’s name: JULIAN K.SOWANI
No of learners 20

Module Title: Perform service of track under carriages
Unit title: Carry out service of undercarriage and components
Element: Perform service of under carriage components
Level: III
Trade: HDEM...
Duration: 180 minutes
Date …12./…02.../2012

General learning objective:
At the end of this element the trainee should be able to: Perform service of undercarriage components

Specific learning objective:
At the end of this element the trainee should be able to:
1. Explain classification and construction of heavy duty equipment
2. Explain purpose and types of undercarriage
3. Explain types of construction and operation to trade under carriagae components
4. Apply safety precautions when servicing track under carriagae components
5. Perform service of under carriagae components

<table>
<thead>
<tr>
<th>Steps ( phase)</th>
<th>Teaching and learning strategies</th>
<th>Resources</th>
<th>Timing (Min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Questions and Answer</td>
<td>Pens</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Introduce learning objectives</td>
<td>Chalks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Duster</td>
<td></td>
</tr>
<tr>
<td>Development (main body)</td>
<td>Define undercarriage</td>
<td>Handouts/ operation sheets</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Explain classification and construction of undercarriage components</td>
<td>White board</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emphasize safety Precautions when servicing undercarriage components</td>
<td>Multimedia/overhead project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questions and Answer</td>
<td>Liquid Soap</td>
<td></td>
</tr>
</tbody>
</table>
| Summary (Recap.) | Describe operation of undercarriage components  
Demonstrate service of undercarriage components | Observe | Grease  
Oil  
Coolant  
Workshop Service Manual  
Assorted tools and equipment as per range of statement | 20 |
| Assessment | cement key point on safety measures when servicing undercarriage components | Take notes  
Listening | 60 |
| Consolidation (Conclusion) | Give Trainee class a task to perform | Performing given task | Listening to feedback | 10 |

Remarks:……Teaching and Learning Objectives achieved……………………………………………………………………
2.3.4 Technical assistance provided to ensure that Tanzanian partners develop enhanced capacity to deliver new programs using CBET techniques, and to develop curriculum, lesson plans, and assessment tools consistent with CBET delivery.

- Innovation of advanced technologies has effect on delivery method, so there need of capacity building in all aspects of program delivery using CBET approach

2.3.5 Upgrading of instructor technical skills to deliver the new program.

- There are needs for capacity building to the instructors due to the inadequacies in modern equipment and relevant skills associated with advancement of technologies.

2.3.6 Labour Market Intelligence report showing need for program to be developed or enhanced by the partnership.

- The research of identifying the needs of the program was run in 1995, through visiting eight mining companies surrounded Mwanza City. The following were the results;
  - Shortage of skilled workers
  - Employed workers missing relevant skills
  - Poor work attitudes
  - Poor environmental awareness

2.3.7 Creation of a program advisory committee where one does not exist or equivalent mechanism (including joint PAC with other institutions working in same sector) established to ensure sustainable linkages with industry.

- There are need to create equivalent mechanism that will create and ensure suitable linkages with mining industry.
- Establish mechanism that stimulates suitable linkages with mining industry in training activities on both sides.

2.3.8 Delivery of long and short courses from new curriculum.

- Review present curriculum to focus both short and long courses against demand driven as well as to promote environmental and gender awareness

2.3.9 Technical assistance provided to institutional managers and leaders to enhance their capacity to plan and oversee the delivery of demand-driven training.

- Improving management and leaderships skills to plan, coordinate and monitor delivery of demand –driven training

2.3.10 Strategies developed and implemented for gender mainstreaming in the program.

- Promoting awareness to the trainees, local employer and surrounding societies,

2.3.11 Curriculum modules or learning outcomes created and in use specifically related to entrepreneurship, gender and the environment.

- Improving curriculum to focus on both, technical skills, entrepreneurship, gender and
2.3.12. Materials developed for use in career development services related to the program, including strategies to contribute to student enrolment and graduation.

- Improving counseling and guidance unit in providing career information.
- Publicity for students who graduate at the college to the local employers and mining industries.

2.3.13. Gender-sensitive marketing materials developed to promote the program.

- There are need to establish program which will promote gender marketing awareness

2.1.14. One new environmental sustainability practice implemented at the institution.

- Establishing environmental program which will stipulate environmental management.

3. PROGRAM DEVELOPMENT

3.1 Program Level(s) and Duration to Be Developed

- Heavy Duty Equipment Mechanics
  - Long Course, Level III, Duration 1 year
  - This level can enrol graduates from level II in Motor vehicle Mechanics, Trucks Mechanics, to maximise the number of graduates
  - Short Course duration of 2 - 3 months
  - This course can be developed to cover contents of level I and level II with respective modules, so that at the end, can be enrolled.

3.2. Anticipated Admission Criteria for Program

- Heavy Duty Equipment Mechanics (HDEM)
  - Level II in Automotives trade such as Motor vehicle Mechanics, Agro mechanics, Truck Mechanics, Plant Mechanics

3.3 Curriculum Approval and Accreditation Process

- Approved by VETA and accredited by NACTE

3.4 Training Equipment and Tools Currently Available for Program Delivery

- Currently the college has the following tools and equipment;
Generally the trainees are attached to field practical attachments for three months after attaining theories training at college. This is due to the scarcity of training equipment as well as facilities.

3.5 **Linkages Local Employers**

Through provision of short course on Plant Operators, the College has the linkages with the following Companies:

- Atlas Copco Tanzania – Buzwagi Gold Mine
- Sandvick Tanzania – Mwanza Branch and Buzwagi Gold Mine
- Ausdrill Tanzania - Geita Gold Mine
- North Mara Gold Mine
- Nyanza Bottling Company

3.6 **Field Attachment Opportunities**

Most of our trainees are attached to the mining companies surrounding Mwanza City such as; Bulyanhulu Gold Mine, Geita Gold Mine, Buzwagi Gold Mine, North Mara Gold Mine, Tulawaka Gold Mine, Mantrac (T) LTD, AUSDRILL (T), MINESITE (T), and other local companies.

3.7 **Linkages/Partnerships**

- We had partnership with Cambrian College of Applied Arts and Technology, which last in 2012.
- Nyanza Bottling Company
  - Nyanza Bottling Company provide machines for Plant operators short courses

4. **PROJECT CONTEXT**

The college run the short courses on:

- Hydraulic System
- Pneumatic system
- Plant Operators

### Table 1: List of Training Equipment and Tools for HDEM

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM</th>
<th>QUANTITY</th>
<th>CONDITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engine- CAT –C11&amp;C18, PERKINS, CUMMING</td>
<td>3 pcs</td>
<td>Dead Engine</td>
</tr>
<tr>
<td>2</td>
<td>Differential Unit</td>
<td>1 pc</td>
<td>Dead</td>
</tr>
<tr>
<td>3</td>
<td>Gear Box</td>
<td>1 pc</td>
<td>Dead</td>
</tr>
<tr>
<td>4</td>
<td>Tool Box</td>
<td>1 pc</td>
<td>Fully equipped</td>
</tr>
<tr>
<td>5</td>
<td>Computer</td>
<td>20 pcs</td>
<td>Good</td>
</tr>
</tbody>
</table>
5. INSTITUTIONAL DETAILS AND DATA

Organizational Structure - Mwanza Regional Vocational Training and Service Centre

### NUMBER OF FACULTY

Table 2: Number of college's faculties

<table>
<thead>
<tr>
<th>S/N</th>
<th>DESCRIPTION</th>
<th>SEX</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Permanent faculty</td>
<td>F</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Permanent faculty</td>
<td>M</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>Contractor faculty</td>
<td>F</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Contractor faculty</td>
<td>M</td>
<td>9</td>
</tr>
</tbody>
</table>
### FACULTY LEVEL OF QUALIFICATIONS

**Table 3: Faculty level of Qualification**

<table>
<thead>
<tr>
<th>S/N</th>
<th>DESCRIPTION</th>
<th>SEX</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>Teaching Certificates</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>Trade Certificates</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Diploma Certificates</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Bachelors’ Degree</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Masters’ Degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>PhD</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### LIST OF PROGRAMS OFFERED AND CORRESPONDING QUALIFICATIONS AWARDED

**Table 4: Long courses programs with respectively numbers of graduates**

<table>
<thead>
<tr>
<th>S/N</th>
<th>DESCRIPTION</th>
<th>QUALIFICATIONS AWARDED</th>
<th>GRADUATE RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LEVEL I - YEAR ONE</td>
<td>LEVEL I - YEAR TWO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>Secretarial and Computer</td>
<td>02</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>Fitter Mechanics</td>
<td>25</td>
<td>04</td>
</tr>
<tr>
<td>3</td>
<td>Motor Vehicle Mechanics</td>
<td>30</td>
<td>00</td>
</tr>
<tr>
<td>4</td>
<td>Welding and Fabrication</td>
<td>22</td>
<td>02</td>
</tr>
<tr>
<td>5</td>
<td>Ginery Fitter</td>
<td>12</td>
<td>03</td>
</tr>
<tr>
<td>6</td>
<td>Plumbing and Pipe Fitting</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>7</td>
<td>Painting and Sign Write</td>
<td>04</td>
<td>01</td>
</tr>
<tr>
<td>8</td>
<td>Electrical Installation</td>
<td>29</td>
<td>04</td>
</tr>
<tr>
<td>9</td>
<td>Carpentry and joinery</td>
<td>10</td>
<td>01</td>
</tr>
<tr>
<td>10</td>
<td>Masonry and Bricklaying</td>
<td>17</td>
<td>03</td>
</tr>
<tr>
<td>11</td>
<td>Food Production</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>12</td>
<td>Heavy Duty Equipments Mechanics</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>13</td>
<td>Industrial Electricity</td>
<td>00</td>
<td>00</td>
</tr>
<tr>
<td>14</td>
<td>Tailoring (DSCT)</td>
<td>00</td>
<td>00</td>
</tr>
</tbody>
</table>
Table 5: List of Short courses programs and respectively numbers of graduates

<table>
<thead>
<tr>
<th>S/N</th>
<th>Title of Course</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Evening short Courses</td>
<td>416</td>
<td>103</td>
<td>519</td>
</tr>
<tr>
<td>2.</td>
<td>Tanzania Youth Scholars Project</td>
<td>33</td>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Best Model Training (Plan International)</td>
<td>100</td>
<td>120</td>
<td>220</td>
</tr>
<tr>
<td>4.</td>
<td>Plant Operator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forklift Operator</td>
<td>86</td>
<td>2</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Hiab Truck Mounted Crane</td>
<td>48</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Excavator</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>690</td>
<td>252</td>
<td>942</td>
</tr>
</tbody>
</table>

Gender mainstreaming activities, environmental sustainability activities

- Current the college has no activities concerning the gender mainstreaming and environmental sustainability.

6. INSTITUTIONAL PARTNERSHIP IMPLEMENTATION COMMITMENT

- Available instructors to work on program development and delivery
  - Heavy Duty Equipment Mechanics 2
  - Fitter Mechanics 1
  - Plumbing and Pipe Fitting 1
  - Entrepreneurship 1
  - Environmental 1
- All of the above will be free to work on ISTEP program development
- Person for ISTEP responsible for overall implementation at institution

7. Supporting and Background Documentation

- None
8. Photos or Links to Institutional Website

WEBSITE: www.veta.org.tz and www.nacte.org.tz

Side views of the workshops
Views of Admission block

Welding and Fabrication workshop

View of college main road