MOROGORO VOCATIONAL TEACHER’S TRAINING COLLEGE

IMPROVING SKILLS TRAINING FOR EMPLOYMENT PROGRAM

INSTITUTIONAL PROFILE

AND

PARTNERSHIP TERMS OF REFERENCE

December 2014
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1. INSTITUTIONAL MANDATE

1.1 College History
The development of vocational teachers’ education training in Tanzania goes back to 1973 when a separate Instructor Training Unit (ITU) was established and located within the campus of the present Dar es Salaam Regional Vocational Training and Service Centre (DSM-RVTSC). The unit was established with technical assistance from the Canadian International Development Agency (CIDA). The unit operated for thirteen years (1973 - 1986).

Due to increasing demand of Vocational Teachers as the result of economic reforms and development, it was necessary to expand capacity of the unit. Construction of the present college (MVTTC) started in 1983, under the 6th International Development Aid (IDA) project funded by the World Bank and was completed in 1986. Following the establishment of the Morogoro Instructor Training Centre (MITC), the ITU was transferred to the new MITC in 1987 as fully fledged vocational instructor training.

The Vocational Education and Training Act No 1 of 1994 granted Vocational Education and Training authority (VETA) the mandate to establish Vocational Teachers’ Training Colleges with the following four main objectives, which are to provide:

- Short and long courses for vocational teachers;
- Skills upgrading and updating for vocational teachers;
- Consultancy; and
- Research and Development.

1.2. The college main programmes

(a) Certificate programme

A nationally recognized Vocational Teacher Certificate Course (VTCC) was established in 1993. With five modules:

- Communication Methods;
- Education Studies;
- Training Methodology; and
- Training Workshop Management.

The certificate course is delivered in two modes, namely in-campus and off-campus. At the moment we have 14 off-campus centres scattered across the country.

(b) Diploma Programmes

Diploma in Vocational Education and Training (DVoET)

This programme was established in 2008. The programme covers the following modules:

- Curriculum studies;
- Management of vocational training functions;
- Development studies;
1.3 Vision and Mission of the college

1.3.1. Vision

MVTTC’s vision is to become a centre of excellence for developing human resource of vocational education and training system.

1.3.2. Mission

The mission of the MVTTC is to produce quality human resource for education and training institutions who are capable of responding aptly to the labour market demands through liaison with industry and other stakeholders.

1.3.3. Core Values

The Morogoro Vocational Teachers Training College is committed to the following values:
- Customer focus;
- Accountability;
- Integrity;
- Respect;
- Quality services and products;
- Creativity and innovation; and
- Diversity.

1.3.4. Main Goal and Functions of the College

Main Goal

The college aims in improving TVET training programmes qualitatively, quantitatively and sustainably in order to meet national and sectorial demands in the global context.

Functions of the College

The college has the following functions:

(a) Train persons to become teachers in vocational training centres;
(b) Award certificates and diplomas;
(c) Develop and provide short courses in:
   (i) Instructional methods;
   (ii) Curriculum development;
   (iii) Educational inspection;
   (iv) Learning materials production;
   (v) Skills testing;
   (vi) Vocational education management; and
   (vii) Other special training programmes related to TVET.
(d) Establish entrance requirements for various courses both in academic and professional spheres;
(e) Conduct on its own or jointly with other relevant national institutions, courses, seminars, workshops or research;

(f) Offer probationary training for vocational teachers with basic qualifications but who are not yet qualified for registration;

(g) Evaluate and equate vocational teachers’ education award issued by colleges other than those managed by the authority;

(h) Register vocational education teachers who have completed an approved probation period; and

(i) Provide in-service training for vocational education teachers and managers.

1.4 Challenges in the development of Vocational human resources

The College experiences the following challenges in development of vocational human resources:

a) Low capacity of the college to train adequate number of human resources needed in TVET caused by insufficient infrastructure and human capacity.

b) Limited learning progression for vocational teachers. Currently, vocational teachers can only progress up to diploma level.

c) Inadequate teaching and learning facilities, for effective training including skills upgrading and updating.

d) Low application of ICT in teaching and learning processes.

e) Inadequate resources for effective collaboration and networking with similar institutions both internally and externally.

Currently, VETA is implementing VETA Corporate plan (VCP) IV for the period 2012/13 – 2016/17. This corporate plan focuses on the following four goals.

- Improved equitable access to TVET
- Improved employability of TVET graduates
- Enhanced vet management system and financing
- MVTTC Strengthened as College of Excellence in TVET Professional and Management Development

1.5 The Focus for College (MVTTC) Strategic Development Plan (CSDP)

1.5.1 Long Term Aspiration

The long-term aspiration of the plan is to make the college become a college of excellence in providing TVET teacher training; professional development for staff in both TET and VET system; and excel in research and consultancy services.

For this Institutional Partnership, MVTTC will work with the ISTEP Enhancing Skills Training Working Group as the Coordinating Committee for the partnership project to ensure that the final program will meet the needs of a broad range of technical training institutions in Tanzania.
2. INSTITUTIONAL NEEDS AND EXPECTATIONS

The college with collaborative TVET institutions in Tanzania is in the process of entering into partnership with Colleges and Institutes Canada for the purpose of realizing the following:

- Capacity building programmes for TVET trainers at different levels with integration of ICT
- Improve and enhance leadership and management skills in TVET Institutions
- Increased access to gender through ODL and Online programmes in TVET
- Enhance capacity for Research, Innovation and Entrepreneurship and Business Development skills in TVET institutions
- Entrepreneurship and Business Development Skills in TVET Institutions
- Skills upgrading and updating

(i) Teaching and Learning Programmes

TVET provision in Tanzania is oriented towards competence-based training approach. This approach requires appropriate training facilities with intensive practical training. TVET trainers will require to be capacitated on this approach with deployment of multimedia in facilitation, adequate training resources and opportunities for industrial attachment. With the ever-changing technology, teachers’ practical skills need to be continuously upgraded and updated.

(ii) Improve and enhance leadership and management skills

With the present capacity of human resources in TVET and due to the number of the envisaged functions and activities, this calls for an intensive programme for human resource development in terms of professional and academic growth as well as improving the working environment. This is in accordance with the changing in science and technologies with new emerging skills. Through equipping managerial skills to TVET managers, the TVET centres will have capability in achieving the intended and planed objectives efficiently, effectively and sustainably.

(iii) Equity and Gender Mainstreaming

The college has identified a number of issues pertaining to gender equity and mainstreaming. There is gender imbalance of teachers trainees in TVET. This is partly associated with the history of gender imbalances in TVET discipline as well as the cost factor for training. Deliberate efforts can be made to address the issue of gender imbalance by providing essential education and more resources for promotion of gender balance. Hence increased access to gender through ODL and Online programmes in TVET as a cross cutting issue.

(iv) Entrepreneurship Education and Training

The TVET legal framework requires TVET centres to integrate entrepreneurship competences into technical training. The college has mainstreamed entrepreneurship education and training in vocational teachers training programme. The college, however, is constrained with limited capacity to train adequate numbers of TVET teachers in entrepreneurship. It intends at establishing a TVET Entrepreneurship Development Centre (TVEDEC) to strengthen entrepreneurship education and training to meet the requirements. In order to realize this dream, the ISTEP partnership is expected to pave a way forward.
(v) Research and Consultancy services

The college acknowledges and appreciates the importance of academic and applied research as well as consultancy activities and therefore MVTTC aims at establishing research and consultancy services. These services will be integrated into the college learning programmes. This move requires a team of teaching staff with a combination of academic qualification and solid experience in TVET education and training. Therefore it is a point of departure to look for partnership.

(vi) ICT capacity and application

ICT is increasingly becoming an integral part of development endeavours. The CSDP puts ICT at higher priority in achieving her objectives. Currently, there is low ICT capacity both in terms of facilities and human resources at the college. The college is in the process of introducing ODL as a main source of distance learning, this calls for deliberate effort for ICT capacity building in order to realign college strategic development plan. Through partnership initiatives is required to promote its achievement.

(vii) Skills Upgrading/Updating

The skills of staff working in TVET have to be upgraded and updated regularly. This intervention will enable graduates acquire appropriate competencies which will meet the current and future labour market demands. Currently, the college conducts skills upgrading programmes with limited locations and resources. This deficiency should be addressed by expanding skills upgrading and updating programmes to meet the demand of emerging trade skills and technologies for increasing employability of our graduates in TVET.

2.1 Model Teacher Training Program Overview

The model Teacher training program is expected to respond to the following major opportunities/potential key drivers for more effective contribution of TVET to the socio-economic development of the country.

i) TVET has been given prominent role in the macro-level policies and strategies including the Tanzania development vision 2025, national strategy for growth and reduction of poverty (NSGRP) II: 2010/11-2014/15, Tanzania five year development plan (FYDP): 2011/12-2015/16 and various sector specific policies, plans and strategies;

ii) Existence of clear international perspectives and global agenda on TVET development including ILO and UNESCO recommendation 2001, Africa union TVET strategy 2007, and strategy for revitalization of TVET in SADC countries, among others;

iii) Existence of skills development levy (SDL) for supporting skills development;

iv) Increased willingness of employers/industry to be involved in TEVT affairs which can significantly assist quality and relevance of TVET provision

v) Increase production and/or emergency of new economic ventures in some sectors, which will increase employment opportunities and the need for skills development

vi) Establishment of District Vocational Centres in each district in Tanzania Mainland with the focus of providing employable skills for youth and adults.

vii) Willingness and readiness of development partners to continue supporting TVET

Referring to the Technical and Vocational Education and Training Development Programme (TVETDP) 2013/14 – 2017/18, the need identified; targeted trainee population is as follows:-
Skills gaps during the short, medium and long terms in summary

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<tr>
<td>Education (TVET facilitation)</td>
<td>Professionals TET</td>
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<td>4,223</td>
<td>8,102</td>
<td>70,585</td>
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<td>Professionals VET</td>
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<td>4,122</td>
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<td></td>
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<td>99</td>
<td>101</td>
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<td></td>
<td>Associate Professionals VET</td>
<td>1,215</td>
<td>20,863</td>
<td>35,190</td>
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<td>Medium Skilled Workers</td>
<td>Present status (2012/13)</td>
<td>719</td>
<td>12,351</td>
<td>14,358</td>
<td>47,747</td>
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<td>Short term target (2015/16)</td>
<td>496</td>
<td>8,512</td>
<td>43,292</td>
<td>103,822</td>
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<td></td>
<td>Medium term target (2017/18)</td>
<td>5,027</td>
<td>25,086</td>
<td>6,022</td>
<td>97,800</td>
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<td></td>
<td>Long term target (2024/25)</td>
<td>294</td>
<td>1,455</td>
<td>2,511</td>
<td>6,022</td>
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</table>

Summary of cumulative requirements of TVET staff with conventional training methods

<table>
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<tr>
<th>STAFF CATEGORY</th>
<th>2014/15</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>TET Facilitators (teaching staff)</td>
<td>24,114</td>
<td>29,113</td>
<td>40,183</td>
<td>50,119</td>
</tr>
<tr>
<td>VET Facilitators (teaching staff)</td>
<td>26,221</td>
<td>31,638</td>
<td>35,905</td>
<td>41,325</td>
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<td><strong>Total Facilitators in TVET</strong></td>
<td><strong>50,335</strong></td>
<td><strong>60,751</strong></td>
<td><strong>76,088</strong></td>
<td><strong>91,444</strong></td>
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<tr>
<td>Total Administrative staff in TVET</td>
<td>5,034</td>
<td>5,063</td>
<td>6,341</td>
<td>7,620</td>
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<tr>
<td>Total Technical staff in TVET</td>
<td>16,778</td>
<td>20,250</td>
<td>25,362</td>
<td>30,481</td>
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<td><strong>Grand total staff</strong></td>
<td><strong>71,308</strong></td>
<td><strong>86,064</strong></td>
<td><strong>107,791</strong></td>
<td><strong>129,545</strong></td>
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Cumulative requirements of TVET staff with a combination of training modes

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<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>TET Facilitators (teaching staff)</td>
<td>9,646</td>
<td>11,645</td>
<td>16,073</td>
<td>20,048</td>
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<tr>
<td>VET Facilitators (teaching staff)</td>
<td>10,488</td>
<td>12,655</td>
<td>14,362</td>
<td>16,530</td>
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<tr>
<td><strong>Total Facilitators in TVET</strong></td>
<td><strong>20,134</strong></td>
<td><strong>24,300</strong></td>
<td><strong>30,435</strong></td>
<td><strong>36,578</strong></td>
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<tr>
<td>Total Administrative staff in TVET</td>
<td>5,034</td>
<td>6,075</td>
<td>7,609</td>
<td>9,145</td>
</tr>
<tr>
<td>Total Technical staff in TVET</td>
<td>4,195</td>
<td>5,063</td>
<td>6,341</td>
<td>7,620</td>
</tr>
<tr>
<td><strong>Grand total staff</strong></td>
<td><strong>29,363</strong></td>
<td><strong>35,428</strong></td>
<td><strong>44,385</strong></td>
<td><strong>53,343</strong></td>
</tr>
</tbody>
</table>
2.2 **Key Expectations of Canadian Partners**

At the end of ISTEP Programme MVTTC expect the following:

- Increased competent TVET trainers, leaders, administrators and Supervisors
- Expansion of employability to TVET graduates
- Increased enrolment of female and male trainees in TVET for diversified programmes.
- Strengthened MVTTC as a hub for TVET resource facilitation and skills for employability

2.3 **ISTEP Required Outputs**

The required outputs for the institutional partnership with the Morogoro Vocational Teacher Training College (MVTTC) are outlined below.

2.3.1 *Curriculum developed in a modular format for a model teacher-training program designed to prepare technical and vocational teachers to deliver skills-based training.*

The college would like Canadian Partners to participate in development of:

a) **Modular competence based Postgraduate Certificate and Diploma in pedagogy to TVET teachers in order to accommodate teachers who are above National Technical Award (NTA) level 6; qualification**

b) **Technician Certificate and Ordinary Diploma in vocational teacher education (to accommodate both pedagogy and occupational skills-NTA level 5 and 6);**

c) **Modular Competence Based management of Technical and Vocational Education and Training.**

How

1. Through capacity building to tutors/lecturers/instructors in:

   - Competence based pedagogical skills training with ICT blended approach;
   - Technical and Vocational Education leadership, Management and Administration. Including monitoring and evaluation competence;
   - Gender mainstreaming in all TVET training programmes;
   - Designing, preparing and using multimedia web based Teaching and learning approach;
   - ODL and online learning material development and facilitation.

2. **Training resources**

   - Use of ICT in Teaching learning facilities;
   - E-Library and e-books);
   - Simulation facilities for TVET programmes;
   - Equipment and facilities for skills training.
2.3.2 Curriculum to include modules addressing entrepreneurship, the environment, and gender in TVET delivery.

**MVTTC would like Canadian Partners to participate in:**

- Capacity building in terms of managerial skills, facilitation skills in various areas, infrastructure and facilities like equipping libraries and ICT facilities
- Strengthen ODL and Online training for TVET training programmes to enhance accessibility of different groups including gender,

  **How to implement this:**
  
  ✓ Develop training programmes on the identified areas;
  ✓ Exchange programs for leaders/management, tutors through experience sharing;
  ✓ Identify strength and weaknesses in training delivery and prepare intervention programmes for improvement.

2.3.3 Training workshop(s) delivered to prepare tutors to deliver selected modules of the new program.

- Take stock of the existing workshop equipment and equip training workshop according to programme requirement.
- Provide workshops to tutors to deliver selected modules of the new programmes
- To have exchange programs for tutors for experience sharing with Canadian Institutions which are to engage into partnerships.

2.3.4 Selected modules to be delivered as pilots in both VETA and NACTE environments and reports on implementation presented to guide future program modifications or delivery.

- Coaching and mentoring on selected modules to be piloted
- Review the program as per feedback from pilot

2.3.5 One module developed for delivery through an open and distance delivery approach.

**MVTTC would like Canadian Partners to participate in:**

- Establishing of ODL and Online platform
- Establishing ODL and Online infrastructure
- Capacity building to tutors in instructional materials design
- Conduct training in facilitation using ODL and Online Teaching and Learning materials
- Conducting capacity building in Online assessment and certification

These partnership outputs will be delivered within a 3-year period.
3. PROGRAM DEVELOPMENT

Long Course

course is expected to be 1 year to 2 years. The anticipated Admission Criteria for the programme will depend on:

I. Academic level  
II. Technical qualification  
III. Work experience  
IV. Recognition of prior learning

The proposed mode of delivery will be Institutional Based, ODL, and Online, this is intended to reach as many targeted group as possible. The information will be obtained from partner institutions; gender sensitivity teaching and learning materials will be the point of departure towards developing and revising the programmes.

Short Courses

The anticipated short courses delivery will depend on the market demand the base for provision will consider prior learning, and the applicability of the learnt content the course duration will be from 2 weeks to 3 months depending on the complexity of the training content or package.

In program development, resource will mean the provision of reference books, eBooks, library equipment, classroom facilities, human resources, workshop tools & equipment and safety gears for practical exercises in various occupations; analysis will be presented after approval of the program. Detailed information to be made available for reference and implementation purposes this will involve resources required for training in TVET and arranged according to priority as follows:

i) In curriculum development you need library and its facilities and access to the Internet.  
ii) Human resources are required according to competencies  
iii) Training resources are required according to sectorial and occupation or trade

Consultations will be required from TVET stakeholders in how to implement the contents of the programmes.

Both long and Short Courses can be offered through institutional based, ODL and Online.

3.1 Program Level(s) and Duration to be Developed

I. Leadership in Educational Administration and Training
COURSE LEVEL: 6  
ADMISSION CRITERIA: LEVEL 5  
DURATION: 39 Hours

This course is intended to introduce Technical Vocational Educational and Training (TVET) administrators and practitioners as well as workforce development practitioners to the theories and principles of educational leadership. The emphasis of the course will be on providing the skills and knowledge to operate as leaders in a collegial, cooperative and mentoring model. The knowledge of leaders in the age of change, transformation and uncertainties has to be a complex array of theories, ideologies, skills, ethical principles, paradigms and practices which
are applied to a diverse set of issues in educational leadership. TVET administrators and teachers/instructors are expected to understand these theories and principles and then use them to inform practice so as to enhance the effectiveness and productivity of their schools or training organizations.

II. Management of TVET & Workforce Development Programmes
COURSE LEVEL: 6
ADMISSION CRITERIA: LEVEL 5
DURATION: 39 Hours

This course will engage practitioners in the rudiments of management and how to apply the various principles to Technical Vocational Educational and Training (TVET) and Workforce Development (WFD). The evolution of management will be addressed - traditional, behavioral, systems and contingency viewpoints. Emphasis will be placed on the function and roles of managers and the importance of management in an organization.

III. Distance and Online Learning Design and Delivery
COURSE LEVEL: 6
ADMISSION CRITERIA: LEVEL 5
DURATION: 39 Hours

This course will focus on critical elements and requirements for the design and delivery of effective distance and online learning programmes. Participants will be given opportunities to develop specific skills and competencies in designing instructional programmes for target learners, which are customized for, or can be easily adapted to a variety of distance and online learning delivery systems/platforms. Special emphasis will be placed on solving challenges faced in designing for these systems.

IV. Curriculum Development for TVET & WFD
COURSE LEVEL: 6
ADMISSION CRITERIA: LEVEL 5
DURATION: 39 Hours

This course is designed to enhance the knowledge of Technical Vocational Educational and Training (TVET) and Workforce Development (WFD) administrators in curriculum theory and planning, and improve their skills in curriculum development. In addition, TVET and WFD leaders and practitioners will acquire the skills and competencies to evaluate the relevance, responsiveness and appropriateness of their curriculum. Further, administrators of these programmes will also be prepared to provide the quality of leadership in curriculum needed to give their instructors and teachers a greater sense of empowerment and a more rational approach to teaching.

V. TVET Resource Management and Administration
COURSE LEVEL: 6
ADMISSION CRITERIA: LEVEL 5
DURATION: 39 Hours

The course explores the educational resources that are required to provide a sustainable educational programme that is effective, responsive and comparable to those of similar institutions, internationally. With the many educational institutions being required to take on
greater responsibility for their funding or to demonstrate value for resources provided by governments, administrators must have the requisite skills to manage their resources. This course will take into consideration the differences which exist between and among universities, colleges and other governmental institutions which are involved.

VI. Designing TVET & WFD Systems
COURSE LEVEL: 6
ADMISSION CRITERIA: LEVEL 5
DURATION: 39 Hours

This course will expose participants to the art and craft of designing TVET and Workforce Development Systems (e.g. instructional; performance management; performance appraisal; and performance improvement systems). The course will employ a practical and experiential approach to systems design that involves the use of essential tools, techniques and procedures in designing or enhancing systems for new or existing training and workforce development systems across a variety of contexts, and a range of occupations. The course will focus on critical systems design competencies for instructional leaders and workforce managers.

VII. Budget Planning and Financial Management
COURSE LEVEL: 6
ADMISSION CRITERIA: LEVEL 5
DURATION: 39 Hours

This course will provide participants with the skills required to interpret the budgeting and financial management process. The acquisition of these skills becomes increasingly important because schools and other learning institutions are required to give full account of their financial activities. In fact, the ability of the school system to improve the performance of the schools will depend in part on how well the finances are managed in order to maximize effective output. Participants will also be exposed to policies, rules and regulations that should be used by administrators to guide their actions as stipulated by the government.

3.2 Anticipated Admission Criteria for Program
- To Vary according to the target group of the sub-programme

3.3 Curriculum Approval and Accreditation Process

Copy of NACTE Accreditation process attached.

3.4 Workshop Equipment and Tools Currently Available for Program Delivery

As vocational teachers training institution, equipment and tools available are not sufficient as they can only meet limited number of occupations. The type and quantity of tools and equipment required for provision of TVET programmes will mainly depend on the number of occupations that are included in the partnership program. Analysis will be required to identify the resources that will meet the new TVET requirements for the ISTEP intervention partisanship programmes

3.5 Linkages with Local Employers
- On Board of directors are made of tripartite with employers
- Industries and work place interactions through field attachment
3. Institutional Profile and Terms of Reference

3.6 Field Attachment Opportunities
Available in various sectors include:
- Mining
- Tourism & Hospitality
- Civil
- Mechanical
- Electrical
- ICT

4. Project Context

TVET will require the program in order to increase capacity for provision of quality training in the country.

The current delivery model include in campus (institutional based model), off campus in long and short courses respectively.

Role of TVET in Tanzania
Is to transform predominantly agricultural one with low productivity to a diversified and semi industrialized economy buttressed by science and technology. In realizing the same, the vision recognises the need for Tanzania to be among other things, a nation with high level of education, a nation which produces a quantity and quality of educated people sufficiently equipped with the requisite knowledge and skills to solve the problems of the society and meet the challenges of development and attain competitiveness at regional and global levels (URT, 1999:19). These critical requirements for realizing the Tanzania vision 2025 is being operationalized by the Education Sector Development Program (ESDP). With knowledge with this role the Government of Tanzania is committed to implementing the Technical and Vocational Education Development Programme (TVETDP) in order to align with the Tanzania Development Vision 2025.
5. INSTITUTIONAL DETAIL AND DOCUMENTATION

MVTTC Organization Chart

VET BOARD

DIRECTOR GENERAL

GOVERNING COUNCIL

PERSONAL SECRETARY

PROCUREMENT UNIT

NATIONAL RESOURCE CENTRE

COMPETENCES (SKILL) UPGRADING AND UPDATING SECTION

INFORMATION TECHNOLOGY, MARKETING AND LIBRARY

RESEARCH, TEACHING AND LEARNING RESOURCES SECTION

EDUCATION AND TRAINING

Head of Education and Training

IN CAMPUS TRAINING COORDINATOR

OFF CAMPUS TRAINING COORDINATOR

SHORT COURSE COORDINATOR

TUTORS

HUMAN RESOURCE AND ADMINISTRATION

Human Resources and Administrative Manager

SECRETARY CUM RECEPTIONIST

RECORDS ASSISTANT

STORES

TRANSPORT/DRIVERS

OFFICE ATTENDANTS

FINANCIAL & SUPPLIES BURSAR

ACCOUNTS ASSISTANT

SUPPLIES OFFICER
College tutors capacity

MVTTC has 19 academic (tutors), 10 tutors have Master’s Degree, 8 have Bachelor Degrees and 1 with Diploma. Whereby 4 are female and 15 are male.

List of programs offered and corresponding qualifications awarded and number of students per program per gender from year 2011 – 2014

Long courses

<table>
<thead>
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<th>Course Title</th>
<th>Total</th>
<th>Total</th>
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<td>Certificate</td>
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<td>Off Campuses</td>
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Note: The Curricula for the above programmes have been validated and approved by NACTE NTA Level 5 – 6.
### VET Support Short Courses

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<th>Grand Total</th>
<th>F (%)</th>
<th>M (%)</th>
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<td>2011-2012</td>
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<td>M</td>
<td>Sub Total</td>
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<td>Career Guidance and Counselling</td>
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<td><strong>7498</strong></td>
<td><strong>62.14</strong></td>
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</table>

Institutional Profile and Terms of Reference
ISTEP-06 Morogoro Vocational Teacher’s Training College
6. INSTITUTIONAL PARTNERSHIP IMPLEMENTATION COMMITMENT

- Two (2) tutors will be available as per programme
- Five (5) tutors will be available as per timeframe of the programme
- The principal of MVTTC will have full mandate on the program or else will delegate the responsibilities to an identified personnel

7. SUPPORTING AND BACKGROUND DOCUMENTATION

- MVTTC – College Strategic Development Plan (CSDP)
- MVTTC - College Regulations

ENHANCING SKILLS TRAINING WORKING GROUP TERMS OF REFERENCE v.2

The Improving Skills Training for Employment Program (ISTEP), an Education for Employment (EFE) program of the Colleges and Institutes Canada (CICan) working in collaboration with the Tanzanian Ministry of Education and Vocational Training (MOEVT), the lead regulatory bodies and Tanzanian employer associations, will build the capacity of Tanzanian technical and vocational training institutions to deliver effective skills training programs, resulting in 1,200 Tanzanian youth with the right skills sets to find employment in the extractives and tourism sectors or to create their own employment.

ISTEP is a five-year (2014-2019) $13,000,000 CDN program funded by the Department of Foreign Affairs, Trade and Development Canada (DFATD). ISTEP’s ultimate outcome is increased gainful employment, including self-employment, of graduates (m/f) from skills for employment programs. The program contains specific outputs to develop a replicable teacher training program model and sustainable model for management and leadership development, leading to enhanced management, design and delivery of skills for employment programs.

1. Purpose of the Enhancing Skills Training Working Group

The Enhancing Skills Training Working Group acts as a technical assistance and advisory body to support outputs related to teacher training (Immediate Outcome 1210 and Outputs 1211 and 1212) and leadership and management development (Immediate Outcome 1220 and Outputs 1221 and 1222). This working group will bring perspectives of both Technical Education and Training (TET) and Vocational Education and Training (VET), ensuring the needs of both subsectors are represented but also working toward a coordinated system of teacher and management development. It will be an advisory/reference group to the Morogoro Vocational Teacher Training College (MVTTC) and Canadian colleges and institutes supporting teacher training and management development. In some ways, the Enhancing Skills Training Working Group serves as a Program Advisory Committee (PAC) to the outputs related to a teacher training program and management/leadership program. However, it has a broader, more strategic mandate as well.

2. Functions of the Enhancing Skills Training Working Group

In providing technical assistance and advice on teacher training and management development this Working Group will:
- Provide input to the TORs for the teacher training partnership program,
- Provide input to the development of the TORs for the leadership training program
development,
- Provide feedback on the tools developed to assess teacher training needs and management development needs,
- Provide input into the development of a model teacher training program and model for management and leadership development,
- Ensure that gender is integrated into the teacher training and management development programs,
- Ensure that environmental sustainability is integrated into the teacher training and management development programs,
- Review evaluations of initial offerings of the teacher training and management development programs, identifying any adjustments needed to improve results,
- Develop a strategy to roll-out the model teacher training and management development programs to reach teachers, managers and TVET institutions beyond the scope of ISTEP,
- Develop a strategy to ensure the sustainability of the programs, after the completion of the ISTEP, including identifying funding sources.

3. Membership of the Enhancing Skills Training Working Group

Membership in the Enhancing Skills Training Working Group is voluntary. The Group will be co-chaired by DTVET and the ISTEP Senior Technical Advisor. The Group consists of:

- One representative from DTVET
- One representative from MVTTC
- One representative from NACTE
- One representative from VETA
- One teacher representative from a VET institution
- One teacher representative from a TET institution
- One management representative (from either a TET or VET institution)
- One representative from Tanzanian leadership/management development organizations
- One from the Canadian colleges and institutes selected to work with MVTTC on teacher training and on leadership development.

4. Frequency of Meetings

This Working Group will meet 2 – 3 times per year during the initial years of the ISTEP when the teacher training and management/leadership development programs are being designed and developed. The meetings will be called at intervals determined by the partnership project milestones or on an ad hoc basis. Once the programs are being delivered, the Working Group will meet once per year.

5. Reporting
The Working Group will report on progress towards results through the ISTEP PAC. The ISTEP STA and field office will provide secretarial support to this group.
8. PHOTOS OR LINKS TO INSTITUTIONAL WEBSITES

8.1 College Attractive Location

The college is about 200 KM from Dar es Salaam the capital city of the Country, Morogoro city is surrounded of Mount Uluguru which extends to the Selous National park on one side. Selous national pack is the second largest in the world, hosting different types of animals with different species. While on the other side Morogoro is boarded with Mikumi National Park, one of the prominent National Parks in the world hosting different types of animals as well.

For more information please visit our website http://www.mvttc.ac.tz