VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)

MOROGORO VOCATIONAL TEACHERS' TRAINING COLLEGE (MVTTC)

COLLEGE STRATEGIC DEVELOPMENT PLAN

[CSDP 2011-2021]

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Principal
MVTTC
P.O. Box 671
Morogoro-Tanzania.
Phone: +255-023-261-4466
Fax: +255-023-261-4466
Email: mvttc1987@gmail.com
mvttc@mvttc.ac.tz
Website: http//www.mvttc.ac.tz

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Executive Summary

Introduction

The College Strategic Development Plan (CSDP) is a ten years plan for the period of July 2011-June 2021.The plan has been prepared in line with a demand –driven training approach based on pivotal role of Vocational Education and Training (VET) in contributing to national economic growth of a country and poverty alleviation. "Kilimo Kwanza" being a Tanzania's green revolution resolution to transform its agriculture into a modern and commercial sector has been taken into account. VET institutions are responsible for producing skilled human resources in science, technology and infrastructure development needed for green revolution. Also, Entrepreneurship and business development are key components in the "Kilimo Kwanza" resolution, and the College courses have put great emphasis in developing competences in these areas.

The overall goal of this plan is to improve the college training programmes qualitatively, quantitatively and sustainably to meet National and Vocational Education and Training sub sector demands and standards.

This goal addresses the issues of competent human resources in VET system needed for effective demand driven training and building a competitive labour force which is ingrained with developmental mind set needed by social economic development.

The main objective of the CDSP is to enhance learning opportunities for vocational education and training in order to serve better the national and sectoral demands with quality programmes. This requires among others the college to be transformed into a comprehensive institution of learning in vocational education and training in the country.

Strategic Goals, Objectives and Strategies

Through internal and external college appraisal, CSDP has formulated six strategic goals, each with its own objectives, strategies for implementation and targets to be attained.

The set goals are:

a) Improved college performance;
b) Strengthened capacity of the college to provide ET programmes and opportunities;
c) Improved quality of teaching and learning resources;
d) Enhanced applied research and consultancy services;
e) Improved college infrastructure and facilities, and;
f) Strengthened national and international collaboration with similar institutions.

Implementation of the Plan

The plan will be implemented by identifying and budgeting activities in the short-term (0-5 years) and long-term (beyond 5 years to 10 years). The implementation of the CSDP on this basis will enable the College to align its activities in a more focused way taking into account all the activities planed by VETA to meet the national, regional and sub sector demands.

Monitoring, Evaluation and Learning

The College recognizes the importance of monitoring, evaluation and learning as the prerequisites for successful operations. Monitoring, evaluation and learning system is embedded in all activities from the planning phase to implementation stages.

Statement by VET Board Chairperson

The impetus for this College Strategic Development Plan (CSDP) is to ensure that Morogoro Vocational Teachers Training College (MVTTC) has a road map to guide the college attaining its future plan of being a centre of excellence in Vocational Education and Training (VET) nationally and regionally. The aspiration articulates well with the reconstruction of education and training towards life long learning whereby three components of; quality, equality and efficacy are given due attention

It is through quality education the country can create a strong and competitive economy which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the region and global economy

VET is the source from which technological expertise is provided into the nation through training programmes. However quality training requires among others competent and well qualified trainers/vocational teachers in terms of methodologies, creativeness, innovativeness and many other attributes.

Moreover, the college strategic development plan has taken on board the need for multitude and flexible learning opportunities through provision of diversified training programmes that diversified varies from vocational teachers, management, guidance and counselling as well as VET related professional areas. Also the learning opportunities will be made flexible to allow different target groups and abilities of clients to participate. While concentrating on training institutions based learning approach the college should invest on open and distance learning as well as on the job or work based training.

The ultimate goal of CSDP is to transform the college to become centre of Excellence and hence to effectively contributing to economic growth and reduction of poverty through provision of relevant and diversified training programs.

Given the above over view I would like to request all stakeholders to support VETA and the College in this endeavour and participate in the implementation process, the VET Board is optimistic that implementation of the plan will be done satisfactorily.

Prof. Idrissa B. Mshoro

VET Board Chairperson

March 2011

Dar Es Salaam, Tanzania

Foreword by DG VETA

This is the first College Strategic Development Plan (CSDP) solely for Morogoro Vocational Teachers' Training College (MVTTC). The plan has been necessary in order to address a number of aspects which will enable the College develop into a centre of VET excellence. Included in the document are sectoral policies such as "Kilimo Kwanza" and some national policies to give the plan a national obligation.

The plan has taken into account MVTTC's major role of ensuring that quality VET is provided. VET provision is very dependant upon competent human resources and vocational teacher in particular. The College has also realized that to succeed, a collective effort with stakeholders is vital.

Partnership with organizations of similar undertaking both within the country and abroad will be enhanced in order to cope with global status. With the foregoing plan, it is evident that the College will do away with the long held culture of drawing students from within the country only.

On behalf of the VETA Management, I would like to extend gratitude to the Government; National and International Partners; various Organizations and Training Institutions that have contributed to MVTTC's growth. We cordially invite them to join hands with MVTTC in the challenging tasks ahead.

Eng. Zebadiah Moshi

Director General

Vocational Education and Training Authority

March 2011

Dar Es Salaam, Tanzania

Acknowledgements

In preparing this College Strategic Development Plan (CSDP), many people were involved including College staff, VETA management and other stakeholders in vocational education and training. It might not be easy to list the names of all participants in this document, but MVTTC wish to thank in particular a few of them:

Special thanks should go to the VETA Director General and management team, for their concern, advice and encouragement in preparing this strategic plan. The participation of this team in this endeavour was paramount for creating a sense of ownership of the plan, by providing critical inputs from the beginning of the planning process.

Appreciation is given to all staff members of the College for their active participation in various activities including discussions; information search and documentation; consultations; and critical analysis and synthesizing issues related to strategic plan. We highly appreciate and acknowledge their participation.

MVTTC staff visited different institutions for the purpose of learning the art of preparing and institutional strategic plans. We acknowledge all institutions visited for their views, inputs and suggestions.

Lastly, but not least, special gratitude should go to the CSDP Preparation Team chaired by myself and coordinated by *Eng*. Zebedayo B. Kyomo. All Members of the team: Twiganile Ndunguru, Anna Nyoni, Anamringi Maro, Sospeter D. Mkasanga, Elias Msambila, Andrew Boi, Rodgers Amini and Lolitha Lema. This team worked tirelessly to ensure the plan was successfully prepared.

Stephen L. Lazaro,

Principal

Morogoro Vocational Teachers' Training College (MVTTC)

March 2011

Morogoro, Tanzania

List of Abbreviations and Acronyms

ADB	African Development Bank
BIHE	Bolton Institute of Higher Education
BOTA	Botswana Training Authority
CBET	Competence Based Education and Training
CCM	Chama cha Mapinduzi
CS	Corporate Secretary
CSDPICC	College Strategic Development Plan Implementation Coordination Committee
CIDA	Canadian International Development Agency
CSDP	College Strategic Development Plan
CTC	Company Training Centre
DANIDA	Danish International Development Agency
DF	Director of Finance
DG	Director General
DHRA	Director of Human Resource and Administration
DSM-RVTSC	Dar Es Salaam Regional Vocational Training and Service Centre
DVET	Directorate of Vocational Educational and Training
DVoET	Diploma in Vocational Education and Training
EET	Entrepreneurial Education and Training
ET	Education and Training
ETP	Education and Training Policy
FDC	Folk Development College
ICC	Implementation and Coordination Committee
ICT	Information Communication and Technology
IGAs	Income Generating Activities
ILO	International Labour Organisation
IMC	Instructional Methods Course
ITC	Instructor Training Centre

ITU	Instructor Training Unit
LAN	Local Network Area
LLL	Life Long Learning
ME&L	Monitoring, Evaluation and Learning
MDGs	Millennium Development Goals
MIS	Management Information System
MITC	Morogoro Instructor Training College
MKUKUTA	Mpango wa Kupunguza Umaskini na Kukuza Uchumi Tanzania
MKURABITA	Mkakati wa Kitaifa wa Kurasimisha Rasilimali na Biashara
MoU	Memorandum of Understanding
MTS	Mission Trade School
MVTTC	Morogoro Vocational Teacher Training College
NACTE	National Council for Technical Education
NRC	National Resource Centre
NSSF	National Social Security Fund
NUFFIC	Netherlands Organization for International Cooperation for Higher Learning
NVTD	National Vocational Training Division
NYEAP	National Youth Employment Action Plan
PMVTTC	Principal for Morogoro Vocational Teacher Training College
PPF	Parastatal Pension Fund
PPTC	Post Primary Technical Centre,
RVTSC	Regional Vocational Training and Service Centre,
SADC	Southern African Development Community
SIDO	Small Industries Development Organisation
SUP	Skills Upgrading Programme
SUSP	Skills Upgrading and Services Programme
SWOT	Strengths Weaknesses Opportunities and Threats
T/L	Teaching and Learning
TANESCO	Tanzania Electricity Supply Company

TAPA	Tanganyika Parents Association
TBL	Tanzania Breweries Limited
ToRs	Terms of References
TVET	Technical and Vocational Education and Training
UK	United Kingdom
VCP	VETA Cooperate Plan
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
VLE	Virtual Learning Environment
VT	Vocational Training
VTC	Vocational Training Centre
VTTC	Vocational Teacher Training College
WAN	Wide Area Network

CHAPTER ONE

1.0. BACKGROUND INFORMATION

1.1 Introduction

This chapter firstly reviews the historical development of vocational teacher education and training through three decades beginning from early 1970s to 2004. Secondly, it presents the current college status followed by the objectives, functions and challenges and finally the College Strategic Development Plan (CSDP).

The CSDP identifies six (6) strategic goals, each with its objectives, strategies and targets. The plan also provides implementation strategies with embedded monitoring, evaluation and learning.

1.2 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 is development of:

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

Thus, MITC was renamed Morogoro Vocational Teacher Training College (MVTTC). Currently, the MVTTC has only one main campus located in Morogoro and ten(10) off campus centres located in Dar Es Salamm, Mwanza, Tanga, Kilimanjaro, Ruvuma, Mtwara, Dodoma, Iringa, Mbeya and Arusha with the capacity of training 370 vocational teachers per annum.

1.2.1 The college main programmes

(a) Certificate programme

A nationally and internationally recognized Vocational Teacher Certificate Course (VTCC) was established in 1993. The course was designed with the support of the University of Manchester Education Department of the (UK), and the Bolton Institute of Higher Education (BIHE) in 1992/93. The certificate course is delivered in two modes, namely in-campus and off-campus.

(b) Diploma Programmes

(i) Advanced Diploma in Vocational Education and Training (ADVET)

The establishment of the Advanced Diploma in Vocational Education and Training was implemented in line with the *Morogoro Vocational Teachers' Training College* Regulation 0f 1997, Part *(iv) and SCHEDULE ONE*, approved by Board under Section 6(2) (g) of the VET Act No 1 of 1994. The ADVET was another nationally recognized vocational education and training programme with four modules as follows:

- Curriculum Studies;
- Management of Vocational Training;
- Guidance and Counselling; and
- Education for Special Needs.

(ii) Diploma in Vocational Education and Training (DVoET)

A survey was carried out in 2004 to establish training needs for DVoET. This programme started in 2008.The programme consists of the following modules:

- Curriculum studies;
- Management of vocational training functions;

- Development studies;
- Professional Development; and
- Research Methods.

1.3. The Present status of the college

1.3.1. Vision

MVTTC's vision is to become a centre of excellence for developing human resource for 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 Objectives and Functions of the College

MVTTC main objectives

The college is mandated to achieve the following aims and objectives:

- Develop and provide short and long courses to build and upgrade/update capacity for vocational teachers and instructors.
- Provide capacity building training in various programmes.
- Provide consultancy on capacity building.
- Conduct research and development in Vocational Education and Training.

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 VET.

(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.

Subject to the approval of the Board and with recommendations of the Council the College may establish academic or exchange programmes with any vocational teacher education college outside Tanzania.

1.3.5. Organisational Structure

With the addition of National Resource Centre (NRC) department, the college organisation structure remains as it was adopted after the 1994 VET Act. The NRC was established five years ago and as per 1994 college objectives. However, with the envisaged development plans and functions, this structure will be reviewed. The current college organisational structure is as presented in figure 1.1.

Fig. 1.1: **College Organizational Structure**

1.3.6. College Training Capacity

The college enrolment capacity is referred to outputs or graduates from different programmes for the recent six years (2004/5-2009/10). The total number of student graduated is as shown in tables 1.1 and 1.2.

Table 1.1: Long courses

S/No.	Programmes	Outputs						Total
		2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	
1	Certificate (In campus mode)	40	53	63	75	76	87	394
2	Certificate (Off campus mode)	90	101	-	104	-	221	516
3	Diploma in Vocational Education	-	-	-	-	37	35	72
	TOTAL	130	154	63	179	113	343	982
	Average number of trained vocational teachers per annum							**163**

Table 1.2: VET Support programmes

No.	Programme	Outputs						Total
		2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	
1.	IMC-CBET	221	227	235	239	204	240	1366
2.	Management of Vocational functions	-	-	-	-	-	140	140
3.	Entrepreneurship Education and Training	-	-	18	23	25	24	90
	TOTAL	221	227	253	262	229	404	**1596**

Table 1.3: Computer application programmes

	Programme	Outputs						Total
		2004/5	2005/6	2006/7	2007/8	2008/9	2009/10	
1.	Introduction to computers	101	100	133	147	232	235	948
2.	MS word	144	140	205	250	239	237	1215
3.	MS Access	140	122	187	149	243	240	1081
4.	MS PowerPoint	101	190	188	140	245	243	1107
5.	MS Excel	100	190	201	243	239	245	1218
	Total	586	742	914	929	1198	1200	**5569**

Source: **MVTTC 2010**

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 VET 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.

1.5 Rationale for the College strategic Development Plan

(i) The Morogoro Vocational Teachers' Training College Strategic Development Plan will serve as a road map to address the stipulated challenges above as well as attaining the envisaged future of being a college of excellence in VET human resource development.

(ii) The CSDP is an essential tool for forecasting future activities of the college in order to meet constantly ever-changing national and sectoral needs in the context of globalisation. Further more, to ensure effective recourse allocation and utilization. The plan covers a ten (10) year period.

(iii) CSDP will enable the college to increase her output in the certificate and diploma courses, as well as providing learning pathway to degree levels. In addition, the plan will provide diversified programmes for VET expertise.

1.6 The Strategic Plan Development Process

In the process of preparing the College Strategic Development Plan (CSDP), the following steps were involved:

- Conduct internal and external appraisal;
- Establish main issues to be addressed;
- Translate the identified main issues into strategic goals;
- Formulate objectives, strategies and targets; and
- Identify activities, indicators and indicative budget.

a) Methodology

The process of collecting inputs from various stakeholders involved the following tools:

- Focus Group Discussions involving different stakeholders;
- Documentary Review on College related issues;
- Interview with VET stakeholders and other similar institutions; and
- SWOT analysis.

b) Analysis and synthesis

Responses from stakeholders were analysed and synthesised based on the strategic planing format.

c) Writing the CSDP document

The CSDP document was written and presented to relevant stakeholders at different times and levels of preparation. Such stakeholders are the College staff, vocational teachers,

registrars/training coordinators, centre managers/principals, regional directors, VETA management, and VET Board members.

1.7 The Focus for College Strategic Development Plan

1.7.1 Long Term Aspiration

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

1.7.2 Main Goal

The main goal of CSDP is to improve the college training programmes qualitatively, quantitatively and sustainably in order to meet national and sectoral demands in the global context.

1.7.3 Main objective

The main objective of the plan is to open up more learning opportunities for vocational education and training in order to serve better the national and sectoral demands with quality programmes. This requires the college to among others be transformed into an institute of diversified human resources development in vocational education and training in the country.

1.7.4 College prevailing issues

Based on the core functions of the college and the mentioned challenges, the following prevailing issues have been identified:-

(i) Organizational and legal framework

The college is regulated by the VET Act. No.1 of 1994 and its subsequent regulations. In order to cope with the increased volume of functions and activities as envisaged in the CSDP, the legal framework especially those areas related to functions of MVTTC has to be reviewed. Also, organisational structure and procedures for accreditation of programmes must be reviewed. Due to these changes, the name might also need to be changed

(ii) Human resources development and maintenance

With the present capacity of human resources at the college and due to the number of the envisaged functions and activities under CSDP, it will not be possible to operate the college efficiently and effectively. This calls for an intensive programme for human resource development in terms of professional and academic growth as well as improving the working environment.

(iii) Teaching and learning programmes

VET provision in Tanzania is oriented towards competence-based training approach. This approach requires appropriate training facilities with intensive practical training. This will be possible if the VET system has in place competent vocational teachers, adequate training resources and opportunities for industrial attachment. With the ever-changing technology, teachers' practical skills need to be continuously upgraded and updated.

(iv) 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 function. These functions 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 vocational education and training. This mix of teaching team is not easily available.

(v) 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. This calls for deliberate effort for ICT capacity building in order to realign college strategic development plan.

(vi) Physical Infrastructure and Facilities

The current college infrastructure and facilities fall short of meeting the intended future requirements. There is a need to conduct an in-depth needs analysis in relation to CSDP requirements and develop a plan to address the deficiencies related to college infrastructure and facilities.

(vii) National and International Institutional Linkages

MVTTC has a number of national and international linkages that need to be strengthened. In addition, the college would want to extend its collaboration to many other institutions. This effort, require among others, availability of adequate human and financial resources.

(viii) 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 at the college. This is partly associated with the history of gender imbalances in technical and vocational discipline as well as the cost factor for training. Deliberate efforts can be made to address the issue of gender imbalance by providing more resources for promotion of gender balance.

(ix) Entrepreneurship Education and Training

The VET legal framework requires Vocational training 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 VET teachers in entrepreneurship. CSDP intends at establishing a VET Entrepreneurship Development Centre (VEDEC) to strengthen entrepreneurship education and training to meet the requirement. In order to realize this dream finance and human resources will be required.

(x) Skills Upgrading/Updating

The skills of staff working in vocational training centres 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 must be addressed by expanding skills upgrading and updating programmes.

(xi) District Vocational Training Centres

In order to increase access to VET programmes, the government has decided to establish a vocational training centre for each district of Tanzania mainland. These centres will provide employable skills to young people and adults, improving productivity in agriculture, and promoting local crafts through small scale industries. The present set up does not have adequate and appropriate capacity to meet the demand of human resource for district

vocational training centres (DVTSCs).The CDSP envisage ensuring availability of the required personnel for effective operation of emerging DVTCs.

(xii) Diverse Training Programmes

At present the college focuses mainly on vocational teachers' education and training. The CSDP intends to diversify training coverage to include competence requirement of the holistic VET system. This includes; training of VET management personnel, curriculum developers, inspectors, assessors to mention a few.

In this diversification programme priority will also be given to develop national innovative critical thinkers who are confident, adaptable and capable of facing the ever-changing needs of labour market in the VET system. In order to implement this, additional human and financial recourses will be required.

(xiii) Sustainability

Sustainability of the College will be enhanced by the following:

a) Effective management and leadership;

b) Adequate financial resources and efficient utilisation;

c) Competent and motivated human resources; and

d) Effective monitoring, evaluation and learning system.

CHAPTER TWO

2.0. INTERNAL INSTITUTIONAL APPRAISAL

2.1. Introduction

The internal institutional appraisal entails examining the key factors of the college. In particular, this analysis will focus in the strengths and weaknesses in financial, human, physical and material resources and other factors which have a bearing on the performance of the organization.

The analysis of the MVTTC internal environment is an important aspect of strategic planning process. It helps in rising up key issues that must be addressed in the plan. The main factors considered in this appraisal include:

a) The legal framework and the organisation structure;
b) Institutional development and capacity building;
c) Training programmes;
d) The national resource centre (NRC); and
e) Analysis of the internal environment.

2.2. The Legal framework and organisation structure

The MVTTC legal framework is based on the relevant policies that determine the nature of the legal mandate which guide its main activities. The Regulations 1997 of the VET Act No. 1 of 1994 which came into effect on April 9, 1997 stipulates among other things the functions of the College. The main functions are to provide vocational teachers training, research and consultancy, quality assurance and professional development of staff in VET. However, the development trends taking place within the VET system demands for the college to provide training programmes beyond certificates and diploma level. In addition, the expansion taking place in VET programme also call for the college to provide diversified training programmes for the holistic VET operations. This, thus call the review of the legal mandate and operational structure of the college.

2.3. Institutional development and capacity building

2.3.1. Human Resource capacity

MVTTC has 30 staff, of who 14 are academic (tutors), 4 management and 12 are support cadres. Of the 14 academic staff, 6 tutors have Masters Degree and 8 have Bachelor

Degrees. To execute training programmes and other functions, the college outsource experts from various institutions. This plan calls for increased number of qualified staff for implementing the envisaged ten-year development plan. Table 2.1 indicates the present college human resources capacity with academic/professional qualifications. Out of 30 staff, five members form the management team for the college. The management team includes the Principal, Head of Education and Training department, Head of the National Resource Centre, the Bursar, and the Human Resource and Administration Manager. Four members possess master's degrees in various fields and one member possesses CPA in accountancy.

Table.2.1. College staff maximum educational/professional qualifications

Cadre	High educational/professional qualification								
	Std 7/8	**Form 4**	**Form 6**	**Prof. Cert.**	**Dip.**	**Bachelor's degree**	**Master's Degree**	**PhD**	**Total**
Management staff	0	0	0	0	0	1	4	0	**5**
Academic staff	0	0	0	0	0	8	6	0	**14**
Support/operational staff	3	0	0	5	1	2	0	0	**11**
Total	**3**	**0**	**0**	**5**	**1**	**11**	**10**	**0**	**30**

2.3.2. Physical infrastructure

(a) Classrooms

The college has six (6) classrooms each with a seating capacity of 40 people for training purposes. Also, there are two seminar rooms which accommodate 25 participants each. These classrooms are not sufficient in numbers to cope with expanded training programmes but also the existing one were designed without audio visual facilities and modern interactive teaching gears using information and communication technology (ICT).

(b) Hostels

MVTTC has four (4) hostels with the capacity to accommodate 120 students only. The hostels are not furnished to the required standard. The hostel capacity and standard need great expansion and improvement in terms of size and facilities such as laundry services and special fitting for people with special needs.

(c) Library

The college has a library with a sitting capacity of 85 people. This is the VET National Library with over 5000 titles on different subjects regarding Vocational Education and Training. Both the sitting capacity and facilities available are not sufficient to support learning for both full time and part time trainees and also for the envisaged expansion of training programmes. Use of ICT for provision of online learning resources has also been inadequately exploited.

(d) The lecture hall

The lecture hall/theatre which is designed for multipurpose use can accommodate up to 150 people. This infrastructure is very useful for training and other educational and social events, though it is outdated. The need to be fitted with support facilities such as multi media and conferencing system, interactive learning board and the like is imperative.

(e) The computer laboratories

The college has two (2) computer laboratories with a total of 45 computers. The laboratories are used for training vocational teachers in computer applications. Also short courses on computer applications are conducted on tailor-made basis for other customers. However, at present, there is overwhelming demands for computer application courses from different clients which make the college fail to satisfy all customers.

(f) The mini-studio

The college has a mini-studio with some facilities for developing and producing multimedia teaching and learning resources in the forms of DVDs, VCDs, Video Cassettes, Audio Cassettes, electronic content (e-content) and for use in the " *Moodle*" platform. However, the studio facilities are inadequate and with old technology to meet the current demands.

(g) The dining hall

The college has one dining hall used by students and staff with a capacity of serving 150 people at once. This capacity is not sufficient to adequately servicing college staff, visitors and trainees. In addition, the dinning hall and kitchen required intensive capacity improved and upgrading of facilities.

2.3.3. ICT facilities

MVTTC has recently registered significant achievements in acquiring ICT facilities. Some of these facilities were financed by NUFFIC through EUVETA project. However, most of them

are designed for basic operation and hence need to upgrade to match with increased demands and ever changing technological requirements. The plan is to equip the college to be able to provide ICT as one of the training programme.

2.4 Training programmes

The college provide both institutional and non institutional training programme that focuses on VET sub sector as following:-

a) Vocational Teacher Certificate Courses;
b) Vocational Teacher Diploma Courses;
c) Training Management Course (Short Courses);
d) Computer Application (Short Courses);
e) Instructional methods courses(short course);
f) Entrepreneurship education and training (short course);
g) Tailor-made training programmes; and
h) Competence-based curriculum development (short course).

2.4.1 Training Projections (2011 - 2021)

In the ten–year period, CSDP anticipates raising the college output and programmes to meet the national and international demands in terms of human resource development to support vocational education and training. Table 2.2 below presents the training projections through various programmes and the same will be verified after the field study to be conducted before the implementation.

Table.2.2. Training Projections (2011 - 2021)

S/N	Programme	Mode Of Delivery	Programme participants/Timeframe 2010/2011 – 2019/2020									
			11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
1.	Vocational teacher certificate course	In-Campus	90	100	80	40	40	40	40	40	40	40
2.	Vocational teachers certificate course	Off-Campus	250	340	570	660	1010	810	860	960	1010	1160
3.	Vocational teacher diploma course.	In-Campus	40	40	80	120	150	200	250	300	350	400
4.	Vocational teacher diploma course	Off-Campus	-	-	-	-	40	80	160	200	250	300
5.	ICT in education certificate course	In-Campus	-	40	40	80	80	120	160	200	200	300
6.	ICT in education diploma course	In-Campus	-	-	-	40	80	120	160	200	250	300
7.	ICT in education degree course	In-Campus	-	-	-	-	-	-	40	40	80	120
8.	Bachelor Degree in VET	In-Campus	-	-	-	40	80	120	120	160	200	200
9.	Master degree in VET	In-Campus	-	-	-	-	-	-	-	40	40	80
10.	Computer applications (short course)	In-Campus	200	250	300	300	350	350	400	400	450	500
11.	Instructional methods course (short course).	In /off campus	100	150	150	200	200	250	250	300	300	400
12.	Competence-based training course(short-course)	In /off campus	200	200	250	300	300	350	350	400	400	450
13.	Management training course (short-/long course)	In /off campus	100	150	200	200	250	250	300	300	350	400
14.	Competence based assessment course (short-course)	In /off campus	40	100	100	150	150	200	200	250	250	300
15.	Competence-based curriculum development course(short – course)	In /off campus	12	30	60	100	100	150	150	200	200	250

S/N	Programme	Mode Of Delivery	Programme participants/Timeframe 2010/2011 – 2019/2020									
			11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
16.	TOT for different programmes (short – course)	In /off campus	100	100	150	150	200	200	250	250	300	300
17.	Continuous Professional Development (short course)	In-campus	-	-	200	400	400	400	400	400	400	400
	Sub-Totals		**1132**	**1500**	**2020**	**2440**	**3110**	**3340**	**3810**	**4380**	**4830**	**5680**
	Grand Total		**34,362**									
	Average Per Annum	**3,436**										

NOTE: The numbers are just tentative, they can increase or decrease depending on the market demands.

2.5 The National Resource Centre

VETA established the National Resource Centre (NRC) which form part of MVTTC departments charged with the responsibilities of coordinating and conducting research in VET; curriculum development; teaching and learning materials development; and promoting an innovative idea among VET stakeholders. The department is relatively new it needs to be strengthened to fulfil its obligation in terms of human resources and working tools.

2.6 Summary of the strengths and weaknesses of the Internal Environment

2.6.1 Institutional strengths

MVTTC has the following internal strength:-

(i) A legal framework that gives mandate to train vocational teachers

(ii) Basic infrastructures in-terms of buildings, land, internet connectivity

(iii) A defined administrative structure.

(iv) Availability of teaching and learning resources.

(v) Experience in collaborating with national and international institutions.

(vi) Stable finance from the VET fund

(vii) Positive reputation with stakeholders

2.6.2 Institutional weaknesses

(i) Inadequate legal and organisation structure.

(ii) Inadequate staff to be able to take on new activities

(iii) Low technological capability to cope with changes.

(iv) Inadequate infrastructure for diversified programmes.

(v) Inadequate marketing capacity.

(vi) Current administration structure not able to support diversified programmes.

(vii) Weak Monitoring, Evaluation and Learning system.

(viii) Limited links with other institutions within and outside the country.

(ix) Low Job enrichment.

(x) Inadequate maintenance culture to support infrastructure and facilities.

CHAPTER THREE

3.0. EXTERNAL INSTITUTIONAL APPRAISAL

3.1. Introduction

This chapter presents an appraisal of external factors that were either supportive or a hindrances to college operations. It examines the national policies, strategies and programmes, institutional linkages, networking and agencies that have been working with the college. The analysis of these has revealed opportunities and threats for the college.

The analysis of the external environment in this era of globalisation is necessary in order to align the college with changes taking place as well as establish factors that influence its performance. This will help the college to develop effective strategies that will enable it become a centre of excellence for technical and vocational teacher education and training and a significant future key player in the promotion of skills development in Tanzania.

3.2. National and Sectoral Policies and Programmes.

Major national policies, strategies and programmes which have influence on the performance of VET include:- Kilimo Kwanza Resolution, National Youth Development Policy; Small and Medium Scale Enterprises Policy, Poverty Eradication Policy; Education and Training Policy; and Tanzania Development Vision 2025 have strong links with VET system in ensuring national social economic development.

3.2.1. The Kilimo Kwanza Resolution

"Kilimo Kwanza" is a Tanzania's green revolution resolution to transform its agriculture into a modern and commercial sector. The resolution has ten pillars of which pillar number seven (7) to ten have direct link with the Vocational Education and Training (VET). These "Kilimo Kwanza" pillars relate VET in terms of industrialization in Agriculture, Science, Technology and Human Resources for Infrastructure Development; and Value Addition for Agricultural Produce. Entrepreneurship and business development are key components in the "Kilimo Kwanza" resolution. MVTTC has put great emphasis in her courses in developing competences related to the aforementioned pillars.

3.2.2. Education and Training Policy 1995

The policy stipulates among others, the role of MVTTC which is to train vocational teachers at certificate and diploma levels in vocational education and training. The policy recognizes

the acute shortage of trained teachers for vocational education and training. It is thus recommended that MVTTC should expand its services to meet the increasing demand of technical and vocational staff especially teachers, management and technical staff needed by the training institutions.

3.2.3. Youth Employment Policy

The overall objective of the Youth Employment Policy is: "to promote sustainable economic and employment growth in order to reduce youth unemployment and under-employment in the rural and urban areas, ultimately attaining full productive and decent youth employment, and thus eradicating poverty".

The National Youth Employment Action Plan (*NYEAP)* has further emphasis on the need for empowering and facilitating the youth to be self-employed or work in the informal sector, and gradual transformation of the informal economy to the formal sector in order to create more employment opportunities for young men and women. This is considered as a major role of VET. The college through CSDP is aiming at producing human resource that can create and exploit opportunities for adding value to their individual, institution and community progress.

3.2.4. Millennium Development Goals

VET plays quite a significant role in the achievement of the United Nations Millennium Development Goals (MDGs) which focuses on eradicating extreme poverty and hunger and ensure environmental sustainability. Provision of quality VET will address both MDGs through development of employable skills required in the formal and informal sectors. MKUKUTA and MKURABITA are one of the strategies of achieving the MDGs goals. The CSDP has a critical role to play in the provision of quality and relevant VET.

3.3. Institutional Linkages and Networks

Since the establishment of the college there has been international and regional cooperation with national agencies and institutions for the purpose of enhancing quality training for vocational teachers training, to mention few including: Swedish International Development Agency (SIDA) from Sweden, the Danish International Development Agency (DANIDA) from Denmark, the Netherlands Organization for International Cooperation for Higher learning (NUFFIC); and Bolton Institute of Higher Education (BIHE). Regional cooperation include; TVET from Zambia, Malawi and the Botswana Training Authority (BOTA) from Botswana. Nationally the college has links with industries for practical skills development for vocational

teachers. This collaboration has improved the delivery of vocational teacher training programmes through benchmarking and sharing of technical expertise. Some notable examples are mentioned hereunder:

3.3.1. Joint programmes with UK based Institutions

The Bolton institute of Higher Education had working relationship with college during 2000 in the area of vocational teachers' development programmes at certificate and advanced diploma courses including capacity building of teaching staff.

The CSDP intends to re establish such cooperation with institutions dealing with Vocational teachers training.

3.3.2. Masters Degree with Malmo University

In 1998, the Ministry of Education in collaboration with Malmo University conducted a master's degree programme through open and distance learning modes. Some members from MVTTC and VTCs benefited from this programme. The programme ended in 2000. CSDP suggests that MVTTC should revive cooperation with such institutions, so as to upgrade the skills and knowledge of MVTTC staff and VET system in general.

3.3.3. Collaboration with ILO – ITC

ITC- ILO in Turin, Italy has a long history of working with MVTTC. Prior to the establishment of MVTTC tutors received pedagogical skills from Turin. The centres offered tailor made training to vocational teachers/tutors on entrepreneurship education. CSDP would want to revive such linkages.

3.3.4. Industrial attachment for skills upgrading

The college has been collaborating with local industries for skills upgrading/updating of vocational teachers. Industrial attachment expose teachers to the latest industrial technology and best practice applied in industries.

3.4. Collaboration with national and international agencies

Since it was established MVTTC has experience of working with national and international agencies for collaboration and sharing expertise, among the agencies include:

3.4.1. COLLABORATION WITH NUFFIC/TRIODOS –FACET

MVTC through entrepreneurship project funded by NUFFIC had collaboration with TRIODOS FACET – this is a Dutch organisation which was involved in capacity building for MVTTC tutors on developing the Virtual Learning Environment (VLE) as well as development of VLE platform for open and distance/online learning. Good results were observed on this collaboration including capacity building for VTTC tutors and VTC teachers; and the provision of training equipment which include computers and construction of Mini-studio for developing and producing multimedia teaching/learning resources.

3.4.2. Collaborations with local industries

The local industries clustered under large, medium and small have been collaborating with MVTTC / VETA for quite a long period. During the execution of Entrepreneurship Education and Training (EET) this collaboration was strengthened by involving SMEs staff in the evaluation of mini – business activities. Also VTC trainees and Vocational teachers are attached to different industries for the purpose of linking theory with real life practice. Collaborations with local industries have been used for skills upgrading of trainees and vocational teachers.

3.5. summary of opportunities and threats from the External Environment

3.5.1. Institutional opportunities

The following opportunities have been identified:

a) There is an increasing number of customers who attend VET programmes;
b) MVTTC is the only college in the country which trains VET teachers;
c) There are government policies and strategies that support VET;
d) MVTTC reputable experience to cooperate with other colleges;
e) National political stability, peace and tranquillity enable MVTTC programmes to continue smoothly;
f) MVTTC facilities are easily accessible geographically;
g) MVTTC has capacity to design and conduct different types of courses needed by customers; and
h) MVTTC is positively perceived by many people for providing professional skills program for life long learning

3.5.2. Institutional Challenges

The following challenges (threats) have been experienced:

a) Limited professional career progression for MVTTC graduates;
b) Low capacity to meet demand of vocational teachers due to expansion of VTCs nationwide and increase number of other education and training institutions;
c) MVTTC is hampered by inadequate resources to adapt scientific and technological changes including ICT;
d) Low capacity to support VET system through various continuing education programmes;
e) Competitive quality and innovative training programmes demanded by labour market; and
f) Ineffective provisions of career guidance and counselling programmes for VET system.

CHAPTER FOUR

4.0. STRATEGIC GOALS, OBJECTIVES, STRATEGIES AND TARGETS

4.1. Introduction

This chapter addresses key strategic areas critically analysed in the internal and external appraisal in chapter two and three. For MVTTC to execute its functions effectively to address prevailing national and international demands, some critical issues have been identified. Such issues pose a number of challenges ranging from political, social, economical and technological. From these critical issues, challenges and opportunities, six strategic goals have been identified as follows:

(i) Improved organisational performance.

(ii) Strengthened capacity of the college to provide diversified education and training (ET) programmes and opportunities.

(iii) Improved quality of teaching and learning resources.

(iv) Strengthened applied research and consultancy services.

(v) Improved college infrastructure and facilities.

(vi) Strengthened national and international collaboration with similar institutions.

4.2. Critical challenges in implementing CSDP

In implementing the CSDP (2011-2021), the critical challenges that the college could face include:

(i) Inadequacy of human resource capacity.

(ii) Inadequate funding to operationalise the plans.

(iii) Timely availability of adequate facilities, equipment and infrastructure.

4.3. Strategic Goals for the plan

Based on the SWOT analysis it has been possible to develop strategic goals of the plan as follows:

4.3.1. Strategic Goal one: Improved Organizational Performance

Strategic goal one has strategic objectives and strategies as follows:

Strategic objectives

(i) To have reviewed legal framework of the college.

(ii) To have reviewed college organizational structure.

(iii) To have recruited qualified adequate number of staff.
(iv) To have built capacity of adequate number of staff.
(v) To have improved management information system for the college.
(vi) To have improved college publicity and marketing.
(vii) To have developed and implemented monitoring, evaluation and learning system for the plan.

Strategies

(i) Review, develop and implement legal framework.
(ii) Review, develop and implement College organizational structure.
(iii) Review, develop and implement scheme of service for the college.
(iv) Recruit staff as per organisation structure.
(v) Prepare and implement capacity building programmes for staff.
(vi) Review and develop internal and external ICT system including establishment of website.
(vii) Review, develop and implement management information system, marketing and publicity.
(viii) Establish and implement monitoring, evaluation and learning system for the plan.

Targets

(i) College legal framework reviewed by June 2012.
(ii) College organization structure reviewed by December 2011.
(iii) Schemes of service reviewed by December 2012.
(iv) Staff recruited as per organization structure by June 2013.
(v) Staff Development Programme prepared by September 2011.
(vi) Staff Development Programme implemented by June 2016.
(vii) College management information system established by June 2013.
(viii) Website for the institution developed by September 2011.
(ix) Marketing and publicity procedures developed by December 2012.
(x) Monitoring, evaluation and learning policy system developed by December 2011.

4.3.2. Strategic Goal Two: Strengthened Capacity of the College to provide diversified ET Programmes and Opportunities

Strategic Goal two has strategic objectives and strategies as follows:

Strategic objectives

(i) To have increased number of diversified accredited programmes.
(ii) To have increased number of qualified teaching staff as per accredited programmes.
(iii) To have equitable enrolment in all programmes.
(iv) To have improved life long learning (LLL) programmes for ET.

Strategies

(i) Conduct study to identify demands for diversified programmes.
(ii) Develop and Implement diversified education and training programmes.
(iii) Recruit and build capacity of staff to implement diverse accredited programmes.
(iv) Develop learner-centred T/L materials.
(v) Develop and implement system for sponsorship of trainees from marginalized groups.
(vi) Modernize training facilities for the diversified training programmes.

Targets

(i) Vocational teachers' certificate course enrolment in Open and Distance Learning (ODL) mode increased from 210 in 2011 to 400 by June 2014.
(ii) Enrolment of diploma vocational teachers per annum increased from 40 in 2011 to 120 by October 2013.
(iii) Degree programmes for vocational teachers established by June 2016.
(iv) Postgraduate programmes in ET established by June 2017.
(v) Sponsorship mechanism for marginalized groups established by June 2013.
(vi) ICT in education certificate course established by June 2013.
(vii) ICT in education diploma course established by June 2014.
(viii) ICT in education degree course established by June 2017.
(ix) Customer focused training programmes increased from 20 in 2011 to 40 by June 2013.
(x) Open and Distance Learning programme for Diploma vocational teacher's education and training established by June 2014.
(xi) Demonstration VTC established by June 2013.
(xii) Incubation Centre for entrepreneurial and innovative projects established by 2013.
(xiii) Centre for Industrial Training (Skills Upgrading and Services (SUS) established by 2013.

4.3.3. Strategic Goal Three: Improved Quality of Teaching and Learning Resources

Strategic Goal three has strategic objectives and strategies as follows:

Strategic objectives

(i) To have reviewed certificate and diploma curricula and learning materials.

(ii) To have analysed learning resources requirements for different programmes.

(iii) To have improved learning resources as per identified requirement.

Strategies

(i) Conduct review of certificate and diploma curricula and learning materials.

(ii) Revise curriculum and learning materials as per review.

(iii) Conduct study on learning resources for different programmes

(iv) Improve learning resources as per identified requirement

Targets

(i) Vocational teachers' Certificate course curriculum reviewed by September 2011.

(ii) Vocational Education and Training Diploma Course curriculum reviewed by September 2012.

(iii) Teaching and learning materials for Certificate and Diploma Course developed by June 2012.

(iv) Open and distance T/L resources for certificate course developed by June 2012.

(v) Library resources expanded and computerized by June 2012.

(vi) Teaching and learning materials for Diploma in VET reviewed by December 2013.

(vii) Virtual Learning Environment (VLE platform) established by December 2012.

(viii) A study on required learning resources requirements conducted by December 2012.

(ix) Multimedia T/L resources developed by December 2012.

(x) Diploma T/L materials reviewed by December 2013.

4.3.4. Strategic Goal four: Strengthened Applied Research and Consultancy Services.

Strategic goal four has strategic objectives and strategies as follows:

Strategic objectives

(i) To have a strategy for applied research and consultancy services.

(ii) To have increased number of conducted applied research and consultancy service

Strategies

(i) Conduct study to identify demand for applied research and consultancy services.

(ii) Develop and implement a strategy for applied research and consultancy

Targets

The number of applied research and consultancy services increased by June 2014.

4.3.5. Strategic Goal five: Improved College Infrastructure and Facilities

Strategic Goal five has strategic objectives and strategies as follows:

Strategic objectives

(i) To have an identified requirement for the college infrastructure and facilities.

(ii) To have equipped workshops, laboratories and ICT facilities as per identified requirements.

(iii) To have improved facilities for development and production of Training and Learning Materials.

(iv) To have recreational facilities for the college.

(v) To have transport facilities as per college requirement.

Strategies

(i) Conduct study to identify college requirement for infrastructure and facilities.

(ii) Improve infrastructure and facilities as per identified requirement.

(iii) Improve recreational services as per identified requirement.

(iv) Improve transport facilities as per requirement.

(v) Improve facilities for development and production of training and learning materials.

Targets

(i) Number of classrooms/lecture rooms, library, lecture hall/theatre, offices and hostels renovated by December 2012.

(ii) Number of new infrastructure and facilities secured by June 2016.
(iii) Facilities for T/L materials development and production acquired by December 2012.
(iv) Number of transport facilities purchased by June 2012.
(v) Library sitting capacity expanded from 85 in 2011 to 240 students by June 2013
(vi) Local area Net Work(LAN),INTRANET and Wide Area Net Work(WAN) established by June 2012

4.3.6. Strategic Goal six: Strengthened National and International Collaboration With Similar Institutions

Strategic Goal six has strategic objectives and strategies as follows:

Strategic objectives

(i) To have policy and strategy for college links with similar institutions.
(ii) To have improved college links with other similar institutions.

Strategies

(i) Conduct analysis to identify national and international institution for college links.
(ii) Set aside fund to implement Institutional linkages.
(iii) Improve college links with national and international institution.

Targets

(i) Strategy for promoting Institutional Linkages developed by December 2011.
(ii) Linkage and collaboration with institutions implemented by June 2013.

4.4. Strategic Action Plan

The activity plan schedule as provided in Tables 4.1 to 4.6 summarizes the strategic goals (key results areas), strategic objectives, targets, activities, performance indicators, responsible person and the time-frame. In addition the plan provides indicative budget for five years (2011-2016).

Implementation Action Plan (2011 – 2021)

Table 4.1. Strategic Goal one: Improved Organizational Performance

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
1	1.1. To have a reviewed legal framework of the college	1.1.1. College legal framework reviewed by June 2012	a) Revise legal framework	Revised legal framework in place and use.	**PMVTTC /CS**											17,000
	1.2. To have a reviewed College organization structure.	1.2.1. College organization structure reviewed by December 2011	a) Revise organization structure	Revised organization structure available	**PMVTTC**											33,000
		1.2.2. College staff' schemes of service reviewed by December 2012	a) Review schemes of service	Revised College schemes of service available	**PMVTTC / DHRA**											19,000
			b) Develop staff retention policy.	College staff retention policy developed and available	**PMVTTC / DHRA**											5,000
	1.3.To have recruited adequate number of staff	1.3.1. Qualified College staff recruited as per organization	a) Prepare and implement staff recruitment	Number of recruited qualified college staff	**PMVTTC**											200,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		structure by 2013.	programme													
	1.4 To have built capacity of adequate staff	a) Staff development programme prepared by September 2011	Prepare college staff development programme	Prepared Staff development programme in place	**PMVTTC**											30,000
		b) Staff development programme implemented by June 2016	Implement staff development programme	Number of trained college staff as per college staff development programme	**PMVTTC**											332,000
	1.5. To have improved management information system	1.5.1 The College management information system improved by June 2013.	a) Improve management information system	Efficient College MIS in place	**PMVTTC**											208,700
	1.6 To have improved college publicity and marketing	1.6.1 Website for the institution developed by September 2011.	a) Develop website	A working College website in place	**PMVTTC**											5,200
			b) Maintain website	College website updated and maintained	**PMVTTC**											10,000
		1.6.2. Newsletter, journal and brochures for	a) Prepare newsletter, journals and brochures for	Newsletters, Journals and Brochures available to	**PMVTTC**											54,200

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		college publicity and marketing prepared by December 2012	publicity and marketing	stakeholders												
	1.7 To develop and implement monitoring & evaluation system for learning processes	1.7.1 monitoring & evaluation system for learning processes developed and implemented by December 2011	a) Prepare ME & L system	ME & L system in place	**PMVTTC**											10,000
			b) Establish baseline data for College performance	Baseline data for college performance available	**PMVTTC**											20,000
			c) Conduct M & E	M & E report available	**PMVTTC**											30,000
															SUB-TOTAL	**974,100**

Table .4.2. Strategic Goal two: Strengthened Capacity of the College to Provide Diversified ET Programmes and Opportunities

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
2.0	2.1. To have increased enrolment on accredited programmes	2.1.1 Enrolment for Certificate course increased 210 to 400 by October 2014	Increase off campus centres from 10 to 18 for certificate course.	Off campus centres Established to 20 regions offering Certificate course	**PMVTTC**											370,000
		2.1.2 Certificate vocational teachers enrolment in ODL established by June 2014	2.1.2 Certificate vocational teachers enrolment in ODL established	Increased number of Certificate vocational teachers enrolment per annum in Open and Distance Learning mode	**PMVTTC**											475,000
		2.1.3 ICT in Education Certificate Course established by June 2012	Establish ICT in Education Certificate Course	Established ICT in Education Certificate Course	**PMVTTC**											211,000
		2.1.4 Enrolment of Diploma Vocational Teachers per annum increased from 35 in 2010 to 120 by October 2013	Increase enrolment of Diploma Vocational Teachers.	Increased number of enrolment of Diploma Vocational Teachers	**PMVTTC**											166,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		2.1.5 Open and Distance Learning (Off-campus) Diploma in VET established by June,2014	Establish Off campus centres for Diploma	Number of established Off campus centres for diploma course	**PMVTTC**											158,000
		2.1.6 ICT in Education Diploma Course established by June 2014	Establish ICT in Education Diploma Course	Established ICT in Education Diploma Course	**PMVTTC**											143,000
	2.2. To have diversified accredited programmes	2.2.1 Degree programmes for Vocational Teachers established by June 2015	Establish Degree programmes for Vocational Teachers	Number of Degree programmes for vocational teachers	**PMVTTC**											188,000
		2.2.2. Postgraduate programmes in VET established by June 2017	Establish Postgraduate programmes in VET	Number of Postgraduate programmes in VET	**PMVTTC**											236,000
		2.2.3 ICT in Education Degree Course established by June 2017	Establish ICT in Education Degree Course	Established ICT in Education Degree Course implemented	**PMVTTC**											158,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
	2.4. To have equitable enrolment in all programmes	2.4.1. Sponsorships mechanism to support marginalized groups established by June 2013	a) Establish and implement sponsorships to teacher trainees from marginalized groups	Number of established and implemented Sponsorships to teacher trainees from marginalized groups	**PMVTTC**											166,000
			b) Formulate gender mainstreaming strategies	Gender mainstreaming strategies formulated and in place.	**PMVTTC**											4,000
		2.4.2. Female teacher trainees enrolment rates increased from 25% by June 2014	a) Increase female teacher trainees enrolment rates for in -campus and off- campus modes	Increased number of female teacher trainees enrolment rates for in -campus and off- campus modes	**PMVTTC**											30,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
	2.5. To have diversified life long learning programmes	2.5.1.Demonstration VTC established by June 2013	Establish Demonstration VTC at the College	Established Well equipped and manned Demonstration VTC at the College	**PMVTTC**											172,000
		2.5.2. Incubation centre for entrepreneurial and Innovative projects established by June 2013	Establish Incubation centre for entrepreneurial and Innovative projects	Established Incubation centre for Entrepreneurial and Innovative projects in place	**PMVTTC**											131,000
		2.5.3. Centre for Industrial Training (skills upgrading and services) established by June 2013	Establish Centre for Industrial Training (skills upgrading and services	Well established Centre for Industrial Training (skills upgrading and services	**PMVTTC**											120,000
		2.5.4 Diversified Continuous learning programme established by June 2013.	Establish customer focused diversified training programmes	Number of Customer focused diversified training programmes established	**PMVTTC**											210,000
															SUB TOTAL	**2,941,000**

Table.4.3. Strategic Goal Three: Improved Quality of Teaching and Learning Resources

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
3	3.1. To have reviewed certificate and diploma curricula	3.1.1 Certificate curriculum reviewed by September 2011.	Review and implement Certificate curriculum	Revised Certificate curriculum implemented	**PMVTTC**											70,000
		3.1.2 Diploma curriculum reviewed by September 2012	Review and implement Diploma curriculum	Revised Diploma curriculum implemented	**PMVTTC**											76,000
	3.2 To have analyzed learning resources requirements for different programmes	A study on required learning resources requirements conducted by December 2012	Conduct study on required learning resources	Study report available												30,000
	3.3. To have Improved T/L resources as per identified requirements	3.2.1Multimedia T/L resources developed by June 2012	Develop and use Multimedia T/L resources	Multimedia T/L resources used	**PMVTTC**											70,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		3.2.2 Open and Distance T/L resources for Certificate course developed by June 2012.	a) Develop and use Open and Distance T/L resources for Certificate course	Developed Open and Distance T/L resources for Certificate course	**PMVTTC**											70,000
		3.2.3. Certificate course T/L materials reviewed by October 2011	Review and use Certificate course T/L materials	Revised Certificate course T/L materials used	**PMVTTC**											40,000
		3.2.4 Diploma T/L materials reviewed by December 2013	Review and use Diploma course T/L materials	Revised Diploma course T/L materials used	**PMVTTC**											40,000
		3.2.5 Virtual Learning Environment (VLE) established by December 2012.	a) Establish Virtual Learning Environment (VLE)	Established Virtual Learning Environment (VLE) in place	**PMVTTC**											10,000
			b) Develop and use VLE T/L materials	Developed VLE T/L materials available	**PMVTTC**											35,000
		3.2.6 Library resources computerised	Computerize library resources	Computerized library resources in place	**PMVTTC**											50,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		by June 2012														
		3.2.7 The number of library resources increased by 80% from the existing status by June 2013.	Increase library resources	Number of Library resources increased	**PMVTTC**											68,000
															SUB-TOTAL	**559,600**

Table 4.4. Strategic Goal four: Strengthened college capacity to conduct Applied Research and Consultancy Services in VET

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
4	4.1 To have increased number of applied research and consultancy services.	4.1.1. The number of conducted applied research and consultancy services per annum increased from 1 in 2011 to 5 by June 2014	a) Establish research and consultancy unit	Research and consultancy unit in place	**PMVTTC**											10,000
			b) Develop and implement research and consultancy promotion policy	Research and consultancy promotion policy available	**PMVTTC**											10,000
			c) Conduct research and consultancy in ET	Number of Research and consultancy reports	**PMVTTC**											175,000
															SUB -TOTAL	**295,000**

Table 4.5. Strategic Goal five: Improved college infrastructure and facilities

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
5.0	5.1 To have identified requirements for the college infrastructure and facilities.	5.1.1 Available classrooms/lecture rooms, lecture hall/theatre, offices, library and hostels renovated by December 2012	a) Renovate and equip classrooms/lecture rooms, lecture hall/theatre, offices, library and hostels	Number of Classrooms/lecture rooms, lecture hall/theatre, offices, library and hostels renovated and equipped	**PMVTTC**											420,000
		5.1.2 New infrastructures eg classrooms lecture room offices, library (with 240 sitting capacity) and hostels constructed by June 2016	a) Construct and equip new classrooms, lecture room, offices, library and hostels to accommodate 500 trainees	Number of New buildings constructed	**PMVTTC**											2,080,000
	5.2. To have adequate recreational facilities as per college requirements	5.2.1 A recreation centre/complex and new playing grounds constructed by	a) Plan for construction	Prepared Construction proposal	**PMVTTC**											130,000
			b) Construct recreational	Number of constructed	**PMVTTC**											100T

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		June 2017	centre and playing grounds	recreational centre and playing grounds												
	5.3. To have equipped workshops, laboratories and ICT facilities as per identified requirements.	5.3.1 Workshops for Skills Upgrading renovated (with expansion) and modernized by June 2013	Renovate and equip workshops and laboratories	Number of Renovated and equipped workshops and laboratories	**PMVTTC**											2,525,000
		5.3.2. Three (3) new workshops and three (3) laboratories constructed and equipped by June 2015	a) Plan for construction	Prepared Construction proposal	**PMVTTC**											180,000
			b) Construct three new workshops and three laboratories.	Number of constructed new workshops and laboratories	**PMVTTC**											3,000,000
		5.3.3 Local Area Network (LAN), INTRANET and Wide Area Network (WAN) improved by June 2012	a) Plan for development of institutional LAN, INTRANET and WAN	Development proposal for LAN, INTRANET and WAN available	**PMVTTC**											30,000
			b) Develop institutional LAN,INTRANET and WAN	Developed Institutional LAN, INTRANET and WAN	**PMVTTC**											150,000

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
		5.3.3. Library sitting capacity expanded from 85 students to 240 by June 2013	a) Plan for expansion	Prepared Expansion proposal	**PMVTTC**											30,000
			b) Expand the sitting capacity of library	Expanded Library sitting capacity in place	**PMVTTC**											600,000
	5.5. To have improved facilities for development and production of training and learning materials	5.5.1 Facilities for development of T/L materials acquired by December 2012	Procure and use facilities for development of T/L materials	Number and type of Facilities for development of T/L materials available	**PMVTTC**											255,000
	5.6 To have transport facilities as per college requirement	5.6.1 A new minibus (35 seater) and two four wheel drive (8 seater) Hard top vehicle purchased by June 2012	Procure and maintain min-bus and one four- wheel drive, hard top vehicle	Procured new min bus and one four- wheel drive, hard top vehicle	**PMVTTC/DF**											389,000
															SUB - TOTAL	**7,962,000**

Table 4.6. Strategic Goal Six: Strengthened National and International Collaboration with similar Institutions

S/N	Strategic Objective	Target	Activities	Indicators	Responsible	Timeframe in years 20'										Indicative budget in TSh ('000)
						11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	
6	6.1. To have policy and strategy for college links with similar institutions	6.1.1 Strategy for promoting institutional linkages developed by December 2011	Develop and implement policy and procedures for promoting Institutional linkages	Developed policy and procedures for promoting Institutional linkages in place	**PMVTTC**											20,800
	6.2 To have improved college links with other similar	6.2.1 Linkage and collaborations with institutions implemented by June 2013	Establish Five (5) national and five (5) international linkages with similar institutions for benchmarking and collaboration	Number of national and international Institutional linkages established	**PMVTTC**											480,000
															SUB-TOTAL	**652,800**
															GRAND TOTAL	**13,940,500**

Table 4.7 Indicative budget summary for each goal in 0-5 years

S/N	Strategic goal	Indicative budget in TSh '000', 2011-2016					TOTAL COST IN TSH FOR EACH GOAL '000'
		11/12	12/13	13/14	14/15	15/16	
1	Improved Organizational Performance	720,000	247,500	31,000	-	-	**998,500**
2	Strengthened Capacity of the College to Provide Diversified VET Programmes and Opportunities	610,000	1,114,,000	480,000	525,000	465,000	**3,194,000**
3	Improved Quality of Teaching and Learning Resources	199,000	411,000	-	-	-	**610,000**
4	Strengthened college capacity to conduct Applied Research and Consultancy Services in VET	41,000	81,000	106,000	106,000	-	**334,000**
5	Improved college infrastructure and facilities	356,000	4,018,000	2,550,000	1,192,000	-	**8,116,000**
6	Strengthened National and International Collaboration with similar Institutions	282,000	206,000	200,000	-	-	**688,000**
	ANNUAL TOTAL	**2,208,000**	**6,077,500**	**3,367,000**	**1,823,000**	**465,000**	
	GRAND TOTAL FOR FIVE YEARS						**13,940,500**

CHAPTER FIVE

5.0. IMPLEMENTATION OF THE PLAN

5.1. Introduction.

Chapter Five looks at how the CSDP will be implemented and identifies conditions that have to be fulfilled to enable the implementation to roll on. The implementation of the plan requires a number of conditions that need to be met in order to attain the college vision, mission and goals. The conditions are well articulated in coordinating framework. The framework has been developed using four perspectives, which are:

- Learning and growth perspective;
- Internal process perspective;
- Customer perspective; and
- Financial perspective.

5.1.1. The learning and growth perspective

This perspective is concerned with developing objectives and targets for employee training, self improvement, and corporate cultural change (attitudes, job growth, and technological change, putting the organization in a learning mode). Employees are the main repository of knowledge in an organization. Their knowledge and experiences are essential and therefore must be sourced and used.

5.1.2. The internal process perspective.

This perspective refers to various internal processes which enable the delivery of services. It also allows the management to know how well the organization is running and if its products are meeting customer requirements. The CSDP has therefore involved employees in the development of strategies, objectives, indicators and targets.

5.1.3. The customer perspective

If customers are not satisfied, they will look for alternative suppliers who will meet their needs. The objectives and targets of CSDP are customer satisfaction, through processes which lead to excellence in service provision and which is crucial for the success of the CSDP and therefore these are addressed accordingly.

5.1.4. The financial perspective.

The CSDP did not disregard the need for financial data. Timely and accurate funding data and transparency will be a priority, and the college will ensure timely availability of relevant information.

5.1.5. Institutional Coordination Framework

A well designed Institutional Strategic Development Plan require a coordinated and involvement of key actors in order to attain the set goals and objectives of the plan. The development of the CSDP has involved key internal and external stakeholders.

5.2. Internal Stakeholders.

The implementation of CSDP shall be participatory to ensure active participation of all internal stakeholders. The type of approach to be used will also create a sense of ownership. Internal stakeholders in the implementation of the plan are:

- College council;
- College management;
- Staff and students at the level of departments and sections; and
- CSDP implementation and coordinating committee.

5.2.1. College council

The College council as a policy formulating body has the responsibility for spearheading the implementation of CSDP and to make sure that necessary resource are made available on time.

5.2.2. MVTTC Management

The College management has the overall responsibility for the implementation of the CSDP effectively. The management should supervise implementation, monitor progress, take remedial action and report to the council accordingly.

5.2.3. Staff and students

Active participation of staff and students of the college is vital to ensure a sense of ownership. The staff and students are going to be involved through their sections and department subcommittees where most of the development ideas are going to evolve.

5.2.4. The CSDP Implementation and Coordination Committee

There will be a CSDP Implementation and Coordination Committee (ICC) responsible for the day to day coordination and implementation of the plan. The college will allocate funds to meet operational cost of the committee in its annual budget.

5.3. External Stakeholders

External stakeholders for the development plan include the Government through the ministry responsible for education and vocational training, authorities dealing with vocational and technical education, end users of the products from training institutions and civil society organizations as well as development partners.

5.3.1. The Government

The Central Government through the ministries for Education and Vocational Training, Industry and Trade, Labour and Employment and their departments as well as the Local governments they have direct responsibility on skills development.

5.3.2. Authorities Dealing with TVET

Authorities dealing with technical and vocational education and training (TVET) are responsible for registration, accreditation and ensuring quality of vocational education and training in the country. These authorities are the Vocational Education and Training Authority (VETA) and the National Council for Technical Education (NACTE) both of which play a very important role in skills development. They need to be made aware of the planning and implementation of the CSDP.

5.3.3. End Users

End users of the products from the skills development institutions are the employers and different industries and VET providers. This group of stakeholders need to be satisfied with the quality of products from the training institutions. Given their importance to the development process of the college, end users need to be consulted in regular basis during implementation of the CSDP.

5.3.4. Civil Society Organizations

The Civil society organizations have important role to play in implementing the CSDP. They need to be well informed, made aware and involved in planning and implementation of the CSDP through regular consultative meetings.

5.3.5. Development Partners

Development partners which include foreign local development partners, have an important role to play in the development of college. They should therefore be involved and made aware of the planning and implementation of the plan.

5.4. Financing

Under financial perspective the emphasis is on timely and adequate funding of the CSDP. The management of college will be required to develop alternative sources of financing and strategies for effective and efficient use of financial resources.

5.4.1. Sources of funds.

According to VET Act 1994 which established the MVTTC, sources of funds for the college include:

- Direct allocation from the VET fund.
- Fees paid by students on regular courses;
- Income generating activities;
- Rental income from college property; and
- Funding from development partners.

5.5. Assumptions and Risks

In order to realise a successful implementation of MVTTC Development Plan and to achieve its objectives there are some assumptions that have been made and risks that need to be known to the implementers of the plan. The following are the major assumptions.

- Conducive political, social and economic environment will prevail.
- Stable financing from VET fund will continue
- Cooperation for both internal and external stakeholders will continue.

A major risk to the implementation of the plan is timely availability of financial and human resources.

CHAPTER SIX

6.0. MONITORING, EVALUATION AND LEARNING

6.1. Introduction

In this last chapter, the plan puts in place a strategy for tracking implementation of the CSDP through monitoring, evaluation and learning (ME&L). Monitoring, evaluation and learning will be carried out periodically by a special committee appointed. There will be internal and external evaluators.

The chapter further describes the type of monitoring and evaluation and Learning system to be applied and defines how monitoring will be done and this is designed to ensure effective and efficient implementation of the plan.

Monitoring process of CSDP

The objectives and methodology to be used for monitoring implementation of this plan are explained bellow:

Objectives of monitoring

- Determine whether implementation is focused in the fulfilment of the CSDP;
- Facilitate review of the implementation process;
- Facilitate feedback which is necessary for decision making to the management;
- Ensure that objectives are being accomplished within the expected timeframe and taking necessary measures for timely implementation;
- Ensure that activities are carried out as planned, and that any deviations are corrected promptly; and
- Ensure that financial discipline as a cornerstone for proper and prudent use of resources is sustained.

There will be an Implementation Coordination Committee (ICC) whose overall responsibility will be to collect, compiling and analysing implementation data and prepare periodical ME&L report.

In addition there will be an annual internal review, which will bring together the representatives of all internal stakeholders to review the ICC implementation progress. Once in two years, a review of the implementation progress will involve external key stakeholders.

Methodology to be used on monitoring

- Preparation of detailed annual action plans showing six monthly targets and reporting the extent to which the accomplishment of the work plan is achieved using the formats;
- Physical observations and interviews/discussions between the CSDP and the various stakeholders to get informed insights and clarifications. A field observation schedule will be prepared by CSDP before making the physical observations where necessary; and.
- Conducting enquiries with the assistance of a questionnaire, once every two years, designed to obtain general impressions of various stakeholders so as to obtain any early warning signs that may indicate potential problems with the implementation of the strategic development plan.

6.2. Evaluation

Evaluation is a very important activity in the college strategic development process. This necessitates the need to have competent evaluation teams.

There will be three types of evaluation of the CSDP. The first evaluation using internal evaluators will be conducted before implementation of the plan. The aim of this evaluation is to set a base line data from where the plan is going to start. The second evaluation will be conducted during the course of the implementation using internal evaluators. This will be done every two and half years (Mid–term). The third evaluation is the one done at end of the plan period (ten-year) using external evaluators with assistance from internal evaluators. The evaluation reports shall be discussed at all levels.

6.3. Learning

Learning is acquiring new knowledge, behaviours, skills, values, or preferences and may involve synthesizing different types of information related plan implementation. It is also highly anticipated that learning will continue to take place during the implementation of the plan. The major focus of learning is to enhance sustainability of the college functions through CSDP and for helping staff to collaborate and become innovative in various areas of the college operations.

Learning will derive much information from monitoring and evaluation reports which will be shared among CSDP stakeholders. Through this experiential learning, stakeholders will be able to reflect and generalize, apply and share the learning outcomes.

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