



AR ANNUAL REPORT



Improving Quality and Holistic TVET programs in the Hospitality Sector to
Enhance Progressive Career Pathways for the Marginalized Youth in
Tanzania.

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ACRONYMS AND ABBREVIATIONS

CTPs-Certified Training Programs

DFPA-Danish Family and Planning Association

DI- Confederation of Danish Industry

DTDA- Danish Trade Union Development Agency

NACTVET- The National Council for Technical and Vocational Education and Training

TVET-Technical and Vocational Education Training

VETA-Vocational Education Training Authority

VET-Vocational Educational Training

SECTION ONE: INTRODUCTION:

1.1. DON BOSCO OYSTERBAY VOCATIONAL TRAINING CENTRE:

Don Bosco Oysterbay Vocational Training Centre is a reputable private VET institution dedicated to providing Vocational Education and Training (VET) primarily to marginalized youth in Dar es Salaam and surrounding small towns. Strategically located in the heart of the city's Oysterbay area, the center specializes in delivering 10 (ten) NACTVET-certified courses that include Electrical Installation, Solar Energy, Motor Vehicle Mechanics, IT/Secretarial skills, Fitter Mechanics, Dressmaking and Cloth Technology, Refrigeration and Air conditioning, Hospitality, Operations and Management, Carpentry, and Joinery, as well as Welding and Fabrication. These courses which are offered in both short-term and long-term formats, aim to empower young people with skills and knowledge for employment and personal development. Following the model of its founder Saint John Bosco, Don Bosco Oysterbay's VET provision model is based on a holistic approach to education, combining technical and vocational training with character formation and values education. The model aims to develop well-rounded individuals who are not only skilled in their chosen vocations but also possess a strong moral compass and a sense of social responsibility.

The center's primary target group consists of marginalized youth seeking to enhance their career prospects through TVET. This includes individuals who have completed primary school but lack further educational opportunities, as well as secondary school dropouts. Additionally, the institution caters to students who have finished formal education but lack the necessary skills to secure employment. Currently, the center has an enrollment of approximately 432 students across various trades for both long and short courses. Of this population, 57% are male trainees and 43% are female trainees.

Don Bosco Oysterbay Vocational Training Centre holds a distinguished position as one of Tanzania's oldest and most renowned vocational training institutions. Its history dates back to 1990 when the Salesians assumed responsibility for the institution from the Catholic Parish of St. Peters. The center obtained official registration with the Vocational Education Training Authority in the same year. Over time, the institution has experienced consistent growth in student enrollment, academic qualifications, and program offerings. Guided by its motto, "Learn, Build, and Live," the center has successfully cultivated a diverse range of career opportunities, resulting in high levels of employability for its graduates, thanks to the exceptional qualifications provided by the center.

1.2. THE PROJECT BACKGROUND:

The project's inception stemmed from a thorough analysis of Tanzania's tourism landscape, which revealed a pressing need for a robust workforce equipped with the requisite skills and knowledge to meet the growing demands of the industry. The latter was further signified that despite the promising trajectory of tourism in Tanzania, particularly in the bustling metropolis of Dar es Salaam, a profound gap persists in the availability of skilled human resources vital for delivering exceptional and satisfying experiences to tourists. Recognizing the pivotal role of Dar es Salaam as a pivotal gateway for tourists, the project was strategically designed to target this pivotal locale to address the deficiencies in skilled

manpower. Through the implementation of certified training programs (CTPs), the project aspires to empower the youth with specialized skill sets tailored to the intricate demands of the hospitality sector. By furnishing them with industry-recognized certifications, the project aims to furnish individuals with the requisite expertise to navigate the multifaceted realms of the hospitality industry with confidence and proficiency. By fostering the growth and proficiency of the workforce, the project envisages a cascading effect on the tourism sector, catalyzing its expansion and enhancing its overall competitiveness on both regional and global scales. Ultimately, the project's overarching ambition is to reinforce Tanzania's position as a premier tourist destination, characterized by supreme service excellence and visitor satisfaction.

To ensure a systematic and effective execution the project implementation was designed in three (3) phases. The First phase mainly entailed a robust foundation for imparting essential skills and knowledge among the trainees. During this formative stage, emphasis was placed on laying the groundwork necessary to equip participants with a solid understanding of the fundamental principles and practices integral to the hospitality sector. It mainly entailed all construction and renovation work, curriculum designs, recruitment of instructors, and equipping the established facilities with the requisite tools, equipment, and machinery to allow the provision of quality and relevant education.

The second phase mainly capitalized on the groundwork laid during the initial stage. This phase was characterized by concentrated efforts to advertise the provided courses, recruit trainees as well as digitalize the training content.

The third phase (which is where the project has just been initiated) entails comprehensive training and continuous improvements to the training as the landscape of the labor market continues to evolve. Through a combination of advanced training modules, mentorship programs, and professional development opportunities, the project endeavors to cultivate a culture of lifelong learning and skill enhancement among participants.

SECTION TWO: PROJECT IMPLEMENTATION

2.1. 1st PHASE:

As outlined in the project document/proposal, the primary emphasis of the initial phase of project implementation was on the construction and refurbishment activities within the hospitality, operations, and management departments. Additionally, it encompassed Curriculum Design and Development, Personnel Recruitment, as well as the Procurement and Installation of essential equipment, machinery, tools, furniture, and fixtures. The strategic design of this phase was deliberately aimed at establishing an environment conducive to imparting skills and knowledge to prospective trainees across various facets of the hospitality, operations, and management sphere.

2.1.1. CONSTRUCTION OF THE NEW HOSPITALITY BLOCK:

The construction of the Hospitality Block was entrusted to Trustbuild Construction Co. Ltd following a rigorous selection process through competitive bidding. In a concerted effort to ensure the efficacy and precision of the construction endeavors, Don Bosco additionally engaged the services of Goztech Company Limited, an architectural firm, to oversee the technical intricacies of the project. Their role encompassed providing detailed insights to Don Bosco regarding construction requirements and any necessary modifications, thereby empowering the administration to make informed decisions.

As outlined in the Architect's Final Report, the construction scope comprised the erection of a two-story building block, the refurbishment of the school kitchen and student dining area, and the renovation of the Salesian residence quarters. Noteworthy additions to the infrastructure included a reception and washing area, earmarked for housekeeping, and practical training at the front desk. Of significance was the incorporation of an extra floor beyond the initial blueprints, deemed essential for enhancing school operations. To facilitate this modification, the Salesian administration contributed additional resources, thereby augmenting the project's scope beyond the original budgetary constraints.

(For more information please see the attached Construction Report).

2.1.2. FURNISHING AND EQUIPPING THE NEW BUILDING:

The completion of the Hospitality Block construction marked a significant milestone in the project's progress. With the structural framework in place, attention turned towards furnishing and equipping the newly erected building to ensure functionality and operational readiness. A meticulous procurement process was undertaken to source furniture, fixtures, and equipment that aligned with the Curriculum/labor market specifications and quality standards. Leveraging competitive bidding and vendor selection criteria, Don Bosco engaged reputable suppliers renowned for delivering durable, ergonomic, and aesthetically pleasing furnishings tailored to the hospitality industry's demands in Tanzania.

The selection of the procured goods was guided by considerations of durability, functionality, and ergonomic design to enhance comfort and productivity within the facility. Collaborative efforts

between project stakeholders, including architects, industry experts, and end-users (teachers), ensured the selection of equipment that seamlessly integrated with the building's aesthetic and met the diverse needs of students, staff, and visitors. Further, the installation of specialized equipment was meticulously coordinated to optimize operational efficiency and safety within the Hospitality Block. From kitchen appliances to front desk technology, each piece of equipment was strategically positioned and calibrated to facilitate smooth workflow processes and enhance service delivery capabilities. In parallel with equipment installation, comprehensive training was conducted to familiarize staff with the operation, maintenance, and safety protocols associated with the newly acquired equipment. The training sessions were tailored to address specific roles and responsibilities, empowering personnel to leverage technology and equipment effectively to fulfill their duties.

(please see the attached equipment Inventory list for more information).

2.1.3. CURRICULUM REVIEWS AND DEVELOPMENT OF TEACHING GUIDES:

The process of curriculum reviews and the development of teaching guides constituted a fundamental aspect of the project, aimed at enhancing the quality and relevance of educational offerings within the Hospitality, Operations, and management departments. The institution took a proactive and cost-effective approach of comparing the newly established South Sudan Catering and Hospitality Curriculum at one of the Don Bosco institutions against the Vocational Education Training Authority (VETA) curriculum for Hospitality and Food Production. After a thorough comparison, DB was able to adopt the Food production curriculum of 2022, the Front Desk Certifying Curricular 2013, Food and Beverages, Service and Sale 2013, and Housekeeping 2013 from VETA. The adopted curriculums outline the content, learning objectives, activities, assessments, and resources necessary to meet the educational goals within Food production and Hospitality courses. In parallel with curriculum reviews, the development of comprehensive teaching guides was prioritized to support instructors in delivering engaging and effective instructional sessions. Drawing upon the 21st-century pedagogical best practices and instructional design principles, teaching guides were meticulously crafted to align with revised curriculum objectives, facilitate active learning experiences, and cater to diverse learning styles.

A key emphasis during the curriculum implementation will be placed on integrating practical applications and experiential learning opportunities within the curriculum. Besides devoting considerable emphasis on practical orientations in the project investments Don Bosco will also focus on collaborative partnerships with industry stakeholders, including hotels, restaurants, and hospitality service providers, where the design of hands-on learning experiences, site visits, and industry immersion programs will be leveraged to complement theoretical coursework.

Moreover, Quality assurance mechanisms will be instituted to ensure the ongoing relevance and effectiveness of curriculum enhancements and teaching guides. Regular feedback loops, performance evaluations, and curriculum audits will be conducted to monitor progress, identify areas for refinement, foster a culture of continuous improvement, and ensure the relevance of the training in hospitality, operations, and management.

2.1.4. STAFF RECRUITMENT:

The recruitment of highly qualified and motivated staff members was a pivotal component of the project's endeavor to establish a dynamic and proficient team within the Hospitality, Operations, and Management department at DB Oysterbay VTC. The recruitment initiative commenced with a comprehensive needs assessment, to ascertain staffing requirements and delineate key roles and responsibilities within the newly established department. Through careful analysis of operational demands, educational objectives, and industry standards, specific positions were identified, each tailored to contribute to the overarching goals of establishing a functional department. Based on the outcomes of the conducted needs assessment, detailed job descriptions were formulated for each identified position. These documents outlined essential qualifications, responsibilities, and desired attributes, serving as a blueprint for candidate evaluation and selection.

To ensure the acquisition of a diverse pool of qualified candidates the management used a multifaceted recruitment strategy leveraging a combination of traditional and innovative recruitment channels, including advertisements, as well as head hunts through the use of professional networks established over time. Rigorous screening processes were implemented to assess candidate qualifications and skills. Shortlisted candidates underwent a series of structured interviews and assessments to evaluate their competencies, aptitudes, and suitability for the respective roles.

A total of 03 instructors were identified as top candidates and offer negotiations were done to form part of the institutional staff. It is however important to note that to ensure cost effectiveness only one instructor was offered a full-time contract. The remaining 2 instructors are on a probationary period and depending on their performance they will be offered full-time contracts. According to the number of available students, the DB Oysterbay school administration at this initial stage focuses on deploying an average of 03 instructors with a vision of increasing the number of staff in the foreseeable future. Important to note in the staffing mechanisms is also the institutions' proactive approach to acquiring volunteers/Experts from PUM¹ who can support the running of the Hospitality department, particularly through curriculum evaluation and adjustments, Expert advice on Food production, as well as helping to set up a profitable restaurant at the institution.

2.2. 2nd PHASE:

During the second phase of project implementation, the focus shifted toward the initial phase of content digitalization, alongside efforts in advertising and student enrollment for the Hospitality, Operations, and Management departments.

2.2.1. DIGITALIZATION OF THE LEARNING CONTENT:

The digitalization of learning content aimed at modernizing educational delivery methods and enhancing student engagement. The latter is due to the fact that as education evolves in tandem with technological advancements, the integration of digital tools and resources becomes indispensable in fostering an enriched and immersive learning environment. Central to this initiative was the acquisition of state-of-the-art audio-visual equipment, comprising high-quality projectors,

¹ <https://www.pum.nl/>

expansive screens, and integrated sound systems. These sophisticated resources serve as the cornerstone of a multimedia-rich learning ecosystem, empowering instructors to transcend traditional teaching paradigms and leverage dynamic educational materials to captivate student interest and deepen comprehension.

With the deployment of these cutting-edge teaching aids, instructors are now equipped with a versatile toolkit to seamlessly integrate instructional videos, immersive animations, visually engaging infographics, and real-world case studies into their course curricula. This diversified array of digital assets not only amplifies the comprehensibility and accessibility of course content but also caters to the varied learning preferences and aptitudes of students, fostering a more inclusive and personalized learning experience.

Through the judicious utilization of instructional videos, instructors can elucidate complex concepts, and demonstrate practical applications, thereby enhancing conceptual clarity and reinforcing theoretical knowledge. Likewise, the integration of interactive animations and visually compelling infographics infuses vitality into course materials, stimulating student curiosity and facilitating conceptual comprehension through dynamic visualization.

Further, through another project implementation, the institution is looking to establish a digital learning platform to ensure the digitalization of the training content.

2.2.2. ADVERTISEMENT, RECRUITMENT AND ENROLMENT OF TRAINEES:

In its initial phase, Don Bosco Oysterbay's hospitality, operations, and management programs concentrated on short certification courses, typically lasting between three to six months. The advertisement and recruitment strategy during this period emphasized promoting these short courses. This was achieved through various school advertising channels, including brochures, flyers, and a prominent board at the school entrance, which informed the general public about the hospitality courses available.

Furthermore, Don Bosco Oysterbay Vocational Training Center (VTC) has a history of multi-year collaborations with various organizations for training in specific sectors. With the establishment of the hospitality department, the institution, in collaboration with the PDO, successfully persuaded these partners to incorporate hospitality courses into their training offerings.

Currently through the support from Care International in its Kijana Nahodha Project and the Skills Development, Social Dialogue, and Decent Jobs for Young Tanzanians supported by DTDA, DI, and Danish Family and Planning Association (DFPA) a total of 83 students (73 females and 10 males) are being trained in different aspects on the hospitality, operations, and management. (See the table below).


students
populations.xlsx

2.3. 3rd PHASE:

The institution is currently in the third phase of project implementation, which involves comprehensive training for students in the Hospitality, Operations, and Management Department. Contrary to the initial project design, the early stages of this phase will focus primarily on offering short courses within the department. This approach is intended to gather valuable insights and lessons that will ultimately enhance the effectiveness of both short and long-term courses in the mid and long-term future.

The enrolled students in the Hospitality, Operations, and Management Department are undergoing a rigorous training program designed to equip them with both theoretical knowledge and practical skills essential for success in the labor market. The training curriculum adheres to the guidelines established by the National Council for Technical Education and Vocational Education and Training Authority (NACTVET/VETA), which stipulate a balance of 60% practical training and 40% theoretical instruction.

However, recognizing the critical importance of hands-on experience in the hospitality industry, the current curriculum has been further optimized to enhance the practical component. It now allocates 70% of the training to practical orientations and 30% to theoretical studies. This adjustment ensures that students gain more extensive real-world experience, better preparing them for the demands and challenges they will face in their professional careers. By prioritizing practical skills, the program aims to produce graduates who are not only knowledgeable but also highly skilled and ready to meet the expectations of employers in the hospitality sector.

SECTION THREE: CHALLENGES & RECOMMENDATIONS

3.1. CHALLENGES:

i. The delayed delivery of some imported items, has significantly impacted the schedule for practical sessions for food production students. These practical sessions are essential for hands-on learning and skill development. The absence of necessary equipment has not only disrupted the planned curriculum but also hindered students' ability to gain critical experience in real-world cooking environments. Efforts are being made to expedite the delivery process and find interim solutions to minimize the impact on students' learning outcomes.

ii. The high volume of short courses being offered requires trainers to dedicate additional time and resources to ensure that students are thoroughly equipped with the necessary skills and knowledge. This increased workload demands more intensive preparation and individualized attention from trainers, which can strain existing resources and potentially affect the quality of instruction. To address this, the institution is looking to increase human resources (trainers) or extend the duration of the courses to maintain high standards of education.

iii. Communication barriers have been identified among students enrolled in short courses, particularly those who do not have a background in related subjects, including English. This issue has been observed to impede the student's ability to fully engage with the course material and participate effectively in class activities. To mitigate these challenges, the institution is exploring the implementation of supplementary language support programs and enhanced communication strategies. These measures aim to improve the learning experience and ensure all students can fully benefit from the training provided.

3.2. NEXT STEPS

- i. Officially inaugurate the newly established block.
- ii. Complete training of the available students and attach them for the industrial field training.
- iii. Advertising the new department and enroll more students.
- iv. Complete the remaining part of the construction.
- v. Complete the procurement of necessary tools, equipment, and furniture.

SECTION FOUR: CONCLUSION

The tourism industry is one of the fastest-growing sectors in Tanzania, playing a crucial role in the country's economic development. Recognizing the immense potential and existing challenges within this industry, the project design was meticulously developed to complement ongoing efforts aimed at addressing these challenges. The project seeks to enhance the skills and competencies of students in the Hospitality, Operations, and Management Department, ensuring they are well-prepared to meet the dynamic demands of the tourism sector.

The project's implementation is progressing as planned, with significant strides being made in various areas. The implementation of the project has achieved most of the expected outputs and indicators/milestones set creating a significant potential to have a platform to deliver high quality training among youth who are the potential human resource in the Tourism sector.

Overall, the project's design and implementation reflect a comprehensive approach to supporting the growth and development of Tanzania's tourism industry. By equipping students with the necessary skills and knowledge, the project not only addresses current industry challenges but also contributes to building a resilient and capable workforce for the future.