



MONITORING VISIT REPORT

Technical and Pedagogical Training for Technicians and Vocational Teachers: Improving the Quality of Vocational Training in Dodoma, Tanzania.

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September 2024.

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SECTION 01: INTRODUCTION

1.1. INSTITUTIONAL BACKGROUND:

¹Don Bosco Technical Training College (DBTTC) is a distinguished privately-owned technical institution operated by the Salesians of Don Bosco Tanzania and holds registration with NACTVET under Reg.no: (REG/BTP/134). Situated in the Miyuji Area of Dodoma, Tanzania. The institution is unwaveringly devoted to achieving excellence in technical education, formation, and research. With a relentless commitment to cultivating innovation among trainees, the institution's primary objective is to foster the development of highly skilled technicians and specialized teachers. These professionals are equipped to effectively impart knowledge to aspiring technicians at polytechnics, middle-level colleges, and technical institutes, particularly at grassroots and community levels.

DBTTC has held accreditation since 3rd February 2023 for four Programmes: Hospitality Operations and Management, Vocational and Technical Teacher Education, Civil Engineering, and Mechatronics Engineering. The first two programmes are under the areas of Business, Tourism, and Planning (BPT) while the Engineering programmes are under the areas of Science and Allied Technologies (SAT). All these programmes are catering for technicians from level four (basic technician certificate) to level six (Ordinary diploma). At the heart of DBTTC's mission is a dedication to providing training of the highest standards.

The institution had a cohort of 67 trainees for the academic year 2023/2024, with 32 females and 35 males enrolled across the four central programs. The student enrollment process is currently in progress, with over 46 applicants received, and 26 have been approved to join the institution with NACTVET; this number is expected to increase before the enrollment window closes. The institution's vision is encapsulated in the phrase, "A center for excellence in innovation and provision of holistic technical education and training." The mission of the schools is to offer quality training, produce highly competent technical teachers, impart holistic knowledge and skills to students, nurture their character to be God-fearing and honest citizens, and provide market-driven technical education and training.

The value proposition defines DBTTC as a modern, dynamic technical college committed to excellence. The institution strives to contribute significantly to socio-economic development by generating and delivering applicable technical skills and knowledge. As we advance toward our vision, mission, and value proposition, we invite further support to enhance the impact and reach of our educational endeavors.

¹ <https://donboscottcdom.ac.tz/>

1.2. PURPOSE FOR THE MONITORING VISIT

The monitoring visit at DBTTC focused on four core areas: effectiveness, efficiency, relevance, and sustainability of the project execution at the institution. This evaluation was crucial in ensuring that the project's objectives were met and resources were used optimally. The DBNET monitoring visit team utilized various methods to assess the project implementation thoroughly. These methods included on-site observations, comprehensive document reviews, and engaging in focus group discussions with key stakeholders involved in the project.

During the on-site observations, the monitoring team took a proactive role in closely examining the day-to-day operations at the DBTTC, with a particular focus on construction works in collaboration with the Contractor and site Engineer. The team's goal was to identify any inefficiencies or areas for improvement, focusing on the effective utilization of resources and adherence to protocols.

Document reviews were a comprehensive process that provided the monitoring team with deep insights into the project's planning and execution. They reviewed project plans, budgets, and other relevant documentation to assess whether the project was on track and meeting its objectives. This thorough review also helped identify any disparities between planned activities and actual implementation.

Focus group discussions and one-on-one discussions with the key management staff, particularly the principal and vice-principal, were conducted. A series of meetings and conversations with various stakeholders, including the site engineer, trainers, trainees, and other project staff members, also took place. These discussions allowed for a deeper understanding of the project's impact, challenges, and potential solutions. They also allowed stakeholders to voice their opinions and concerns to the monitoring team directly.

By employing these diverse methodologies, the monitoring team comprehensively understood the project's performance across different dimensions. This holistic approach ensured a thorough evaluation of all aspects of the project execution, enabling the identification of areas for improvement and the formulation of actionable recommendations to enhance the project's effectiveness, efficiency, relevance, and sustainability.

SECTION 02: PROJECT ASSESSMENT

2.1. EFFECTIVENESS

The evaluation of the effectiveness component centered on four primary facets: i) attainment of objectives, ii) deliverable quality, iii) adherence to timelines, iv) adaptability, and v) risk management. To facilitate a comprehensive assessment, the monitoring visit team delineated between construction activities and routine institutional operations (such as student enrollment and training), recognizing the distinct natures of these activities.

2.1.1. CONSTRUCTION WORK:

The construction work has progressed significantly, and the latest site visit revealed noticeable improvements. Working closely with the Contractor's site Engineer, the team thoroughly evaluated the construction quality, ensuring that it meets the required standards. The use of high-quality materials and adherence to building codes have been noted. While the completion of the kitchen at the hospitality block remains a major pending task due to ongoing discussions about the new layout, progress on the other blocks is significantly advanced. According to the construction work plan, most of the indicated construction activities are completed by 100% with a few activities still to be fully completed mainly due to minor delays from the sub-constructors and suppliers.

During the site survey, it came to light that the electricity and water connection for the newly constructed building had been inadvertently overlooked by the client, consultant, and contractor, leading to a lack of clarity regarding the responsibilities for these critical aspects. Upon reviewing the Bill of Quantities (BoQ), it was discovered that the electricity and water components had been removed during the BoQ downsizing, resulting in the contractor perceiving them as beyond the project's scope. With only water and electricity sources available at the site, the Don Bosco team formally requested the contractor to assess the requirements and expedite the necessary connections, and in case of associated costs, the contractor to make the assessment and inform the Management so a decision can be made. Although the existing 3-phase electricity supply is deemed sufficient to power the buildings, the contractor opted to seek guidance from TANESCO before proceeding with the connection.

All in all

- The laundry block is fully completed, with only the electricity and water connections pending.
- The administration block is nearly finished, with only the electricity and water connections remaining.
- The Workshop block is also nearing completion, with tasks such as interior painting, floor finishing, door installation, and the water and electricity connections pending.

- The Hospitality building still requires significant work, particularly in the kitchen area. Pricing evaluation for a new interior design is pending, and 21 doors await installation. Water and electricity connections are also part of the pending work.

For further information on the construction works please refer to the construction report and meeting minutes.

2.1.2. INSTITUTIONAL OPERATIONS:

i) STUDENTS ENROLLMENT: A COMPREHENSIVE OVERVIEW

The 2023/2024 academic year at Don Bosco Technical Training Centre (DBTTC) concluded with an enrolment of 67 students (35 males, 32 females) across four trades and academic levels IV to VI. While this represents a successful training outcome, the numbers fall short of program target 410, impacting the school's operational capacity and financial sustainability.

For the upcoming 2024/2025 academic year, DBTTC has synchronized its marketing strategy with NACTVET's enrolment windows (May to September 2024). As of the end of August, a total of 29 applications have been submitted, with 26 receiving NACTVET approval. The fourth enrolment round has yielded 17 additional applicants, signaling potential growth. However, overall numbers (available students and potential enrolments) still indicate low achievements compared to the target/expectations.

Some of the identified challenges affecting enrolment include:

a) A Lack of Student Accommodation Facilities within the School Campus;

One of the primary challenges affecting student enrollment at DBTTC, particularly for those from outside Dodoma, is the absence of hostel facilities. Parents, who are typically the main decision-makers when it comes to their children's education, place a high value on secure and supervised living arrangements, especially when their children are far from home. The lack of on-campus accommodation raises concerns about safety and the availability of suitable housing options nearby. As a result, many parents become hesitant to enroll their children in the institution, fearing potential risks associated with unsupervised or inadequate living conditions. This, in turn, affects the institution's ability to attract and retain students, limiting its overall enrollment capacity

b) A Perceived high college Fees

The perception of high tuition costs further exacerbates the issue of low enrollment. Many prospective students and their families perceive the tuition fees at DBTTC to be prohibitively expensive particularly because the institution's campus compound is still under construction. Although DBTTC's actual costs are competitive with similar institutions around Dodoma and Tanzania. The fact that the institutions' operations are not fully implemented in the newly established facilities prospective

students feel the current costs charged are still too high the fact that deters students from considering DBTTC as an option for their education.

Despite these hurdles, the school management remains optimistic and committed to intensive marketing efforts. To address the above challenges, the DBTTC management aims to;

-Explore options for Student housing in partnership with Local Real estate owners;

To address the challenge of limited student enrollment at DBTTC due to the lack of hostel facilities, DBTTC is exploring a potential solution to develop partnerships with local real estate owners to provide secure and affordable student housing. This approach will not only mitigate the institution's immediate need for on-campus accommodation but also offer a more flexible and cost-effective solution. By collaborating with nearby property owners, DBTTC can ensure that students have access to safe, well-maintained housing options within proximity to the campus as well as ensuring that parents feel confident about their children's living environment.

-Reviewing Fee Structures and Scholarship Opportunities;

To boost student enrollment, DBTTC also aims to review its fee structures and expand scholarship opportunities to make education more accessible, particularly for students from low-income backgrounds. The institution is exploring options such as adjusting fees through flexible payment plans, tiered pricing, or reduced rates for certain categories of students could help attract a broader range of applicants. In parallel, partnering with businesses, NGOs, and government bodies to offer merit-based or need-based scholarships is also an option explored to further alleviate financial barriers, particularly for students needing support for tuition, accommodation, or living expenses.

Feedback from applicants has been crucial in identifying areas for improvement. The management team is actively seeking support from stakeholders to implement these enhancements and boost enrolment numbers. As DBTTC strives to increase its student population, the focus remains on maintaining high-quality training while ensuring operational sustainability. The school aims to reduce reliance on donor support by achieving enrolment targets, which will enable the hiring of permanent staff and cover overhead expenses.

ii) STUDENTS FIELD ATTACHMENT:

As the 2023/2024 academic year concluded at DBTTC, 48 students embarked on field practical attachments, marking a crucial phase in their educational journey. This group, comprising 23 Civil Engineering, 11 Mechanical Engineering, and 14 Hospitality Operations students, is gaining hands-on experience across various organizations.

The attachments, which span from July 29th to September 20th, 2024, place students in government parastatals and private sector entities, including TARURA, TANESCO, TBA, VETA, DUWASA, TEMESA, TAZARA, TANROADS, TBL, and hotels across the Dodoma, Tanga, Ruvuma, and Dar Es

Salaam regions. This diverse exposure provides students with real-world industry insights. Bringing classroom learning with industry experience, thus equipping students with essential skills for their future careers, while potentially opening doors for employment opportunities.

To ensure the effectiveness of these practical exercises, DBTTC has scheduled a field assessment in September. Teachers have undergone training on assessment practices, and a standardized evaluation form has been developed.

iii) **MARKETING STRATEGIES TO INCREASE THE INSTITUTIONS' PUBLICITY:**

In July and August 2024, DBTTC launched a comprehensive marketing campaign strategically aligned with NACTVET's student enrolment window. The campaign centered on the Nanenane Trade Show and targeted outreach to Dodoma Municipality secondary schools.

Key Marketing Initiatives:

1. National television coverage
2. Local radio broadcasts
3. Billboard advertising
4. Enhanced social media presence
5. Exhibitions at 12 secondary schools

The Nanenane Exhibition (August 5-9, 2024) proved particularly successful, attracting interest from industry leaders like SIMUSOLAR, and AGRICOM Africa Limited as well as government authorities such as REA. This engagement has opened doors for potential Memorandums of Understanding (MoUs) and student placement opportunities, especially in engineering programs.

Campaign Outcomes:

- 20% increase in program inquiries compared to the previous year
- 03 new industry partnerships initiated
- 2500 potential students reached through school visits

The multi-channel approach has significantly boosted DBTTC's visibility among both potential students and industry partners. The timing of marketing efforts, coinciding with NACTVET's enrolment window, is expected to drive a substantial increase in applications for the upcoming academic year.

Moving forward, DBTTC aims to:

1. Convert increased visibility into concrete enrolment numbers
2. Finalize MoUs with interested companies
3. Expand institutional reach to additional schools and regions

iv) STRATEGICAL PARTNERSHIP:

DBTTC has proactively fostered strategic partnerships, a key initiative to enhance its training programs and improve students' practical training and employment prospects. During the reporting period, the institution engaged with several prominent companies across various sectors, demonstrating its unwavering commitment to bridging the gap between academia and industry.

In the Dodoma region, DBTTC engaged with ITRACOM Fertilizers Ltd., a prominent entity in the agricultural sector. The institution also strengthened its network by establishing partnerships with key government agencies, including the Tanzania Building Agency (TBA), Nyanza Road Works, TARURA, TEMESA, and TANESCO, recognizing the value of public sector collaboration. In the hospitality industry, DBTTC built connections with Midland View Inn Hotel, Vizano Dodoma Hotel, Rafiki Dodoma Hotel, and Dodoma Best Western Hotel.

These engagements have already yielded tangible results, as several partner organizations have offered field practical placements for DBTTC students, providing invaluable hands-on experience. TARURA has accommodated 16 students, while TBA, DUWASA, TEMESA, and Midland Hotels have provided placements for 2, 6, 3, and 2 students, respectively. These opportunities will allow DBTTC students to apply their theoretical knowledge in real-world settings, enhancing their skills and employability.

Looking ahead, DBTTC aims to deepen these relationships further. The institution is exploring the possibility of formalizing these partnerships through Memoranda of Understanding (MoU). These agreements will solidify the support from industry partners and potentially expand the scope of collaboration. While the current focus has been on securing immediate field practical support, DBTTC is also eyeing long-term benefits. The institution envisions these partnerships evolving to include post-graduation employment opportunities for its alumni, creating effective transitions from education to the workforce.

v) ENHANCEMENT OF THE TEACHING AND LEARNING FRAMEWORKS:

In July 2024, tutors underwent extensive training on digital applications, focusing on online teaching practices and digitizing teaching, learning, and assessment techniques. This professional development initiative, a testament to the institution's commitment to its faculty, has equipped them with the skills necessary to effectively utilize the College Learning Management System (LMS).

The LMS serves as a central platform for educational resources, allowing teachers to upload notes and enabling students to access learning materials from any location. This flexibility enhances the learning experience by providing students with on-demand access to educational content. To ensure

the system's effectiveness, students have been actively testing its functionality, reflecting DBTTC's commitment to a user-centered approach in technological implementation.

vi) GOVERNANCE AND MANAGEMENT:

The recent college examination committee meeting convened at DBTTC on August 20th to finalize the review and approval of standardized examination results before their submission to NACTVET for further processing. Critical deliberations during the meeting included: i) mandating all students with supplementary exams to re-sit as per college examination guidelines, ii) acceptance of the proposed supplementary exam dates from September 17th to 19th, 2024, iii) ensuring prompt posting of exam results upon completion of the examination processing to facilitate timely preparation for supplementary exams, iv) emphasizing the need for departmental monitoring and evaluation meetings to promptly identify and address factors impacting student learning and performance, and v) entrusting the VTC training coordinator and DBTTC deputy principal academic to harmonize exam guidelines across all programs encompassing levels I to VI following the merging of DBTTC and the VTC. Following the meeting, DBTTC will submit the approved exams and soft and printed copies of examination results to NACTVET for verification.

vii) PLANNING AND NEXT STEPS;

Following the anticipated completion of the first phase of school infrastructure construction, DBTTC is strategically planning several key initiatives. The institution aims to expand its program offerings, particularly by introducing a diploma-level agriculture program, building on the existing AITEC farm as a foundational resource. In addition, the recent integration of DBTTC and DBVTC will streamline various operational processes to accommodate these changes. The institution will also focus to develop and implement different systems, structures, and protocols to accommodate these recent changes. The institution also plans to explore partnerships with the government, responding to shifts in the secondary education system that now prioritize VET in the secondary education provision mainstream which will also require instructors with strong pedagogical competencies. A critical focus will be securing resources, particularly workshop equipment, to fully equip the institution's workshop facilities and support these initiatives.

2.2. RELEVANCE

The overall evaluation of the project's relevance focused on assessing the degree to which the project aligns with the broader global, national, and institutional initiatives. The assessment comprehensively evaluated the project's alignment with the Sustainable Development Goals, national development priorities, and institutional priorities/interests. The Specific focus was assessing how the project directly or indirectly contributes to achieving global goals, supports national development agendas, resonates with organizational mandates, and meets the needs and expectations of various stakeholders, ultimately leading to positive outcomes for the target beneficiaries.

2.2.1. RELEVANCE AT A GLOBAL LEVEL

The project's overall implementation remains pertinent on global, national, and institutional fronts. At a global scale, the project largely aligns with **SDG 04 Quality Education**² as well as **SDG 08 Decent Work and Economic Growth**³. Under **SDG 04** the project specifically responds to **Target 4.3** by providing access to affordable and quality tertiary education (NTA 4-6) to Tanzanian youngsters, **Target 4.4** by providing relevant skills for employment, decent jobs, and entrepreneurship, as well as **Target 4.5** by ensuring equal access to tertiary education (NTA 4-6) for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations). Moreover, the project largely responds to **Target 4c** by providing a program (Vocational and Technical Teacher Education) that aims to increase the supply of qualified teachers in the Tanzanian TVET landscape. Under **SDG 08** the project specifically responds to **Target 8.7**.

2.2.2. RELEVANCE AT THE NATIONAL LEVEL

At the national level, the project aligns with the Tanzania Development Vision 2025⁴ particularly on component **1.2.4 A well Educated and Learning Society** as well as **1.2.5 A strong and Competitive Economy**. Under attribute **1.2.4**, the project focuses not only on training technicians with developmental, innovative, and competitive attributes but also on producing teachers in the TVET landscape who can provide high-quality TVET education which will in turn produce the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels. Under attribute **1.2.5**, the project design focuses on providing knowledge and skills in particular industries (mechatronics, civil engineering, as well as hospitality, management, and front office) to create a human capital that can spearhead a strong, diversified, resilient, and competitive economy that 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 regional and global economy. The Tanzania Development Vision 2025 envisions a Developmental Mindset and Empowering Culture as one of the key driving forces to achieve its targets and envisions education (which is the project's core attribute) as a strategic change agent for mindset transformation and the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges which face the nation.

The project's component of preparing TVET instructors/trainers further compliments the Education and Training Policy 2014⁵The 2023 edition, which places significant focus on The Practical Education Stream within secondary education provision to create a skilled Tanzanian workforce.

² <https://sdgs.un.org/goals/goal4>

³ <https://sdgs.un.org/goals/goal8>

⁴ <https://hssrc.tamisemi.go.tz/storage/app/uploads/public/5ac/f22/c6d/5acf22c6d2216284886624.pdf>

2.2.3. RELEVANCE AT THE INSTITUTIONAL LEVEL:

At the institutional level, the project aligns with the Overall Provincial Plan (OPP), particularly on Priority Area no. 06. Enhance resourceful and well-equipped technical institutes and colleges that offer education in employability-focused skills in emerging technologies (with particular attention to the poor and the needy). The project design primarily focuses on significant investments (construction, equipment, personnel), which has expanded Don Bosco's TVET provision at a tertiary level and upgraded the Don Bosco institution to be in a better position to offer high-quality TVET education to the Tanzanian youth across the country. Moreover, the project also aligns with the DBTTC strategic plan, particularly on strategic objective 01. Technical Teachers' Education and graduation, strategic objective 02; Infrastructure Development and strategic objective 03; Management of Human Resources. Under strategic objective 01, the project has facilitated the registration and accreditation of DBTTC and increased the enrollment of 67 trainees from a baseline of 0. Under strategic objective 02, the project contributes to developing new infrastructure by constructing hospitality, administration, and workshop facilities. Similarly, under strategic objective 03, the project has devoted significant investment to support instructor/management salaries at the institution.

2.3. SUSTAINABILITY:

During the monitoring visit, sustainability was assessed across five crucial dimensions. Financial sustainability, which scrutinized the project's ability to maintain economic stability and independence; Technical sustainability, which focused on the durability and adaptability of project infrastructure and technology; Institutional sustainability, which examined the capacity of DBTTC to continue project activities; environmental sustainability, which evaluated the project's impact on the environment and efforts to minimize negative consequences as well as Social sustainability where assessments were on the project's contributions to community well-being and inclusivity. These assessments aimed to ensure the project's long-term viability, effectiveness, and positive impact on both the environment and society, emphasizing lasting benefits beyond the project's initial funding period.

2.3.1. FINANCIAL SUSTAINABILITY:

Upon assessment, it was identified that the primary funding source for DBTTC, aside from donor support, comes from the school fees paid by enrolled students. While this approach can sustain basic operating costs with increasing student enrollment, a pressing need to diversify income is needed. Initial steps have been taken, such as launching tent and music rental services, establishing a research and consultancy division, and engaging in discussions with the Ministry of Education to explore potential training programs aligned with the government's vocational-based school curriculum. Additionally, plans are underway to introduce hospitality services post-construction. However, to ensure long-term financial stability, DBTTC must implement further initiatives. These include developing additional income streams, offering short-term professional courses, investing in

Research & Development, and exploring innovative methods to minimize operational expenses. These endeavors are vital for the institution's future resilience and efficacy.

2.3.2. TECHNICAL SUSTAINABILITY:

During the assessment, it was noted that the established infrastructure, particularly the construction blocks, has been built to ensure durability over a significant period. The meticulous attention to detail and quality of materials used in construction will guarantee the site's longevity. However, considering the operational demands of the institution, especially the workshop block upon completion, the institution needs to develop a maintenance plan. This plan would facilitate scheduled maintenance initiatives to extend the constructed buildings' lifespan. Additionally, in light of the rapid technological advancements occurring in sectors relevant to the courses offered at DBTTC, the institution should establish partnerships with relevant companies or industries. These partnerships would provide subject matter expertise to students through practical orientations, ensuring they are equipped with the latest technological knowledge and skills.

2.3.3. INSTITUTIONAL SUSTAINABILITY:

In terms of institutional sustainability, it was observed that the institution possesses a well-structured governance and management framework capable of facilitating the effective implementation of project activities, particularly at the managerial level. However, a gap was identified regarding the absence of technical personnel overseeing various project implementation aspects, such as coordination and reporting. Currently, the institution relies on the accountant to manage finances and coordination at the institutional level, with support from the Project Development Officer (PDO). While the current arrangement is manageable, the institution should appoint a dedicated focal person with the necessary technical background to oversee project-related aspects internally. Although this may incur additional costs, considering the institution's financial constraints, it is imperative to explore cost-effective solutions to ensure institutional sustainability in project coordination. By investing in such a resource, the institution can enhance its capacity to manage and implement projects effectively, thereby providing long-term sustainability and success.

2.3.4. ENVIRONMENTAL SUSTAINABILITY:

Significant improvements have been made to the environmental landscape at DBTTC, including the meticulous construction of gravel-level roads that enhance accessibility and transform the campus aesthetics. Notably, these roads and the main entrance road have been adorned with solar lights and planted with trees on both sides. These enhancements have streamlined access to the college infrastructure and markedly enriched the overall environmental ambiance, rendering the campus more aesthetically appealing.

2.3.5. SOCIAL SUSTAINABILITY:

In terms of social sustainability, the monitoring visit placed particular emphasis on gender equity and social inclusivity initiatives implemented at the institution. It was noted that the institution has formulated a comprehensive Gender Equity and Social Inclusion (GESI) policy and action plan, outlining specific activities related to GESI. Furthermore, the institution's overall enrollment statistics indicate balanced enrollment rates, reflecting its commitment to inclusivity. Additionally, the construction works at the institution prioritize considerations for gender and social inclusion, with particular attention given to accommodating people with disabilities (PWDs). These proactive measures underscore the institution's dedication to fostering a socially inclusive environment and promoting equity among its stakeholders.

SECTION 03: CONCLUSION

In conclusion, the monitoring visit to the Don Bosco Technical Training Centre (DBTTC) affirmed significant advancements in construction and institutional operations. The block's construction is progressing well, maintaining high-quality standards despite encountering delays in water and electricity connections and architectural revisions for the hospitality kitchen. Efforts are underway to address these issues and ensure timely project completion.

However, financial sustainability remains challenging, prompting the need to diversify income sources. While governance structures are robust, recruiting dedicated technical personnel is crucial. The project's environmental and social sustainability practices are commendable, aligning with broader development goals and ensuring long-term viability. The monitoring visit provided valuable insights and recommendations to strengthen the project's effectiveness, efficiency, relevance, and sustainability.