

# Q2 PROJECT REPORT

## YOUTH, EDUCATION AND PROFESSION

Fostering the Provision of Quality Technical Education and Training to Enhance  
Progressive Career Pathways among Youth in Tanzania

July 2023

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

BPT-Business, Tourism Business & Planning Programmes  
CBET-Competence-Based Education and Training  
DB-Don Bosco  
DBTTC- Don Bosco Technical Training College  
DBTTC-Don Bosco Technical Training College  
DIT-Dar es Salaam Institute of Technology  
ECCE-Early Childhood Care and Education  
ICT-Information and Communication Technology  
IGA-Income Generating Activities  
KIITEC- Kilimanjaro International Institute for Telecommunications, Electronics and Computers  
MOUs-Memorandums of Understanding  
MUST-Mbeya Institute of Technology  
MVTC-Morogoro Vocational Teachers Training College  
MVTTC- Morogoro Vocational Teachers Training College  
NACTVET- The National Council for Technical and Vocational Education and Training  
NTA-National Technical Awards  
SAT-Science & Allied Technologies Programmes  
TaESA-Tanzania Employment Services Agency  
TET-Technical education and training  
TVETDP-Technical and Vocational Education Development Programme  
TVET-Technical and Vocational Education  
VET-Vocational Education and Training

# SECTION 01: INTRODUCTION

## 1.1. INSTITUTIONAL PROFILE:

Don Bosco Technical Training College (DBTTC) is a privately-owned technical institution, under the stewardship of the Salesians of Don Bosco Tanzania. Registered by NACTVET (REG/BTP/134) and situated in the Miyuji Area of Dodoma, Tanzania, DBTTC is driven by a resolute commitment to attaining excellence in technical education, formation, and research. The college fosters a culture of innovation among its trainees, aspiring to produce highly skilled technicians and technical teachers capable of effectively imparting knowledge to young technicians at various levels, including polytechnics, middle-level colleges, and technical institutes in local communities.

Dedicated to maintaining exceptional training standards, DBTTC holds accreditation for two key trades: Hospitality, Operations, and Management, as well as Vocational and Technical Teacher Education, which fall under the Business, Tourism Business & Planning (BPT) Programme. Additionally, the institution offers two trades, Mechatronics Engineering, and Civil Engineering, within the Science & Allied Technologies (SAT) Programme for Technician levels 4-6.

Currently, DBTTC is actively engaged in cultivating the potential of 15 trainees, comprising 8 females and 7 males, who are enrolled in the Business, Tourism Business & Planning (BPT) Programme.

## 1.2. BACKGROUND OF THE PROJECT:

Tanzania has recently adopted a Five Year Development Plan 2021/22-2025/26, which aims to achieve competitiveness and industrialization for human development. This plan represents the final phase of the implementation of the Tanzania Development Vision 2025, and it seeks to enhance manufacturing efficiency and productivity by leveraging the abundant resources available within the country. However, there are two fundamental challenges on the supply side that impede the country's efforts to achieve its goals and objectives:

- i) A shortage of highly-skilled personnel (such as managers, professionals, associate professionals, and technicians) who need to be increased by fivefold, as well as medium-skilled personnel (including clerks, service workers, crafts and trade workers, and skilled agricultural workers) who need to be raised by threefold on average.
- ii) A shortage of mid-level (VET<sup>1</sup> and TET<sup>2</sup>) qualified instructors/trainers to offer quality VET/TET education for high-skilled and medium-skilled trainees to increase human resources in the industrial sector.

Investments in addressing these challenges, from both the public and private sectors, need to be expedited to achieve the Five Year Developmental Plan 2021/22-2025/26. With the current pace, the

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<sup>1</sup> VET-Vocational Education and Training (National Vocational Awards 1-3)

<sup>2</sup> TET-Technical education and Training (National Technical Awards 4-10)

nation will not be able to achieve its targets. Therefore, there is an urgent need for renewed momentum and investment to enhance the attainment of the anticipated vision by 2025.

The Conceptualization of the Youth, Education, and Profession Project was based on a foundation that Tanzania currently ranks 10th in Africa for having the youngest population. Approximately 44.8% of the population in Tanzania is under the age of 15, as reported by the UN World Population Prospects in 2019. However, the country faces challenges in providing quality education and training to its young population due to various economic and social factors.

The Tanzania Human Development Report 2017 revealed that 64% of the population of mainland Tanzania is affected by multidimensional poverty, with 31% classified as abjectly poor. This situation hinders access to education and training opportunities for many individuals.

The first Tanzania Five Year Development Plan highlighted a significant skills gap in the country. It emphasized the need to increase the number of high-skilled occupations (e.g., managers, professionals, associate professionals, and technicians) by about five times and medium-skilled occupations (e.g., clerks, service workers, crafts and trade workers, and skilled agricultural workers) by three times, on average. Addressing this skills gap was and still is crucial for the country's socio-economic development agenda and reducing youth unemployment rates.

The Youth, Education, and Profession Project complements the implementation of the Technical and Vocational Education Development Programme (TVETDP) which aims to revitalize the Technical and Vocational Education and Training (TVET) sub-sector, producing qualified technical experts for both the public and private sectors. The project further compliments the Salesians of Don Bosco's (SDB) TVET strategy in Tanzania which is geared towards empowering young individuals with skills, knowledge, and values that not only enables them to secure better livelihoods but also contribute to the socio-economic development of their communities and the nation at large. Specifically, the project responds to key elements of Don Bosco's TVET strategy including the **holistic approach toward the training** (technical skills as well as personal & social development, character-building, and values), **education emphasis on hands-on training** (exposure to real-life work situations through construction and equipment of workshops, and industry placements), **Industry relevance** (collaborations with industries and employers to align the training programs with the current needs of the job market), **Inclusive education approaches** (gender and social inclusion), **Teacher training** (training and developing qualified instructors to effectively offer TVET), and **Alumni support structures** (maintenance of strong networks of alumni to support, mentor, and provide valuable guidance and connections in the job market ongoing TVET students).

To a greater extent, the project responds to one of the significant obstacles identified in the situational analysis; the shortage of qualified instructors, which hampers the delivery of quality TVETs in Tanzania. According to the situational analysis findings, the scarcity of qualified vocational and technical education teachers is attributed, in part, to the lack of adequate training facilities for TVET instructors. Only one TVET Teacher Training College in Morogoro (MTTC) provides pedagogical training for technical instructors at the diploma levels for National Technical Award (NTA) levels 5-6.

# SECTION 02: PROJECT IMPLEMENTATION

## 2.1. DBTTC PROPOSAL AND STRATEGY

### 2.1.1. College Registration and Accreditation

Don Bosco Technical Training College (DBTTC) received full registration from the National Council for Technical, Vocational Education and Training (NACTVET) on 29th July 2021, as per the NACTE letter with reference BA.224/265/172/25 dated 2nd August 2021. Its registration number (REG/BTP/134) falls under the Subject Area of Business, Tourism, and Planning (BTP). DBTTC currently has four academic programs, which have undergone validation and approval by NACTVET since 30th April 2021. On 3rd February 2023, the College achieved a significant milestone by obtaining Full Accreditation status from NACTVET, in accordance with the Accreditation and Recognition Regulations of 2001. Pursuant to these regulations, the College initiated the accreditation process within six months of obtaining Full Registration. The process commenced with the submission of applications for Accreditation Eligibility on 24th February 2022. As a result, DBTTC was granted an Accreditation Candidacy Status on 6th May 2022, valid for two (2) calendar years, covering Hospitality Operations & Management and Vocational and Technical Teacher Education programs up to Ordinary Diploma level (NTA Level 4-6).

Following the Candidacy Accreditation, the College took the necessary steps, guided by NACTVET, to demonstrate compliance with the accreditation standards set by the Council for securing Full Accreditation Status. Key requirements for obtaining full accreditation included:

- Establishment of a Quality Assurance System through the development and implementation of a Quality Assurance Policy and Plan.
- Formation of a Steering Committee responsible for guiding the accreditation process.
- Preparation of a Self-Evaluation Study Report detailing the College's activities and plans to meet the NACTVET Accreditation Standards (comprising 10 standards).
- Submission of particulars of Departments to be assessed for recognition by NACTVET.

The College diligently worked on fulfilling the above requirements and submitted the necessary documents to NACTVET in July 2022. A verification team comprising twelve experts from NACTVET conducted an evaluation visit to the College on 17th October 2022 to assess and recognize its Departments. After thorough scrutiny of the submissions, NACTVET officially granted DBTTC a FULL ACCREDITATION Status on 3rd February 2023, as confirmed in the letter BA. 224/265/172/55 dated 9th February 2023. Prior to this Full Accreditation, the College received a Grant of Recognition of Departments on 8th February 2023.

Acquiring Full Accreditation is a momentous achievement for DBTTC as it signifies official recognition within the country and qualifies the College to conduct training for its four academic programs, while also fulfilling the legal requirement of registration.

Looking ahead, DBTTC has plans to expand its offerings to include Agriculture Engineering at the Diploma Level. The College has been advised to collaborate with the relevant Ministry responsible for Agriculture. Initial groundwork has been laid, and the College is now addressing Curriculum

requirements for this program. Additionally, DBTTC intends to introduce short courses ranging from six weeks to six months, with one such course, "Early Childhood Care and Education (ECCE)," already in progress.

### 1.1.2. Course Offerings and Students Enrollment Rates

Below is the capacity of our institution, in accordance with the NACTVET Standards:

PROGRAMME	Course/Department	Academic Level	Capacity	
Business, Tourism & Planning (BPT)	Hospitality, Operations, and Management	Level 4 ( Basic Technician Certificate)	40	
		Level 5 (Technician Certificate)	40	
		Level 6 (Ordinary Diploma)	40	
		<b>Sub-Total 1</b>	<b>120</b>	
	Vocational and Technical Teacher Education	Level 4 ( Basic Technician Certificate)	NIL	
		Level 5 (Technician Certificate)	45	
		Level 6 (Ordinary Diploma)	45	
		<b>Sub-Total 2</b>	<b>90</b>	
	<b>Sub-Total (1+2)</b>			<b>210</b>
	SAT-Science & Allied Technologies Programmes	Mechatronics Engineering	Level 4 ( Basic Technician Certificate)	35
Level 5 (Technician Certificate)			35	
Level 6 (Ordinary Diploma)			30	
<b>Sub-Total 1</b>			<b>100</b>	
Civil Engineering		Level 4 ( Basic Technician Certificate)	35	
		Level 5 (Technician Certificate)	35	
		Level 6 (Ordinary Diploma)	30	
		<b>Sub-Total 2</b>	<b>100</b>	
<b>SUB-TOTAL (1+2)</b>			<b>200</b>	
<b>GRAND TOTAL</b>			<b>410</b>	

Based on the feedback received from NACTVET, the institution will be able to enroll a total of 410 students, which falls slightly short of the previously established target of 40 students. However, it is essential to note that the institution has already initiated groundwork to expand its academic offerings to include Agriculture Engineering at the Diploma Level. Once the agriculture engineering programs are registered and approved, the institution will be in a favorable position to achieve its initial target, as outlined in the project proposal.

Additionally, the institution will place specific emphasis on attracting and enrolling more female students to meet the stipulated target of 25%, as articulated in the project proposal. Efforts will be dedicated to ensuring a conducive and inclusive environment that encourages female participation in the technical and vocational education and training programs offered by the institution.

#### Vocational and Technical Teacher Education Programme

- The Vocational and Technical Teacher Education programme has a total of 9 students for NTA Level 5 & NTA Level 6 described below;



COURSE/TRADE	INTAKE	ACADEMIC LEVEL	ENROLLMENT DATA FOR THE ACADEMIC YEAR 2022/23		
			MALE	FEMALE	TOTAL
Vocational and Technical Teacher Education	SEPTEMBER 2022	Level 5 (Technician Certificate)	03	03	06
		Level 6 (Ordinary Diploma)	01	00	01
		<b>Sub-Total 1</b>	<b>04</b>	<b>03</b>	<b>07</b>
	MARCH 2023	Level 5 (Technician Certificate)	00	01	01
		Level 6 (Ordinary Diploma)	00	01	01
		<b>Sub-Total 2</b>	<b>00</b>	<b>02</b>	<b>02</b>
<b>SUBTOTAL A (1+2)</b>			<b>04</b>	<b>05</b>	<b>09</b>

### Hospitality Operations and Management Programme

- The Hospitality Operations Management programme has a total of 10 students as detailed in the following Table:

COURSE/TRADE	INTAKE	ACADEMIC LEVEL	ENROLLMENT DATA FOR THE ACADEMIC YEAR 2022/23		
			MALE	FEMALE	TOTAL
Hospitality, Operations, and Management	SEPTEMBER 2022	Level 4 ( Basic Technician Certificate)	03	04	07
		Level 5 (Technician Certificate)	00	01	01
		Level 6 (Ordinary Diploma)	00	00	00
		<b>Sub-Total 1</b>	<b>03</b>	<b>05</b>	<b>08</b>
	MARCH 2023	Level 4 ( Basic Technician Certificate)	01	01	02
		Level 5 (Technician Certificate)	00	00	00
		Level 6 (Ordinary Diploma)	00	00	00
		<b>Sub-Total 2</b>	<b>01</b>	<b>01</b>	<b>02</b>
<b>SUBTOTAL B (1+2)</b>			<b>04</b>	<b>06</b>	<b>10</b>
<b>GRAND TOTAL (SUBTOTAL A+B)</b>			<b>08</b>	<b>11</b>	<b>19</b>

#### 2.1.3. Academic Operations (Training, field attachment, etc.)

The academic activities for Semester I in the current Academic Calendar of 2022/2023 commenced on 18th October, following the NACTVET Academic Calendar. This semester primarily focused on two programs: Hospitality Operations & Management, and Vocational and Technical Teacher Education.

To mark the beginning of the academic year, the College conducted an Orientation program for the new students on 27th - 28th October 2022. This provided them with the necessary information and guidance to kick-start their educational journey. After the successful training, the enrolled students

were trained in their respective courses with the guidance of the developed and approved curriculums. The training at DBTTC like other DB institutions adopted the holistic approach which purposively aimed to develop the enrolled trainees with well-rounded skills, values, and competencies.

The first semester examinations took place from 20th February 2023 to 3rd March 2023, following the schedule set by NACTVET. Following the College Examination Guidelines, the examination results were approved by the respective College Organs, including the Department, College, and Governing Board. Subsequently, these results were uploaded into the NACTVET system for verification.

The 1st Semester results revealed a commendable performance by the students, as demonstrated in the following table:

Programme	NTA LEVEL	PASS	SECOND	UPPER SECOND	FIRST	TOTAL
Hospitality Operations & Management	04	03	02	00	02	07
	05	00	01	00	00	01
Vocational and Technical Teacher Education	05	00	01	00	05	06
	06	00	00	01	00	01
<b>TOTAL</b>		<b>03</b>	<b>04</b>	<b>01</b>	<b>07</b>	<b>15</b>

The second semester of the academic year 2022/2023 commenced on 20th March 2023, adhering to the NACTVET Academic Calendar. Notably, for the Vocational and Technical Teacher Education students (September 2022 intake), the start of the second semester also marked the commencement of their 8-week teaching practice (Field attachment) This timing was strategically planned to align with the academic calendar of the institutions where DBTTC students are assigned to conduct their teaching practice.

The decision to synchronize the teaching practice with the host institutions' academic calendar ensures a seamless and enriching experience for student teachers. During this period, student teachers are actively engaged in conducting their teaching practice while simultaneously attending their classes for the second semester. This unique arrangement enables them to apply theoretical knowledge gained in the classroom to real-world teaching scenarios, further enhancing their practical skills and pedagogical understanding.

By integrating teaching practice into the second semester, Don Bosco Technical Training College (DBTTC) fosters a comprehensive learning environment, facilitating a smooth transition between theory and practice. This approach not only strengthens the students' professional competence but also prepares them for a successful career in vocational and technical education.

For conducting Teaching Practice (Field attachment) for Vocational and Technical Teacher Education students three institutions were involved in the teaching practice as depicted in the following Table:

INSTITUTION	NTA LEVEL	MALE	FEMALE	TOTAL
Mineral Resources Institute– Dodoma	05	02	00	02
Don Bosco Technical Institute - Dodoma	05	01	03	04
Makete District Vocational Education and Training Authority - Njombe	06	01	00	01
TOTAL		04	03	07

During the concluding phase of their teaching practice session, student teachers underwent a comprehensive assessment conducted by both internal and external supervisors. Internal supervisors were typically the heads of the respective institutions where the teaching practice takes place, while external supervisors represent DBTTC. The assessment process involved the utilization of a specialized assessment form, specifically designed for this purpose.

As part of the evaluation, student teachers were expected to produce a detailed report that highlights various aspects of their teaching practice experience. This report encompasses their specific responsibilities, the challenges they encountered during the teaching practice, as well as the strategies they employed to overcome these challenges. Moreover, the report delves into the crucial aspect of exploring the relationship between theoretical knowledge acquired in the classroom and its practical application during teaching practice.

Student teachers were encouraged to reflect on the relevance of their teaching practice, assessing how it aligned with the educational objectives and learning outcomes set by the College. Their general comments and constructive suggestions were also integral components of the report, enabling them to provide valuable feedback to the College, which aids in enhancing the overall teaching practice experience for future cohorts.

By conducting this comprehensive assessment and encouraging reflective reporting, DBTTC ensures that its student teachers receive valuable insights and support to further refine their pedagogical skills and enhance their professional development in preparation for a successful career in vocational and technical education.

In the context of Hospitality Operations and Management students, practical sessions are an integral part of their training before embarking on an 8-week Field Practical Training in Hospitality industry facilities, specifically Hotel Operators, starting at the end of July 2023. These practical sessions are conducted in-house, although, in certain instances, students are provided with the opportunity to gain hands-on experience by participating in practical sessions at various Hotels. Among the establishments that have provided DBTTC students with a highly conducive atmosphere during their practical sessions, Domiya Real Estate deserves special mention, while New Dodoma Hotel has also

been a valuable venue for some occasions. Emphasizing a Competence-Based Education and Training (CBET) philosophy, the institution's approach prioritizes the acquisition of practical skills (60%) over theoretical knowledge (40%) for our students.

By integrating practical experiences into the curriculum, DBTTC Hospitality Operations and Management students are equipped with the necessary expertise and real-world exposure to thrive in the industry. This approach ensures that they are well-prepared to excel during their 8-week Field Practical Training, making them highly competent and industry-ready professionals.

#### **-Strategies in Place to offer Training in case Construction activities are not completed by the upcoming academic year**

According to the NACTVET calendar 16th October 2023 for the academic year 2023/24 will be the official opening of all Technical Institutions in Tanzania. However, the construction works which are currently ongoing will still be in progress until December 2023. Given the projected scenario the institution has established strategies that will enable the smooth running of the institution including;

The utilization of current facilities at TTC which has four (4) lecture rooms, provides the capacity to accommodate up to 200 trainers on a shift basis. In the upcoming academic year's morning sessions, two (2) lecture rooms will be allocated to accommodate Hospitality Operations and Management students at NTA Level 4-5. Meanwhile, the NTA Level 6 students, comprising only one individual, will utilize the Hospitality Premises at Don Bosco Vocational Training Center. The remaining two (2) lecture rooms available at TTC will be effectively utilized for the Engineering programs, catering to Mechatronics Level 4 and Civil Engineering Level 4 students. The Vocational and Technical Teacher Education program for Level 5-6 students will continue to be conducted at TTC premises during the afternoon sessions, extending until the evening.

With reference to practical training sessions for Engineering students, the College has taken proactive steps to establish collaborations with select NTA Level Colleges that offer similar programs. Memorandums of Understanding (MOUs) are being arranged with esteemed institutions such as DIT (Dar es Salaam), Arusha Technical College (Arusha), and KIITEC. This strategic partnership will allow DBTTC students to partake in practical sessions for a minimum duration of two weeks, within the 15-week College Calendar before the conclusion of the first semester. By facilitating practical exposure through these collaborations, students will gain valuable hands-on experience, enriching their educational journey and fostering practical competence in their chosen field. It is projected that should all plans go smoothly students should be able to utilize the institutional facilities by the second semester of the academic year 2023/24.

#### **2.1.4. Institutional Management Structure and Leadership**

According to the NACTVET guidelines DBTTC management structure is composed of a governing board that is made of experts from different sectors as well as a Salesian representative. The institutions' day operations are overseen by the school administration which is comprised of the Principal, the Vice Principal of Finance Planning & Administration, the Vice Principal Academics Research & Consultancy as well as the accountant.

### **-The Board Meetings:**

During the period spanning from March to July 2023, a total of two (2) Special Governing Board Meetings were convened as outlined below:

i) On March 17th, 2023, a significant event took place—the convening of a Special Governing Board Meeting specifically dedicated to the approval of First Semester Examination Results for the Academic year 2022/2023. The primary objective of this gathering was to meticulously Receive, Discuss, and Deliberate upon the examination outcomes. Subsequently, the Board granted their approval for the results, as mandated by the NACTVET Results Approval System, with the intention of forwarding and uploading them onto the NACTVET System.

Presiding over this critical assembly was the esteemed Rector of Salesian of Don Bosco Dodoma, acting on behalf of the Chairperson of Bon Bosco Technical Training College, Dodoma—who also serves as the Don Bosco Eastern Africa Provincial Superior.

Participation in the Special Governing Board Meeting was reserved for distinguished members of the Examination Committee, and a representative from the Students' Organization was also in attendance to ensure comprehensive representation and engagement in the decision-making process.

ii) On June 7th, 2023, an Extraordinary Examination Committee Meeting of the Governing Board was convened with a specific focus on addressing matters related to Examination Conduction and Disciplinary Affairs within the college.

The primary purpose of this meeting was to deliberate on instances of Examination Misconduct by a student during the Mid Test Examination procedures. Additionally, it aimed to receive, discuss, and carefully deliberate on the recommendations put forth by the Students' Disciplinary Committee regarding charges brought against the student for violating the Don Bosco Examination Guidelines and the College's Students Policy.

Chaired by the esteemed Chairperson of the Examination Committee of the Governing Board, the meeting provided a platform for thorough discussions on the pertinent issues at hand. In attendance, ensuring broad representation, was a designated representative from the Students' Organization.

It is worth noting that the Committee of the Governing Board holds significant authority, in accordance with the NACTVET Governing Board Guidelines, encompassing oversight responsibilities for all matters pertaining to examinations within the College. This includes the development of Examination Regulations and Procedures that guide various aspects of the examination processes, ranging from setting and moderating exams to conducting them, marking, issuing results, handling appeals, managing supplementaries, handling discontinuation cases, and overseeing the certification process.

## 2.2. PRE-INVESTMENTS AND OTHER DONOR-FUNDED RELATED ACTIVITIES

### 2.2.1. Capacity Building Training Initiatives

#### 2.2.1.1. Capacity Building Workshop on Pedagogical Skills for DB Iringa Don Bosco VTC Vocational Technical Teachers

The College successfully organized a Capacity Building Workshop on Pedagogical Skills for Vocational Technical Teachers from Iringa Don Bosco VTC. The workshop took place at the premises of Don Bosco Technical Training College from June 20th to June 23rd, 2023. Nine (9) participants, who were tutors from Don Bosco Youth Training Center – Iringa, actively engaged in the sessions, which were facilitated by three experienced instructors from Don Bosco Technical Training College, Dodoma. The workshop sessions commenced each day at 8:30 AM and concluded at 4:00 PM.

The primary objective of this capacity-building workshop was to empower the tutors from Don Bosco Youth Training Center – Iringa with enhanced pedagogical skills to better facilitate their day-to-day teaching activities. The workshop content was thoughtfully organized in a manner that was easy to comprehend, enabling the participants to promptly apply the acquired skills in their teaching endeavors.

The capacity-building workshop concentrated on key pedagogical areas, encompassing the application of psychological principles in teaching, the fundamentals of instructional techniques, the utilization of philosophical principles in teaching, and micro-teaching methodologies.

In pursuit of an effective and interactive learning environment, the facilitators employed a diverse range of facilitation methods, including group discussions, brainstorming sessions, question-and-answer exchanges, buzz sessions, individual presentations, and role-play exercises. These methodologies not only fostered active engagement but also encouraged fruitful interactions among the participants and facilitators.

Upon the successful completion of the Capacity Building Workshop, each participant was presented with a certificate of attendance, acknowledging their commitment and dedication to professional development.

#### 2.2.1.2. Technical Capacity Building Trainings for DBTTC

The Capacity Building trainings conducted for the DBTTC staff during the period between March and July 2023 are detailed below:

##### **i) Tutors / Teachers Training:**

This training program focused on the College's existing Programmes and the upcoming Engineering Programmes set to be initiated in the academic year 2023/2024.

##### **ii) Tutors / Teachers Training Focusing on Vocational and Technical Teacher Education:**

Conducted at Morogoro Vocational Teachers Training College (MVTC), this specialized teacher training centered around the enhancement of Vocational and Technical Teacher Education. Key

topics covered during the training included tutors' evaluation, Micro teaching, Teaching Practice Assessment tools, and modalities, and effective Facilitation methods, among others.

**iii) Tutors /Teachers Training Focusing on Hospitality Operations and Management:**

Conducted in prominent hotels such as Hyatt Regency Kilimanjaro Hotel in Dar es Salaam, Gran Malia Hotel, and Tulia Boutique Hotel & SPA in Arusha, this comprehensive training delved into various aspects of the Hospitality industry. Participants received instruction on crucial skills such as Customer care, Front Office operations, Housekeeping, Food preparation techniques, and more.

**iv) Teachers Training Focusing on Engineering Programmes (Civil & Mechatronics Engineering):**

Distinguished training sessions targeting Engineering Programmes in Civil & Mechatronics Engineering were held at two prominent institutions: Dar es Salaam Institute of Technology (DIT) and Mbeya Institute of Technology (MUST). The training modules cover topics like innovative facilitation methods, integration of ICT in teaching and learning, utilization of practical tools and equipment for Engineering modules, and guidance on effective Student Project works, among other essential subjects.

Through these well-designed Capacity Building trainings, DBTTC seeks to continuously empower educators and professionals across various disciplines, fostering the development of crucial skills and knowledge necessary to excel in their respective domains.

### 2.2.1.3. Peer-to-Peer Exchanges

DBTTC successfully conducted the Peer-to-Peer Learning Programme on Management from June 25th to July 1st, 2023, with sessions held in Nairobi, Kenya, and Arusha, Tanzania. The focus of this programme was to provide the DBTTC management with valuable exposure to diverse managerial and operational aspects within other Institutions offering similar programmes.

The visit encompassed various key learning areas, including but not limited to;

**i) General College Governance and Administration Issues:** Understanding the significance of effective College Management, with an emphasis on the roles played by different academic and non-academic departments in facilitating day-to-day College operations. The importance of establishing a liaison department to engage employers and stakeholders for student practical sessions and field attachments was also highlighted.

**ii) Application of ICT in College Operations:** Recognizing the essential role of Information and Communication Technology (ICT) in enhancing teaching and learning. Integration of ICT into educational practices was emphasized for improving the quality of education, facilitating access to resources, and fostering communication between tutors and learners. Capacity building for tutors in utilizing various ICT tools was identified as a crucial aspect.

**iii) Courses/Modules Conduction and Performance Management under Departmental Level/Unit Level:** Appreciating the significance of departmental or unit-level management in ensuring effective course/module conduction and performance management. Heads of departments/units were acknowledged as key figures responsible for guiding students in their specialized fields. The potential

of generating income through the sale of food prepared during practical sessions, particularly in the Hospitality Operations and Management department, was recognized as a viable financial strategy.

**iv) Quality Assurance and Management:** Recognizing the importance of student assessment as a reflection of the quality of teaching and learning. It was acknowledged that student field attachments should involve assessment by both industrial supervisors and College tutors. Logbooks were identified as valuable tools for recording students' day-to-day activities during field attachments. Organizing industry exposure trips to enhance students' learning from real-world work scenarios was also highlighted as a beneficial practice.

Additionally, valuable insights were gained from other lessons learned during the peer-to-peer learning program:

- Utilizing television and social media for effective programme publicity.
- Remaining adaptable and flexible in teaching methodologies and programs to keep pace with rapidly evolving technology.
- Collaborating with other Colleges/Institutions offering similar programmes through a Memorandum of Understanding (MoU) to leverage resources and expertise.
- Emphasizing short course programmes as Income Generating Activities (IGA) to enhance the College's financial stability.
- Ensuring students, particularly in engineering disciplines, are covered with health insurance during practical sessions.
- Identifying knowledge/skills gaps in the labor market through research and stakeholder forums to better align programmes with industry needs.

By incorporating these valuable lessons into its practices in the mid and long-term future, DBTTC aims to effectively operate in accordance with national and global standards, providing an exceptional learning environment for its students.

### 2.2.2. Capacity Building Training Initiatives

The remarkable success of DBTTC has been made possible through active collaboration with various stakeholders. The institution recognizes the invaluable contributions of these partners in helping it achieve its objectives. Notably, DBTTC students have benefited significantly from engaging with stakeholders in different capacities, further enhancing their practical skills and experiences.

The Stakeholders involved in these collaborations fall into three main categories:

#### **i. NACTVET (National Council for Technical and Vocational Education and Training):**

As the regulatory authority for Technical & Vocational Education and Training on behalf of the government, NACTVET plays a pivotal role in ensuring the quality and compliance of technical education. Their guidance and oversight have been essential in maintaining the institutional standards and facilitating continuous improvement.

#### **ii. Educational Institutions and Employers:**

DBTTC has established partnerships with a range of educational institutions and employers who generously offer opportunities for its students to engage in practical sessions, teaching practice, and



field training. These partnerships serve as a bridge between academia and industry, providing DBTTC students with exposure to real-world scenarios and fostering their professional growth.

**iii. Tanzania Employment Services Agency (TaESA):**

TaESA's support has been instrumental in facilitating student internships and providing valuable employment-related information. Their assistance in connecting our students with potential employers helps in enhancing their employability prospects upon graduation.

DBTTC deeply values the support and collaboration of these stakeholders, as it significantly enriches the learning experiences of the students and strengthens the college's commitment to providing a well-rounded and practical education. DBTTC continues to seek fruitful partnerships and collaborations to further enhance the quality of education and training it offers.

## SECTION 03: CONCLUSION

Through the course of the project execution, Don Bosco Technical Training College (DBTTC) has demonstrated a strong commitment to providing a holistic Technical and Vocational Education and Training (TVET) experience. By adhering to the NACTVET standards, the institution has achieved full accreditation and recognition for its academic programs, showcasing its dedication to academic excellence and compliance with industry requirements. The successful implementation of practical sessions and teaching practice for students has further enriched their learning journey. By emphasizing a Competence-Based Education and Training (CBET) philosophy, DBTTC ensures that students acquire a balanced blend of theoretical knowledge and practical skills, enabling them to excel in their chosen vocations. Further, the strategic partnerships established with other reputable institutions for practical training, peer to peer learning exemplify DBTTC's commitment to providing students with valuable real-world experiences. Our College embraces the importance of stakeholders' involvement and recognizes it as a cornerstone of our success. Through collective efforts and synergistic partnerships, the college envisions continuing to empower its students and uphold its commitment to excellence in technical education. As the institution continues to expand its offerings and enhance its facilities, it remains poised to make a positive impact on the future workforce and contribute significantly to the development of the community and the nation at large.