

YOUTH, EDUCATION & PROFESSION



QI MONITORING VISIT REPORT

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February 2023

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SECTION 01: INTRODUCTION

1.1. BACKGROUND OF THE TVET INSTITUTION:

Don Bosco Technical Training College (DBTTC) is a privately-owned technical institution, operated by the Salesians of Don Bosco Tanzania. The college is registered by NACTE (REG/BTP/134) and is located in the Miyuji Area of Dodoma, Tanzania. With a strong commitment to achieving excellence, DBTTC aims to deliver high-quality technical education, formation, and research, cultivating a spirit of innovation among trainees. The ultimate goal is to produce highly skilled technicians and technical teachers who can effectively impart knowledge to young technicians at polytechnics, middle-level colleges, and technical institutes at the grassroots and community levels. Accredited to offer two major trades (Hospitality, Operations, and Management & Vocational and Technical Teacher Education) in the Business, Tourism Business & Planning (BPT) Programme, and two trades (Mechatronics Engineering and Civil Engineering) in the Science & Allied Technologies (SAT) Programme for Technician levels 4-6, DBTTC is dedicated to providing training of the highest standards. Currently, the institution has 15 trainees (8 females and 7 males) enrolled in the Business, Tourism Business & Planning (BPT) Programme.

1.2. PURPOSE FOR THE MONITORING VISIT:

The purpose of a monitoring visit to DBTTC was to assess the quality and effectiveness of the implementation of the youth, education, and profession project and ensure the project implementation is in line with established standards and regulations. The monitoring visit helped to;

- Verify the institution's progress:** The visit aimed to assess the progress made by the institution since its establishment and determine whether it is meeting its goals and objectives.
- Evaluate the institution's compliance with regulatory and legal requirements:** The monitoring visit aimed to ensure that the institution is meeting all the legal and regulatory requirements that govern its establishment and operations.
- Identify areas for improvement:** The monitoring visit is an opportunity to identify areas of weakness or deficiencies in the institution's operations, which can be addressed through targeted interventions.
- Documentation of best practices:** The monitoring visit may document best practices observed in the institution, which can be shared with other institutions and used to inform policy and practice.

1.3. METHODOLOGY

During the monitoring visit several data collection mechanisms were deployed to collect information related to the specific objectives of the visit. These methods included but were not limited to;

i) **Observation:** During the monitoring visit, observations were conducted to observe the state of things, activities, and behavior of individuals (students & staff) and the environment within the institution. Both structured and unstructured observations were carried out, which involved recording relevant information, capturing photographs, and making sketches.

ii) **Interviews:** During the visitation for monitoring purposes, the PDO team executed a series of methodical interviews mainly with individuals, known as key informants. The primary objective was to gather information regarding their experiences, viewpoints, and perspectives concerning particular issues relevant to the project's implementation. The PDO engaged in dialogue with the institution's Principal, VC-Principal Finance and Planning, the Construction site in charge as well as the registrar.

iii) **Focus groups:** As part of their monitoring efforts, the PDO team also conducted a comprehensive set of structured interviews with various groups, particularly the DB management, TTC students, and teachers. The overarching goal was to collect insights into their experiences, opinions, and perspectives on specific matters related to the project's execution.

iv) **Document review:** The monitoring team reviewed relevant documents such as reports, accreditation documents, meeting minutes, financial documents, statements, and other records to gather information on the project.

v) **Data analysis:** The monitoring team also analyzed existing presented data, including project reports, financial records, and other data sources, to identify trends, patterns, and issues related to the project.

SECTION 02: FINDINGS

2.1. OVERVIEW OF TVET INSTITUTION PERFORMANCE

2.1.1. COURSE OFFERINGS

As per the project design, the DBTTC has planned to offer five major courses, namely Mechatronics Engineering, Civil Engineering, Agriculture, Hospitality Management and Operations, and Vocational and Technical Teacher Education. These courses are the key focus areas of the DBTTC's educational framework and were identified after conducting a situational analysis, which highlighted a significant shortage of personnel in the respective sectors, both instructors and technicians. Moreover, the educational programmes are aligned with Tanzania's national developmental agenda for economic prosperity. Currently, the institution is accredited to offer four major courses under the Business, Tourism Business & Planning (BPT) Programmes, and Science & Allied Technologies (SAT) Programmes for Technician levels 4-6 in the NACTVET framework, namely Hospitality, Operations, and Management, Vocational and Technical Teacher Education, Mechatronics Engineering, and Civil Engineering. The institution is actively working towards accrediting agriculture, which falls under the Science & Allied Technologies (SAT) Programmes, and its accreditation process passes through the ministry of agriculture.

The college management has reached out to the Ministry of Agriculture to inquire about the necessary procedures. In response, the ministry has requested the college to submit an institutional profile together with a self-assessment study for agriculture, which will determine the feasibility and procedural requirements for introducing the trade. With access to the existing agriculture infrastructure owned by DB VTC, which will be utilized for training purposes, the college possesses a significant advantage in obtaining accreditation for the agriculture curriculum.

2.1.2. STUDENT ENROLLMENT, GRADUATION, AND DROPOUT RATES

In the project design, it was projected that by the academic year 2022/23 the institution will have enrolled a total of 540 students in the 5 established departments. However, currently, the institution has 15 students (8) in Hospitality Operations & Management (7-NTA 4 and 1-NTA 5) and (7) in Vocational and Technical Teachers Education (6-NTA 5 and 1 NTA 6). Please see the table below.

PROGRAMME	Course/Trade	Academic Level	Enrollment Data for the Academic year 2022/23			
			Male	Female	Total	
Business, Tourism & Planning (BPT)	Hospitality, Operations, and Management	Level 4 (Basic Technician Certificate)	3	4	7	
		Level 5 (Technician Certificate)	0	1	1	
		Level 6 (Ordinary Diploma)	0	0	0	
		Sub-Total 1	3	5	8	
	Vocational and Technical Teacher Education	Level 4 (Basic Technician Certificate)	0	0	0	
		Level 5 (Technician Certificate)	3	3	6	
		Level 6 (Ordinary Diploma)	1	0	1	
		Sub-Total 2	4	3	7	
			Grand Total	7	8	15

Based on the enrollment projections set forth in the project design, the institution's current enrollment stands at 2.7%. Despite this, the institution remains confident in its ability to attain the target figure once the necessary infrastructure is in place. As such, considerable efforts are being devoted to marketing the institution via various channels including social media, print media, radio advertisements, and participation in events and trade shows.

2.1.2.1. The new enrollment window (March intake)

NACTVET has reverted to its previous approach of having two cohorts, with intakes in September and March, for each academic year. In line with this decision, NACTVET solicited applications from interested TET institutions for the March 2023 enrollment window. DBBTTC applied and has been selected. The enrollment window officially opened on February 20, 2023, and interested applicants can apply until March 27, 2023. Academic studies for the second cohort are scheduled to commence in mid-April 2023. DBTTC aims to leverage this opportunity to increase its enrollment significantly, focusing exclusively on the Business, Tourism & Planning (BPT) Programs for now, with plans to expand to other trades in the September 2023 intake.

2.1.2.2. Drop out: A female trainee who registered for the Vocational and Technical Teachers Education program did not satisfy the eligibility criteria to take the end-of-semester exam owing to her below-average classroom attendance (75%), which falls short of the stipulated threshold. The course of action to be taken in response to this matter will be determined by the school board during the examination results review and approval meeting.

2.1.3. OVERVIEW OF THE TRAINING

During the project's execution, DBTTC's primary focus was on providing training exclusively for Business, Tourism, and Planning (BPT) Programmes for NTA 4, 5, and 6. The designed curriculums specified a total of 29 modules to be covered in both trades (Hospitality NTA 4-07 modules, Hospitality NTA 5-09 modules, Education level 5-07 modules, and Education level 5-06 modules). The modules were structured to encompass three main aspects, namely, lectures, tutorials, and practical sessions, with some modules designed to cover two of the three aspects. DBTTC collaborated with Domiya estate and Dodoma hotel in the hospitality, operations, and management trade to facilitate the practical aspect of the training, its relevance, and applicability to real-world situations. The institution secured agreements with the hotels to provide students with a platform to enhance their core competencies in the industry. Moreover, the institution also uses the facilities at Don Bosco Dodoma VTC for practical orientation.

2.1.4. THE INSTITUTION ACADEMIC CALENDAR

In accordance with the NACTVET framework, the academic year is typically divided into two semesters: SEM I, which spans from October to February, and SEM II, which runs from March to July. The institution has created an Almanac that outlines the scheduling of activities throughout the academic year. Presently, the institution is conducting the Cohort 1 Semester I examination, with plans to commence the 2nd Semester of the 2022/23 academic year on the 20th of March 2023.

2.1.5. FIELD ATTACHMENT

As per the NACTVET framework, Field Practical Training (FPT) for trainees is scheduled for July 2023. However, this timeline poses an issue for Vocational and Technical Teacher Education trainees, as their FPT takes place primarily in Vocational and Education Training (VET) institutions, which are closed during July. To address this challenge, the institution plans to arrange for FPT placements for Vocational and Technical Teacher Education trainees in March, when VET institutions are operational. As the 2nd semester is set to commence during the same period, trainees in the trade will undertake field attachment in the morning and attend classes in the evening, thereby combining the two commitments.

2.2. FACULTY AND STAFF DEVELOPMENT

2.2.1. TOT ON CBET DELIVERY

Upon recruiting tutors, the institution initiated training for the new staff on the delivery of competency-based education and training (CBET). The primary objective of the training was to equip the tutors with the necessary skills to effectively deliver the curriculum using the CBET framework. The training, which was provided to seven tutors (four males and three females), was facilitated by the DBTTC administration. The administration had been trained and certified by NACTVET, to offer training in key aspects of CBET delivery including i) Elements of the CBET curriculum ii) Preparations of CIPCs (complex integrated profession challenge) and CBLs (competence-based learning) iii) Preparation of assessment plans, iv) Utilization of assessments plans in setting CATs (Continuous assessment Tests) and semester examination as well as v) Examination setting standards as per the assessment plan guidelines.

To ensure the ongoing development of the tutors' competencies, the school administration, under the Vice Principal-Academics, Research, and Consultancy, has established a follow-up mechanism that includes monitoring their progress and identifying their training needs for refresher courses. Moreover, the training program will augment the institution's ability to provide high-quality and pertinent education in the medium to long term.

2.2.2. MANAGEMENT TRAINING ON ACADEMIC PLANNING AND EXAMINATION ASSESSMENT

In implementing institutional sustainability, the College conducted management training on academic planning and examination assessment framework for College Management which was facilitated by experts from the Institute of Rural Development Planning and DBTTC Staff. The training's core objective was to improve institutional examination setting and management capacity as well as to establish an Examinations Assessment Framework. The Training was provided to 8 tutors (Males 5 and 3 Females) and covered to major topics including i) Planning for Examinations Administration (Setting, Moderation, Invigilation, Internal Marking & External Marking) and ii) Examinations Approvals. The training formed a basis for the setting and execution of semester 1 examinations which were administered between February and Early March 2023.

2.2.3. BOARD MEETING

Through the course of the project execution, DBTTC organized Board meetings. The latter was paramount to establishing a platform for board members to discuss and make decisions about important matters that affect the institution and its stakeholders. (please see the minutes of the board meeting).

2.2.3. HUMAN RESOURCES

DBTTC presently employs 12 individuals, comprising 4 females and 8 males. Of the 12, 4 personnel (1 female and 3 males) are involved in school management duties. The remaining 8 staff members are part of the teaching team, and their employment is on a contractual basis. The institution deemed it necessary to engage them under contractual terms due to the prevailing number of students enrolled in the institution and the projection of financial resources in the mid and long-term future.

2.3. ENGAGEMENT AND LINKAGES

DBTTC has fostered robust relationships with NACTVET at both the central zone and head offices, enabling the smooth execution of certain institutional activities, particularly those necessitating government involvement. Additionally, the institution has partnered with two highly regarded hotels in Dodoma City (Domiya Estate & Dodoma Hotel) to provide practical training for courses on hospitality, operations, and management, thereby enriching the learning experience of trainees. DBTTC has also collaborated with 11 secondary schools in Dodoma to promote the courses offered at the institution for prospective enrollment. Furthermore, the institution has established ties with Tanzania Employment Services Agency (TaESA), which has provided volunteers to assist in marketing the institution's courses.

2.4. RESOURCES:

2.1.4. INFRASTRUCTURE

Infrastructure forms part of the key components of the DBTTC establishment. Currently, the construction works for the establishment of a workshop, administration block, and Hospitality block are ongoing. (please see the construction report). Upon the completion of the construction works the institution envisions having sufficient facilities to effectively provide education and learning programmes.

2.1.5. FINANCIAL RESOURCES (LOCAL CONTRIBUTION)

As per the project agreement, Don Bosco AFE was tasked with raising 1,771,436,202 Tshs to fulfill the total actual budget required for the establishment of the institution. The congregation has made diligent attempts to solicit support from sister institutions under the Don Bosco umbrella to bridge the funding gap. However, no response has been received thus far. Notwithstanding, the Provincial Economist has made contact with the partners to follow up on the matter, and it was revealed that internal deliberations are ongoing, with a potential response anticipated soon.

2.5. STRENGTHS AND WEAKNESSES

2.5.1. AREAS OF EXCELLENCE (KEY ACHIEVEMENTS)

2.5.1.1. GOVERNANCE AND MANAGEMENT

1. The existence of an institutional mission and vision statement
2. A well-defined and functional management structure, along with a clear delineation of roles and responsibilities
3. An operational institutional board
4. The presence of annual plans, as well as documented guidelines for their execution
5. A functional financial management system

2.5.1.2. TEACHING AND LEARNING

1. The institution has obtained full accreditation from NACTVET.
2. Availability of approved curricula implemented to meet the needs of the labor market
3. The institution has established guidelines to ensure efficient academic operations.
4. . The use of appropriate teaching and training modalities
5. The teaching process is founded on a solid pedagogical framework.
6. Teachers monitor and document the progress of their learners.

2.5.1.3. FACULTY AND STAFF

1. A precise delineation of the roles and responsibilities expected of teachers and staff members.
2. Availability of potential training and development opportunities
3. availability of monitoring and follow-up post-training system

2.5.1.4. ENGAGEMENT AND LINKAGES

1. established linkages with governmental authorities and private institutions (NACTVET, TAesa, Secondary schools)

2.5.1.5. RESOURCES

1. Availability of 1 existing infrastructure (classrooms) and the DBVTC facilities enhance the training
2. Promising undergoing construction work
3. The creation and implementation of an online application system that is integrated with NACTEVET, along with an online presence

2.5.2. OPPORTUNITIES FOR IMPROVEMENT

2.5.1.1. GOVERNANCE AND MANAGEMENT

-The need to effectively communicate the institution's vision and mission beyond official documents. This can be achieved through various means such as using notice boards, and incorporating the vision and mission into school apparel.

- The need to ensure that all staff members possess a thorough understanding of the institution's mission and vision, as well as the code of ethics and conduct.
- The need to establish a procurement management procedure to streamline the process and ensure transparency and accountability.
- The need to modernize records-keeping procedures, with an emphasis on digitization to improve accessibility, accuracy, and efficiency.
- The need to regularly conduct internal assessments of financial expenditures to maintain financial stability and transparency.
- The need to establish a comprehensive succession plan to ensure effective leadership and continuity for the mid and long-term future.
- The need to review the developed Strategic Plan

2.5.1.2. TEACHING AND LEARNING

- The need to observe health and safety measures more during teaching and learning particularly during practical orientations
- The need to timely and formerly communicate with NACTVET on schedule overlaps and propose mitigation measures

2.5.1.3. FACULTY AND STAFF

- The need to streamline the SDB Human resource policy to the institutional context, particularly on aspects such as recruitment, selection, and loading of staff and faculty members.
- The need to create succession pipelines, especially within the management
- The need to instill more research and Development mechanisms in the research and development unit

2.5.1.4. ENGAGEMENT AND LINKAGES

- The need to establish an Explorer Job Services Unit
- The need to establish potential linkages with more enterprises in the different sectors of TVET provision
- The need for more marketing and lobbying strategies to ensure the enrolment of more trainees to reach the projected target.

2.5.1.5. RESOURCES

- The need to ensure all facilities comply with all mandatory safety regulations (lock, fire, hazard, emergency, exits)
- The need to avail and display Emergency rules and plans in the already available facilities e.g. hospitality block in the VTC
- The need to develop and implement a Repair and maintenance plan for furniture, workshops, library, canteen, and other learning resources
- Ensuring the Awareness signs for environmental care and protection are available and visible e.g. the used classroom facilities.

- The need to establish a guidance and Counselling unit
- The need to document Co-curricular and extra-curricular programmes and activities.
- The need to operationalize the income-generating activities to generate more revenue streams.

SECTION 03: CONCLUSION

Upon the assessment of the strengths and weaknesses of the institution during the visit, it is evident that commendable progress has been made in areas such as governance and management, teaching and learning, faculty and staff, engagement and linkages, and resources. However, there are also various aspects within these areas that present opportunities for improvement, which the institution must prioritize ranging from effective communication of the institution's vision and mission to the need to operationalize the IGAs to increase revenue.

In general, the institution must focus on addressing these opportunities for improvement to further enhance its operations and sustain its positive momentum. By doing so, the institution can continue to build on its strengths and improve the provision of TVET in the medium and long-term future.

Appendices

Number of Modules trained in SEM 1

<p>Hospitality level 4:</p> <ol style="list-style-type: none"> 1. GST04101 Basic Computer Application 2. GST04102 English Grammar 3. HOT04104 Fundamentals of Hospitality and Tourism 4. HOT04105 Customer Care Skills 5. HOT04106 Hygiene and Sanitation 6. HOT04107 Front Office Operations 7. HOT4108 Housekeeping Operations 	<p>Hospitality level 5:</p> <ol style="list-style-type: none"> 1. HOT05101 Front Office &Reservations Control 2. HOT05102 Housekeeping &Laundry Operations 3. HOT05103 Interior Design & Decoration 4. HOT05110 Nutrition and Health 5. HOT05111 Menu Planning, Costing &Pricing Techniques 6. GST 05115 Communication and Interpersonal Skills 7. HOT 05116 Digital and Emerging Technologies in Hospitality 8. GST05117 Computer Applications for Hospitality 9. HOT05105 Bar Service Operation Skills
<p>Education level 5:</p> <ol style="list-style-type: none"> 1. EDT 05106 Fundamentals of ICT 2. EDT 05101 Application of Psychological Principles 3. EDT 05102 Philosophy of Technical Education 4. EDT 05103 Curriculum Development and Teaching 5. EDT 05104 Fundamentals of Inclusive Education 6. EDT 05105 Basics of Sociology of Technical Education 7. EDT 05107 Code of Professional Conducts for Teachers 	<p>Education level 6:</p> <ol style="list-style-type: none"> 1. EDT06101 Basics of Proposal Writing Skills 2. EDT 06102 Management of Vocational and Technical Education institutions 3. EDT 06103 Fundamentals of Guidance and Counselling 4. EDT 06104 Fundamentals of Educational measurement and evaluation 5. EDT 06105 Basics of Hygiene and sanitation practices 6. EDT 06106 Fundamentals of Human Rights and Democracy