

SKILLING Eco-VET

Skilling VET ecosystem: enhance enable environments for private and public VET key actors in Ghana and Senegal

Module on Job Service Office
empowerment

Date: 18/01/2024



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Module 1: Knowledge of JSO Services and Benefits (4 h):

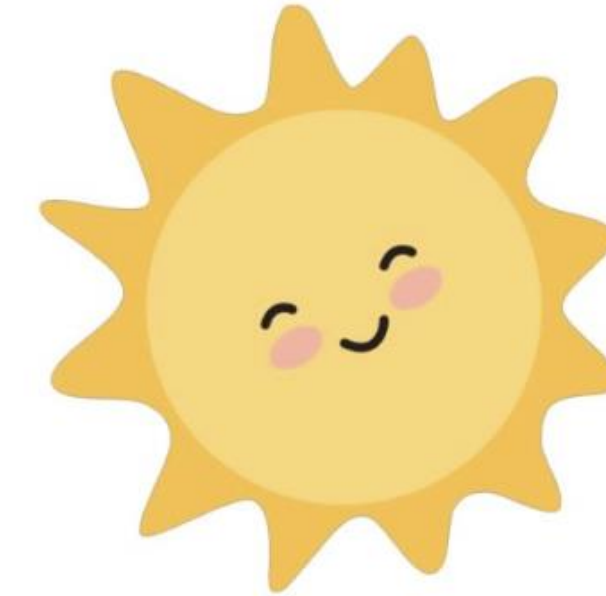
- Provide a thorough understanding of the JSO role and its significance in employment services.
- Explore key JSO services and elucidate the associated benefits for both users and service centers.
- Analyze case studies and best practices to derive insights into successful JSO interventions.
- Foster a client-centered approach by developing effective communication and empathy skills.



Let's play!

INTRODUCE YOURSELF

- WHO ARE YOU AND WHERE YOU COME FROM?
- TALK ABOUT YOUR JOB
- TOP 3 BEST THINGS OF YOUR WORK
- TOP WEAKNESS OF YOUR WORK
- HOW YOU FEEL TODAY? SELECT A PICTURE?



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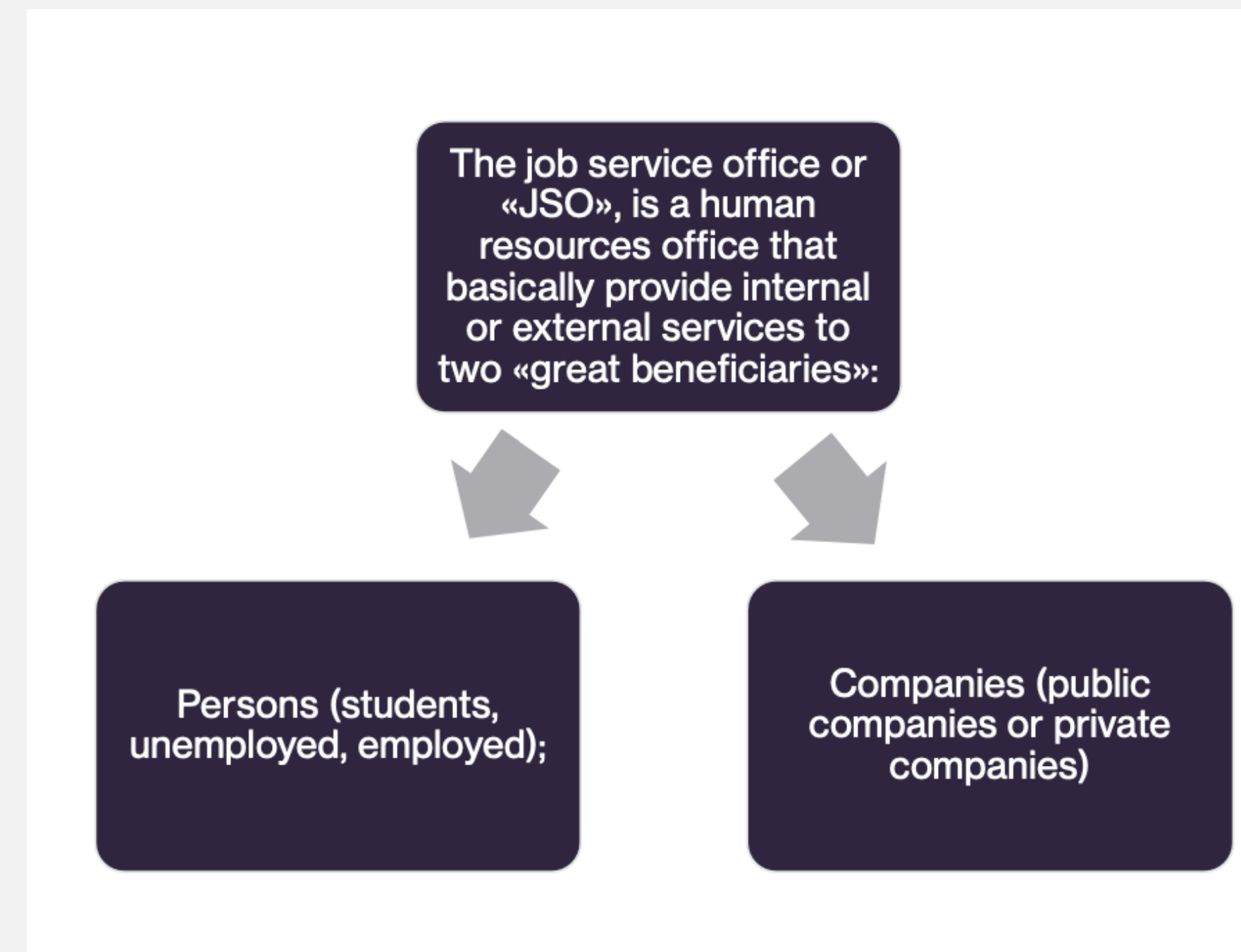


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What is a job service office and what it deal with?



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of JSO

- The added value of every single organization is the people who work for it. Men and women who work side by side to ensure high quality services.
- The job service office by its essence is an horizontal transversal office able to touch every single function inside a VET Center; for example, JSO services are presents in training process and on job processes.
- The project idea for a Vocational Training Centre is to work on the entire chain aimed at accompanying the person and the enterprise, intended as any external organisation which has a demand for skills, in the various phases of labour demand and supply matching.
- In order to give concrete form to this project idea, it is necessary that the Vocational Training Centre progressively implement an “integrated action” for making the internal Job Service Office a driving force for integration and connection with the market, a hub for interaction with business.



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CASE STUDY: The development and enhancement of the TVET JSOs worldwide: the experience of the Salesian of Don Bosco TVET Centres

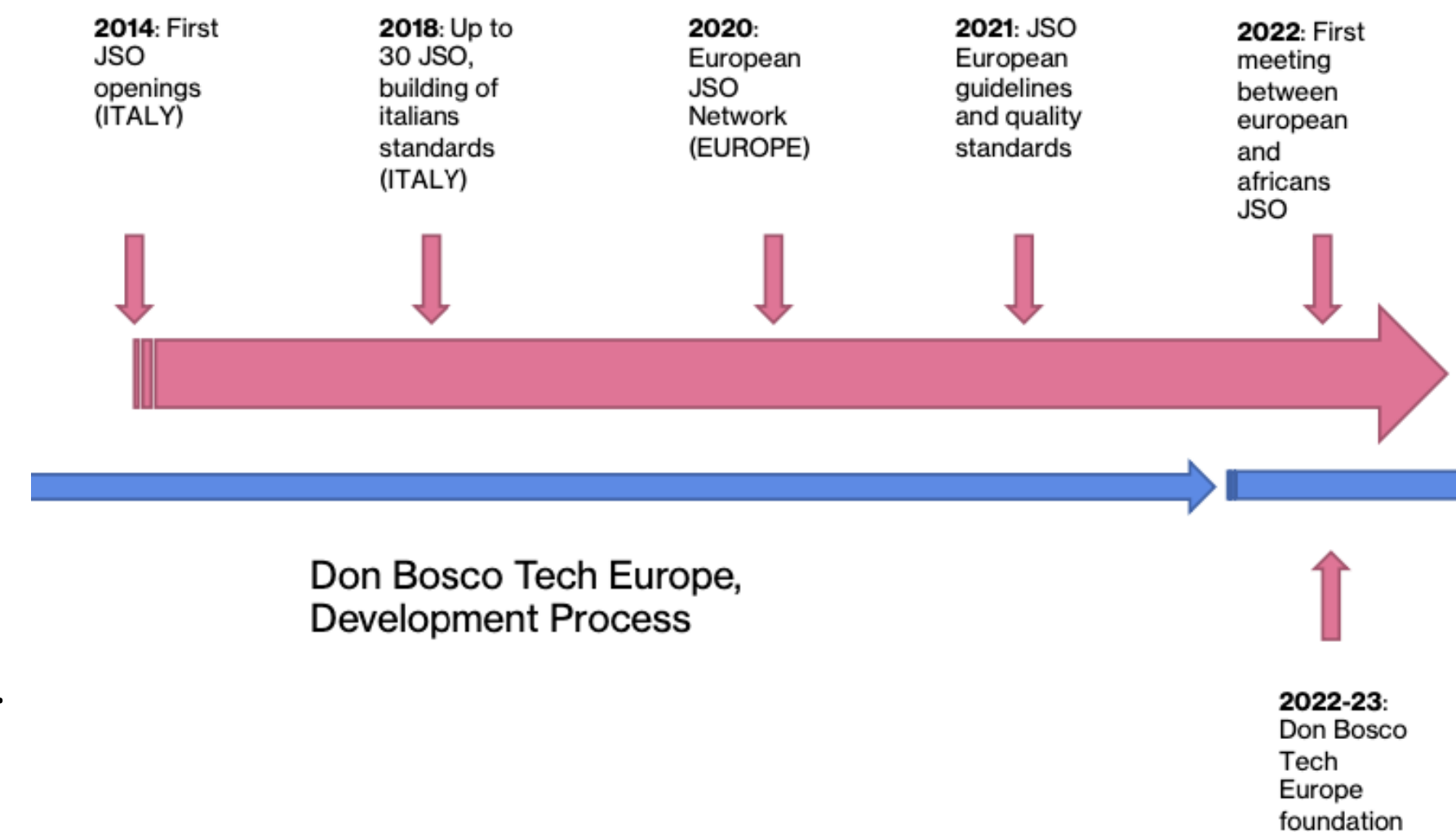
The political motivation is linked to the choice made by the European Union to modernise the labour market.

The European programming 2014-2020 has put side by side with the traditional objective of people’s employability, which has supported over the years the training offer aimed at the development of professional skills, the new objective of employment, aimed at the occupational integration and/or reintegration, through Active Labour Policy measures.

This evolution has raised a new issue of the relationship between Vocational Training and Active Employment Policies.

Analysing the situation in Italy, it can be said that at the moment the Active Employment Policies are still a young strategy, almost immature, still far from being a stable, broad, universal system.

Although aware of these critical issues, but still convinced that we are in the presence of a marked trend line that is now irreversible, CNOS-FAP Federation has participated to this project in order to focus on Vocational Training connected to the world of work and supported by a specific service of accompaniment to work.





**CASE STUDY:
JOB SERVICE
OFFICES of
DON BOSCO
TECH AFRICA**

AWARENESS RAISING ABOUT TVET

Expected Outcome of the Activity/Service: **YOUTH AND PUBLIC ARE AWARE OF TVET AS A CAREER CHOICE**

Key Stakeholders and their expectations:

YOUTH: To be informed about TVET offerings and their relevance in the labor market to make informed decisions

PARENTS/GUARDIANS: To be informed about TVET offerings and their relevance in the labor market to assist and support their children to make informed and good career choices

ENTERPRISES: To have quality employees who meet their human resource needs

		PERFORMANCE LEVEL		
		MINIMUM	STANDARD	EXCELLENCE
Descriptors	<ul style="list-style-type: none"> a) The center management has appointed one JSO officer b) There is a JSO office carrying out awareness campaign about TVET within the center and immediate community c) The institution management organizes the awareness-raising campaign with the participation of the instructors during the recruitment period d) Data and materials can be shared with prospective trainees and other stakeholders e) The institution social media pages and handles to aid awareness-raising on TVET offerings is active 	<ul style="list-style-type: none"> a) Necessary provisions are made to support activities and mission of the JSO (finance, office, mobility) b) The institution conducts awareness-raising campaigns by moving to potential trainees during intake periods c) Development, organization of data, and dissemination of awareness-raising materials such as flyers, posters, brochures, etc. to potential trainees and other stakeholders d) The social media pages and handles to aid awareness-raising on TVET offerings has up to date data e) Organize youth forums and involve targeted parishes, secondary schools, and the community f) Organize open days and career exhibitions, and involve stakeholders in the events g) Participate in job fairs, round-tables, and forums organized by other organizations h) There is a level of awareness with regards to equitable training options for all 	<ul style="list-style-type: none"> a) There is a validated, coordinated annual awareness-raising campaign incorporated in the institute calendar (e.g., round-tables, forums, open days) b) The JSO office is established and linked with the institute's operations with a clear job description and deliverables c) Use of the organized data to guide decision-making is evident d) There is an increase of the trainees and other stakeholders who come to know about the institution through social media e) Developed platforms that promote success stories of the graduates f) Presence of awareness materials emphasizing access and equity g) Monitoring and evaluation of the effectiveness of awareness-raising activities are done as scheduled 	

AWARENESS RAISING ABOUT TVET

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	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Indicators	<ol style="list-style-type: none"> 1. Availability of a JSO at the center 2. Report of the campaign, attendance list 3. Database and campaign materials about the TVET, e.g., flyers 4. Active social media pages 	<ol style="list-style-type: none"> 1. There is an equipped Job Service Office 2. Work Plan 3. Flyers, brochures, and posters 4. Updated active social media pages 5. Report, attendance sheet 6. Videos, documentaries, and pictures 7. Feedback report from the targeted group 8. Increase of the ratio of enrollment on males and females 	<ol style="list-style-type: none"> 1. The school calendar shows planned activities 2. The JSO office, officer, clear job description 3. Availability of organized and analyzed data 4. The comparative enrollment report showing the increase in enrollment 5. Number of visits and comments on the social media platforms 6. The documented success stories and comments on social media platforms 7. The developed materials focusing on access and equity 8. The monitoring and evaluations reports
Needed resources:	<ul style="list-style-type: none"> • Office • Qualified personnel • Communication and awareness raising tools 		<ul style="list-style-type: none"> • Financial resources for implementation of the activities • Partnership with relevant stakeholders (government, private sector actors, etc.)

ORIENTATION

Expected Outcome of the Activity/Service: **YOUTH ARE ASSISTED TO MAKE INFORMED CAREER CHOICES ACCORDING TO (A) THEIR STRENGTHS, ATTITUDES, ENVIRONMENT OPPORTUNITIES AND SKILLS AND (B) THE NEEDS OF THE WORLD OF WORK/LABOR MARKET**

Key stakeholders and their expectations:

YOUTH: To be guided to make informed career choices that will open up decent work opportunities for sustainable personal development

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) There is a general orientation given to the enrolled trainees regarding the chosen field b) The presence of the educators is evident in the classroom, workshop, and playground in line with the Salesian Preventive system approaches c) Morning and evening talks are given to the students in line with Salesian traditions	a) Creation of an Orientation & Induction Team b) Develop guidelines for student orientation and induction in line with the Salesian Preventive system approaches c) Harmonized morning and evening talks to the trainees are regularly given d) Trainees are interviewed personally and offered personalized guidance regarding the Vocational Plan and Life Plan (VPLP) e) The trainees are assisted in coming up with a personal profile with regards to the chosen field f) Offer soft and life skills to the trainees	a) Creation of Accompaniment Team and involvement of psycho-social experts (Salesians, Youth Ministry Department, Psychologists, Coaches, JSO, Members of EPC, Trainers, Parents) b) Systematic implementation of guidelines for student orientation and induction based on four dimensions of the Salesian Education Pastoral Plan (SEPP) c) The trainees have developed individual VPLP, and they are following it d) Organization of career promotion workshop with enterprises and their personnel e) Systematic evaluation and improvement of orientation procedures f) Harmonized formation program targeting the trainees in the area of integral human development, including life and soft skills
Indicators	1. Orientation manuals and reports 2. Staff attendance 3. Rosters/Timetable for morning and evening talks	1. Availability of induction team 2. Availability of orientation guidelines 3. Rosters and harmonized content for morning and evening talks 4. Interview report 5. Individual profiles of trainees 6. Report of the carried activities	1. Availability of accompaniment team 2. Systematic guidelines 3. Individual progress report on VPLP 4. Report on attendance 5. Evaluation report 6. Availability of a comprehensive program for integral human development
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Testimonies from the private sector actors • Workshops and office 	<ul style="list-style-type: none"> • Orientation materials (books, flyers, brochures, training curricula, standards, etc.) • Financial resources 	

MARKET ASSESSMENT TO ENSURE RELEVANT MARKET-DRIVEN TRAINING

Expected Outcome of the Activity/Service:
THE TRAINING OFFERED IS UP-TO-DATE AND UP TO THE STANDARDS IN REGARDS TO THE PRESENT LABOR MARKET NEEDS

Customers and their expectations:

TRAINEES: To be offered skills that meet the demands of the labor market and to find a job easily

ENTERPRISES: To have qualified and skilled personnel according to their needs

DONORS: To know the vocational and technical training given are relevant to the labor market which guarantees beneficiaries employment or self-employment

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Get knowledge of the respective market through at least internet research in regards to existing market studies and available statistics naming development of market branches b) Development and implementation of data collection tools b) Collection of information on the skills of graduates c) Identification of training gaps in TVET Centers in collaboration with companies and past pupils d) Organization of exchange meetings with TVET Centers' personnel to get feedback on various issues and latest news regarding TVET	a) Get knowledge of the respective market through at least internet research in regards to existing market studies and available statistics naming development of market branches b) Development and implementation of data collection tools c) Collection of information on the skills of graduates d) Identification of training gaps in TVET Centers in collaboration with companies and past pupils e) Organization of exchange meetings with TVET Centers' personnel to get feedback on various issues and latest news regarding TVET f) Supply of information for and participation in the update of curricula to meet the identified needs	a) Development and implementation of data collection tools b) Collection of information on the skills of graduates c) Identification of training gaps in TVET Centers in collaboration with companies and past pupils d) Organization of exchange meetings with TVET Centers' personnel to get feedback on various issues and latest news regarding TVET e) Supply of information for and participation in the update of curricula to meet the identified needs f) Web search in existing market studies or, if not available, involvement of experts in conducting research g) Supply of information for and participation in complete processes of curricula revision to meet the market needs h) Partnership with companies to have systematic feedback i) Comprehensive market assessment study/market survey is available at the College
Indicators	1) Data collection tools/questionnaires 2) Market survey and interview reports 3) Database 4) List of participants 5) Recommendation report for the TVET Center	1) Data collection tools/questionnaires 2) Market survey and interview reports 3) Database 4) List of participants 5) Recommendation report for the TVET Center 6) Updated and validated curricula	1) Data collection tools/questionnaires 2) Market survey and interview reports 3) Database 4) List of participants 5) Recommendation report for the TVET Center 6) Updated and validated curricula 7) Contracts with experts 8) Experts' outputs 9) Updated training manuals 10) Signed MoUs with companies
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Infrastructure • Adequate tools 	<ul style="list-style-type: none"> • Financial resources • Partnership with companies • Collaboration with past pupils' organizations 	



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TRAINEE PREPARATION FOR THE LABOR MARKET

Expected Outcome of the Activity/Service:
THE TRAINEE DEVELOPS THE APTITUDES/SKILLS AND DISCIPLINE NEEDED TO INTEGRATE INTO THE LABOR MARKET

Key stakeholders and their expectations:

TRAINEE: To have the necessary skills to enter into the labor market

ENTERPRISES: To access well-trained graduates having the required skill mix

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) JSO organizes talks to guide the trainees on general labor market requirements b) Offer introductory training sessions on the topic: Job seeking (how to write a CV and cover letter (CL), how to prepare for interviews etc.)	a) JSO conducts personal interviews with trainees to prepare them for the labor market b) There are templates developed to guide the trainees in writing a CV, CL, how to prepare for interviews, etc.), Labor Laws, critical entrepreneurial skills c) Train trainees on how to prepare & evaluate business plans d) Established collaboration with public and private entities focused on the preparation of Youth for employment & entrepreneurship. e) JSO organizes industrial study tours at least once a year f) Influence the adaption of training in a natural work environment to enhance the smooth transition to the world of work g) JSO facilitate apprenticeship, attachment, and internship opportunities in the labor market	a) There is developed information on the labor market that is accessible online and through printed media b) The training in job preparedness is embedded in the training program with precise schedules and responsibilities well distributed c) The trainees can prepare a feasible business plan and are linked to Micro Finance Institutions (MFIs) d) The trainees portray the possession of required competencies to engage with the industries and to start their small-scale businesses e) Industrial study tours are embedded in the school calendar and are routinely carried out f) The trainees are observing safety measures and other workplace best practices g) The JSO has documented data on apprenticeship, attachment, and internship offered to the trainees
Indicators	1) Participants registration for the training sessions 2) Training report and CV, CL, etc. samples are established and made available	1) Interview reports 2) Availability of templates 3) Training reports, participants list 4) Signed collaboration MoUs between Schools and Enterprises are in place 5) Study tour reports 6) Adapted training program and upgraded equipment 7) Placement report	1) Accessibility of developed information on the online platform 2) School calendar and timetable 3) Business plans and statistics of graduates linked with MFIs 4) Number of small businesses started 5) The availability and usage of Personal Protective Equipment (PPEs) 6) Availability of placement reports
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Financial resources • Contacts and partnerships with Companies, MFIs, Banks, Credit Associations 		<ul style="list-style-type: none"> • Transportation • Communication material

SUPPORT FOR THE TRAINEES' TRANSITION TO THE LABOR MARKET

Expected Outcome of the Activity/Service:
THE TRAINEES ARE INTEGRATED AND ABSORBED INTO THE LABOR MARKET (SELF- AND WAGE-EMPLOYMENT)

Customers and their expectations:

GRADUATES/PAST PUPILS: To benefit from structured accompaniment and support in order to enter into the labor market and/or into self-employment

ENTERPRISES: To recruit new qualified personnel

PARENTS: To have their youth accompanied during the transition into the labor market

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Identification of and visit to employers b) Administration of graduates' and employers' database c) Support inscription process of graduates to public employment offices/structures (PES) d) Matching employment demand/graduate skills capacity e) Collection, distribution and follow-up of CVs and business plans	a) Identification of and visit to employers b) Administration of graduates' and employers' database c) Support inscription process of graduates to public employment offices/structures (PES) d) Matching employment demand/graduate skills capacity e) Collection, distribution and follow-up of CVs and business plans f) Promotion of partnerships with employers and MFIs (micro-financial institutions) g) Development and implementation of a graduate's tracking plan h) Provide support for business planning for graduates i) Organize seminars on employability skills	a) Identification of and visit to employers b) Administration of graduates' and employers' database c) Support inscription process of graduates to public employment offices/structures (PES) d) Matching employment demand/graduate skills capacity e) Collection, distribution and follow-up of CVs and business plans f) Promotion of partnerships with employers and MFIs g) Development and implementation of a graduate's tracking plan h) Provide support to business planning for graduates i) Organize seminars on employability skills j) Provide Action Plan on Insertion k) Development of a document/manual describing wage and self-employment strategies by the TVET Center l) Agreements with companies for the employment of graduates
Indicators	1) Availability of updated graduates' and employers' databases 2) Visit reports 3) Inscription list of graduates to PES 4) Existence of list of job offers 5) Existence of database of submitted CVs and BPs	1) Availability of updated graduates' and employers' databases 2) Visit reports 3) Inscription list of graduates to PES 4) Existence of list of job offers 5) Existence of database of submitted CVs and BPs 6) Established agreements with employers and MFIs 7) Availability of tracking plan and reports 8) Established graduates' business plans 9) Availability of seminars reports	1) Availability of updated graduates' and employers' databases 2) Visit reports 3) Inscription list of graduates to PES 4) Existence of list of job offers 5) Existence of database of submitted CVs and BPs 6) Established agreements with employers and MFIs 7) Availability of tracking plan and reports 8) Established graduates' business plans 9) Availability of seminars reports 10) Established Action Plan on Insertion and reports 11) Established Insertion manual 12) Established agreements with companies
Needed resources:	<ul style="list-style-type: none"> • Qualified personnel • Financial resources 	<ul style="list-style-type: none"> • Contacts and partnerships with Companies, MFIs, Banks, Credit Associations • Transportation 	



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INTERNAL AND EXTERNAL NETWORKING

Expected Outcome of the Activity/Service:
NETWORKING IS IMPROVED BOTH WITH INTERNAL AND EXTERNAL STAKEHOLDERS

Customers and their expectations:

TVET CENTERS: To be well-known, visible and have sufficient information to enable good collaboration with stakeholders

NGOS: To have relevant information on common grounds and actions within TVET Centers

P-TVET Team: To have relevant information about the activities of the TVET Centers in order to set up effective collaborations with stakeholders

ENTERPRISES: To have reliable sources for qualified personnel and access to relevant information in order to employ/hire them

PDO: To have relevant information for good coordination and allocation of resources from stakeholders

PUBLIC ACTORS: To have relevant information about the labor market as well as about technical and vocational training offerings

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	a) Functioning internal and external communication platform and tools (newsletters, webpage, Facebook, blog) b) Identification of and visit to stakeholders to find common ground/topics/issues c) Categorization of partners according to their mission d) Establishment of accounts management for partners (list, contact details)	a) Functioning internal and external communication platform and tools (newsletters, webpage, Facebook, blog) b) Identification of and visit to stakeholders to find common ground/topics/issues c) Categorization of partners according to their mission d) Establishment of accounts management for partners (list, contact details, history of contacts/visits) e) Definition of collaboration strategies f) Execution of meetings according to plan g) Constant M&E of joint activities h) Participation in networks (advocacy) or network activities i) Participation and membership in Government-initiated groups for knowledge sharing and policy making	a) Functioning internal and external communication platform and tools (newsletters, webpage, Facebook, blog) b) Identification of and visit to stakeholders to find common ground/topics/issues c) Categorization of partners according to their mission d) Establishment of accounts management for partners (list, contact details, history of contacts/visits, financial cooperation) e) Definition of collaboration strategies f) Execution of meetings according to plan g) Constant M&E of joint activities h) Participation in networks (advocacy) or network activities i) Participation and membership in Government-initiated groups for knowledge sharing and policy making j) Partnership contracts and/or MoU/Memoranda of Agreement k) Execute, monitor and evaluate activities agreed to in the contracts and/or MoU/Memoranda of Agreement l) Organization of events, fora and/or platforms m) Production of knowledge management documents
Indicators	1) Availability of list of partners 2) Availability of an updated partner database 3) Availability of visit reports 4) Use of communication tools	1) Availability of list of partners 2) Availability of an updated partner database 3) Availability of visit reports 4) Use of communication tools 5) Establishment of meeting plan 6) Availability of activity and meeting reports	1) Availability of list of partners 2) Availability of an updated partner database 3) Availability of visit reports 4) Use of communication tools 5) Establishment of meeting plan 6) Availability of activity and meeting reports 7) Signed contracts, MoU/Memoranda of Agreement and Monitoring and evaluation reports 8) Execution of events, installation of platforms, establishment of reports and maintenance of attendance lists 9) Existence of knowledge management reports, documents, studies
Needed resources:	<ul style="list-style-type: none"> Qualified personnel Financial resources 	<ul style="list-style-type: none"> Communication tools Partnerships with stakeholders and with universities 	



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DEFINITION AND IMPROVEMENT OF MEANS AND CHANNELS OF COMMUNICATION

Expected Outcome of the Activity/Service: **IMPROVED AND REGULAR COMMUNICATION**

Key stakeholders and their expectations:

TVET CENTRES: To have defined clear communication strategies to be well-known, visible, and have sufficient information to enable effective collaboration with relevant stakeholders

ENTERPRISES: To get reliable information about the profile of the graduates with regards to the market skills demands

DEVELOPMENT PARTNERS: To have a platform through which development partners & agencies can access information (reports) about the successes, challenges & prospects of TVET Centers

OTHER JSOs: To have a well-defined platform through which experiences can be shared

TRAINEES AND PAST PUPILS: To have a platform for interaction with internal and external stakeholders on training and job opportunities

PTVET OFFICE/YOUTH MINISTRY: To have relevant information about the activities of the TVET Centers to set up effective collaborations with stakeholders

PDO: To have relevant data, information, and open communication for reasonable coordination, engagement of development partners, and allocation of resources from stakeholders

PUBLIC ACTORS: To have relevant information about the labor market as well as about technical and vocational training offers

	PERFORMANCE LEVEL		
	MINIMUM	STANDARD	EXCELLENCE
Descriptors	<ul style="list-style-type: none"> a. There is a defined communication matrix with various stakeholders b. Strategic mapping and management of stakeholders according to power, interest and influence is done c. There is a designed internal and external communication platform with straightforward communication procedures d. Establish contacts with stakeholders to find common ground/topics/ issues, etc.) e. Facilitate the organization of internal exchange programs among Salesian TVET centres 	<ul style="list-style-type: none"> a. The communication process follows the defined matrix b. Update and consolidate stakeholder's database c. Functional internal and external communication platform and tools such as institutional & customized emails, logo, documentaries, social media pages and handles, webpages, magazines & brochures, etc. d. Stakeholders are visited, and common ground/topics/issues for partnership are identified and discussed e. Organize exchange programs with non-Salesian TVET centres and Institutions f. Participation in networks: advocacy activities and government-initiated groups for knowledge sharing and policymaking g. Constant updating and sharing of relevant information with stakeholders through official platforms 	<ul style="list-style-type: none"> a. There is an established communication policy guiding the communication process b. Reference to information from the database for the decision-making process c. Periodic update and maintenance of communication platform and tools by the communication policy d. Effective collaboration is established, and MoUs signed e. Organize TVET symposium, employers' fora, round tables, etc. involving TVET stakeholders f. Harmonize collaboration strategies, meetings, and M&E of joint activity through a collaboration framework document
Indicators	<ul style="list-style-type: none"> 1. Availability of communication matrix 2. Database of stakeholder mapping 3. Availability of communication platforms 4. List with contacts 5. Reports of exchange programs 	<ul style="list-style-type: none"> 1. Availability of communication chart(s) 2. Updated database 3. Active platforms and tools 4. Agreement reports 5. Attendance list 6. Reports 7. Updated shared information 	<ul style="list-style-type: none"> 1. Availability of communication policies 2. Accessibility of database and action plans 3. Update communication platforms and maintenance plan 4. Signed MoUs 5. Reports 6. M&E action plan minutes
Needed resources:	<ul style="list-style-type: none"> • Internet connection • Financial resources • Qualified staff 	<ul style="list-style-type: none"> • Stationery • Transportation • Office equipment 	

COFFEE BREAK!



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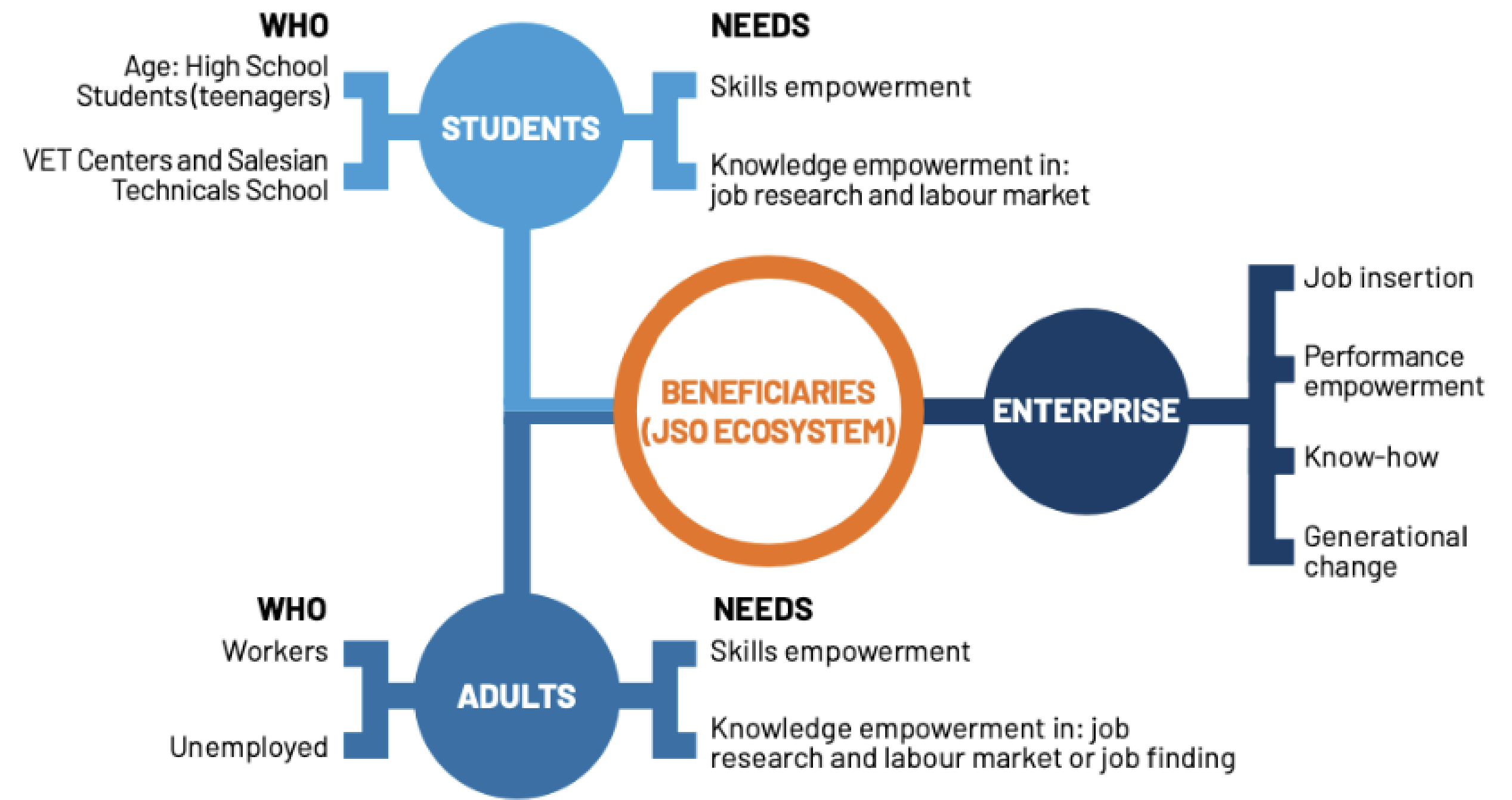


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Module 2: Mapping JSO Services (16 h):

- Equip JSOs with the ability to map existing services, identifying gaps and areas for improvement.
- Introduce the basics of quality standards development in employment services.
- Foster a culture of continuous improvement through feedback mechanisms and strategies.
- Address ethical considerations in JSO services, guiding officers through potential dilemmas.

Let's focus on the JSO Ecosystem



LET'S MAP YOUR STAKEHOLDERS!



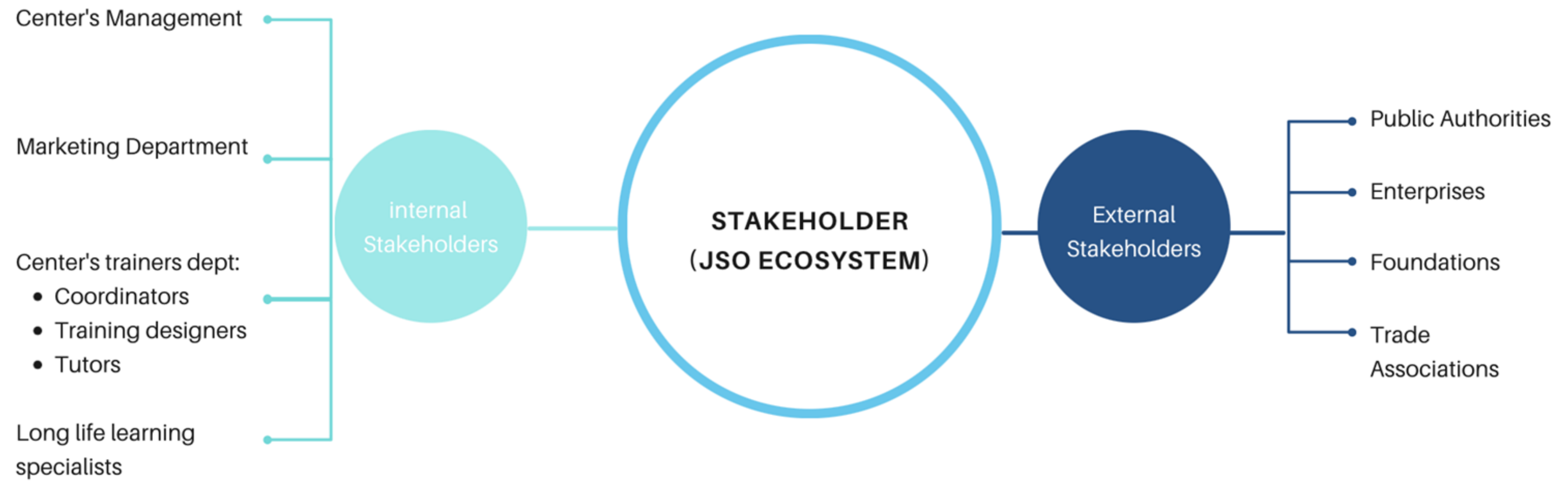
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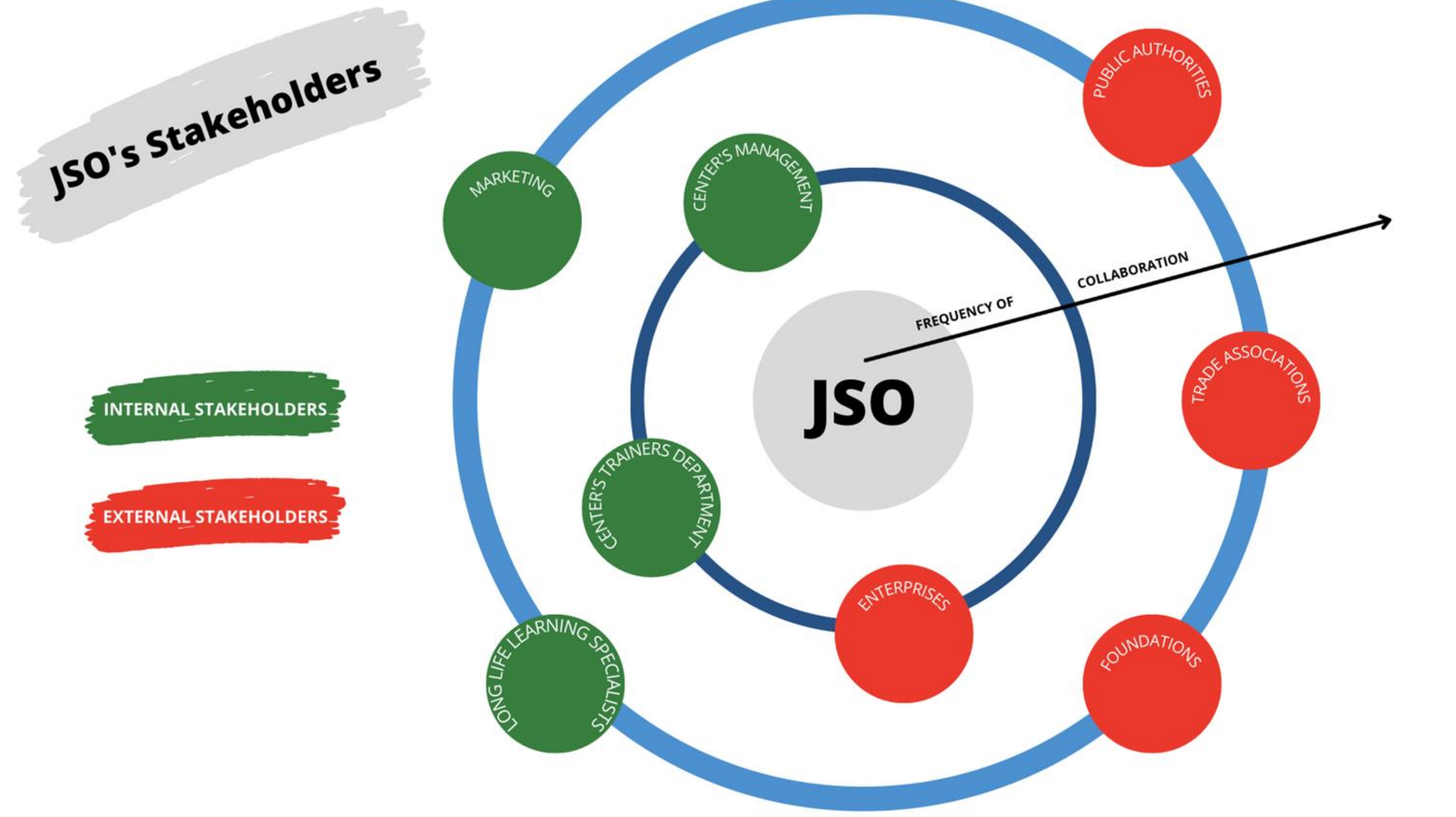


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PEOPLE CARE SERVICES



JOB MARKET SERVICES



People Care Services

- Editorial Help:
 1. CV and Cover Letter Creation;
 2. Internship report Creation;
 3. Provision of research tools;
- Help for professional behaviour:
 1. Simulation of a job interview / internship request / telephone interview;
 2. Help to present ad be presentable;
- Organisational and methodological assistance



1. Help in job searching and help in finding the best company for the student;

- Help to contact partners

- Accompaniment



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Job Market Services

- Curricular and extra-curricular internships (only for students and adults in training):
- Extracurricular internships (only for students or pupils leaving the course);
- Private internships;
- Dual Apprenticeship (for students only);
- Ordinary vocational apprenticeship;



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FOCUS ON JOB MARKET SERVICES



Workshop 1:

Divide

Divide into similar Teams (ex. TVETs, Private Enterprises, Public Authority)

List

List the services that your TVET Centers provide, distinguishing them by family (student's care or job market).

Highlight

Highlight which services have:

- high demand;
- good efficiency;
- many aspects to improve;



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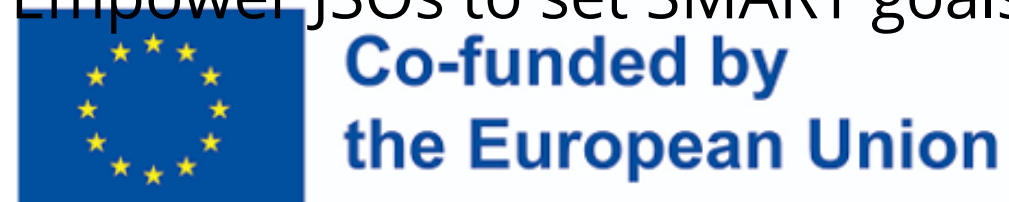
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Module 3: Performance Tools for JSOs (16h)

- Provide a comprehensive introduction to performance tools such as Value Stream Mapping and SWOT Analysis.
- Illustrate practical applications of Value Stream Mapping to identify and eliminate bottlenecks.
- Guide JSOs through the process of conducting SWOT analyses for service improvement.
- Empower JSOs to set SMART goals and monitor progress for optimal outcomes.



Quality criteria and standards for services provided



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“It’s possible to rule services only by measuring performances”

Why?



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How to evaluate our services?

Teamwork



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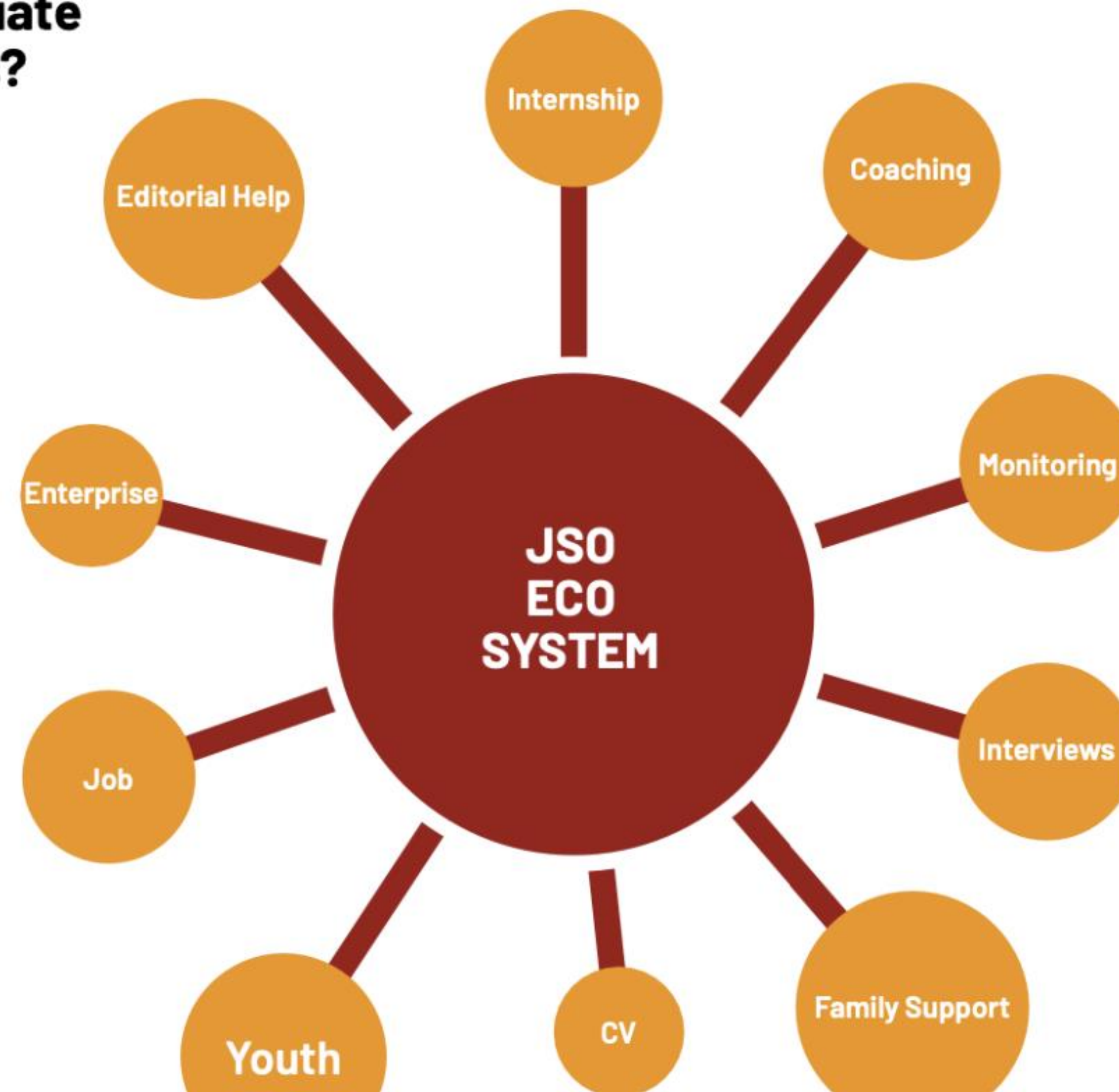


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How to evaluate our services?



Case Study: Quality Criteria for VET services

MINIMUM

Services	Tools	Wich means
Editorial Help Internship research	CV type model List of partners	Access to a computer with internet access Advice from content teachers in the different specialties

MEDIUM (the elements of the previous table should be taken into consideration)

Services	Tools	Wich means
Assistance on how to introduce yourself Assistance on how to prepare a report Interview with families Internship research, apprenticeship contracts research and/or job research Internship monitoring	Instructions Video Interview guide Positioning grids Billboard Access to the Don Bosco.fr platform Skills grids	Advice from general subjects' teachers and professional specialties former students' website Personality questionnaire

Services	Tools	What does it mean?
Internship or job targeted research Recommending a youngster Contact with the national job research structure and private companies providing temporary jobs	Interview + personality test Business Forum, Job Dating	Positioning software and/or questionnaire Person in charge of relations with the partners



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KEY PERFORMANCE INDICATORS (KPI)

- Key Performance Indicators (KPIs) are measurable metrics used to assess the performance and effectiveness of specific objectives within an organization. They serve as quantifiable indicators of progress towards organizational goals.
- KPIs have a rich history, evolving alongside the growth of modern management practices. The concept traces back to the early 20th century with the advent of scientific management by Frederick Taylor. Over the years, KPIs have become integral to performance measurement and strategic management.

KEY PERFORMANCE INDICATORS (KPI)

Strategic Alignment:

KPIs align organizational efforts with strategic objectives, providing a clear roadmap for success.

Decision-Making:

KPIs inform data-driven decision-making, empowering organizations to make informed choices based on performance insights.

Continuous Improvement:

KPIs drive continuous improvement by identifying areas for enhancement and helping organizations adapt to changing environments.



MANAGE BY OBJECTS (MBO)

- Management by Objectives (MBO) is a strategic management approach where organizational goals are defined collaboratively, and employees set specific objectives aligned with those goals. The emphasis is on performance measurement, regular feedback, and continuous improvement to achieve overall organizational success.. They serve as quantifiable indicators of progress towards organizational goals.
- MBO was popularized by management theorist Peter Drucker in his 1954 book "The Practice of Management." Drucker introduced the concept as a systematic method for aligning individual and organizational goals. MBO gained widespread adoption in the 1960s and 1970s as a result of its simplicity and effectiveness in improving communication, coordination, and performance within organizations. Today, MBO remains a foundational element in the field of strategic management.become integral to performance measurement and strategic management.

OBJECTIVE AND KEY RESULTS (OKR)

- Objective and Key Results (OKR) is a goal-setting framework that focuses on defining clear, measurable objectives and the key results needed to achieve them. Originating from Silicon Valley, OKRs provide a structured approach to aligning individual, team, and organizational.
- The OKR framework was introduced by Andy Grove, the former Intel CEO, and was later popularized by John Doerr, a venture capitalist, who learned about OKRs while working at Intel. The concept gained widespread recognition when Doerr introduced OKRs to companies like Google during its early years. Google's successful adoption of OKRs contributed significantly to the framework's popularity in the tech industry.
- The term "Objectives and Key Results" was first publicly mentioned in John Doerr's book "Measure What Matters: Online Tools for Understanding Customers, Social Media, Engagement, and Key Relationships," published in 2017.



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LET'S PLAY WITH OKR!

- Use the OKR framework to build:
 - The Noah's Arch, relate to top figures and services to measure: Noah (CEO), Head of Ship, Head of Animals, etc.
 - A football team, relate to top figures and services to measure: President, Coach, Director of Marketing, etc.
 - Build the OKR framework of a Job Service Office.

Tools to evaluate

SWOT Analysis

The name is an acronym for the four components the technique examines:

Strengths: characteristics of the business or project that give it an advantage over others

Weaknesses: characteristics that place the business or project at a disadvantage relative to others

Opportunities: elements in the environment that the business or project could exploit to its advantage

Threats: elements in the environment that could cause trouble for the business or project



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MATRIX

Strengths and weaknesses are usually considered internal, while opportunities and threats are usually considered external.

Internal factors are viewed as strengths or weaknesses depending upon their effect on the organization's objectives.

What may represent strengths with respect to one objective may be weaknesses (distractions, competition) for another objective.

External factors include macroeconomics, technological change, legislation, and sociocultural changes, as well as changes in the marketplace.

SWOT ANALYSIS



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VALUE STREAM MAP: the essentials

Value stream mapping, also known as "material and information flow mapping", is a lean management method for analyzing the current state and designing a future state for the series of events that take a product or service from the beginning of the specific process until it reaches the customer.

A value stream map is a visual tool that displays all critical steps in a specific process.

Value stream maps show the flow of both materials and information as they progress through the process.

CASE STUDY: The Value stream into JSO services

In the TVET Centers, We don't build mechanical parts, but dreams and skills, so we have remap the Value Strem for services.

Check the services your organization provide (help yourself with the SWOT matrix).

For every single service, try to answer this questions:

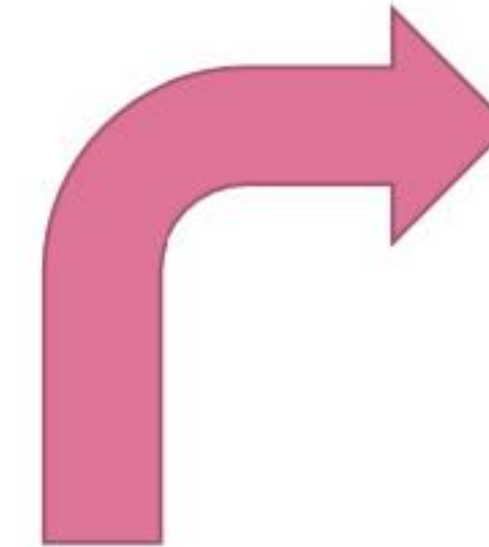
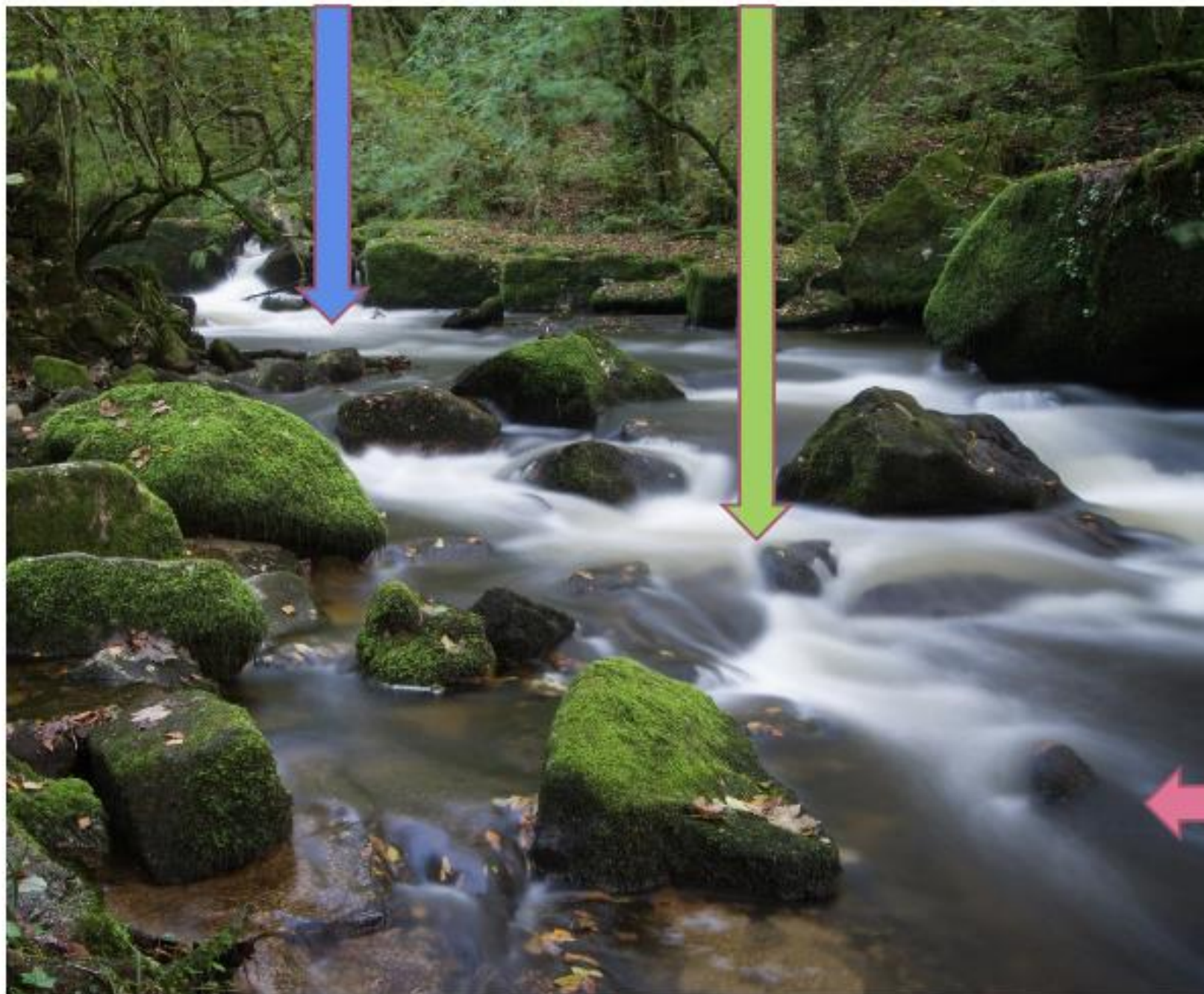


The service is...

Service Placement

High Value Service

Medium Value Service



Is this service still needed? Has it become obsolete?
Is it a thief of resources and time?

Low Value Service



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Workshop 2

Divide	Divide into similar Teams (ex. TVETs, Private Enterprises, Public Authority)
Build	Build your Organization SWOT analysis;
Try	Try to find and analyze your Organization Stream;



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**Thank
you!**

VIS