



**Erasmus + “Skilling ECO-VET” Project
ERASMUS-EDU-2022-CB-VET
Project ID 101092440**

**Deliverable 2.1
Report on Capacity Needs/Skills Gaps assessment and
Peer reviews**

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1. Project summary

The Project "*Skilling VET ecosystem: enhance enabled environments for private and public VET key actors*" aims to foster the transition of VET to the emerging local labour market and to boost employability of vulnerable youth and women as a key to prevent illegal migration in Ghana and Senegal. The target countries are Ghana and Senegal. The two Countries have VET and employment as a priority in their development agendas and, in the recent years, have identified the shared development of employability oriented integrated services, led by empowered VET clusters of key actors in strategic green sectors (organic agriculture, solar energy) as keys to boost sustainable processes of local development, and, finally, as a core pillar to prevent and tackle irregular migration.

The objective of the project is to:

- Increase employability supporting a stronger alignment of VET to emerging local labour market opportunities.
- Increase the technical, managerial capacity and pedagogical skills of VET providers especially in the fields of management, quality assurance, innovation, and inclusion.
- Improve the level of competences, skills, and employability potential of VET learners by developing new and innovative VET programmes and integrated services.

Luovi Vocational College Ltd., further referred as Luovi, is responsible for Work package two, Strategic Planning. Objective was to set up, provide and let VET providers endorse continuous development processes and tools to mainstream quality in their services.

According to the project plan, the implementation of the Work package two, strategic planning was divided to three tasks, which are the following:

- conducting a capacity needs/skills gaps assessments, whose results set out the framework of all capacity building/transfer of knowledge activities.



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- Peer review in VET
- Designing and developing of a capacity development strategy and its operational plan, based on the needs of the skills assessment.

After analysing the results of the questionnaire, the partners made a road map including specific objectives, work plan and timetable. The training modules were planned and implemented in the Work package three.

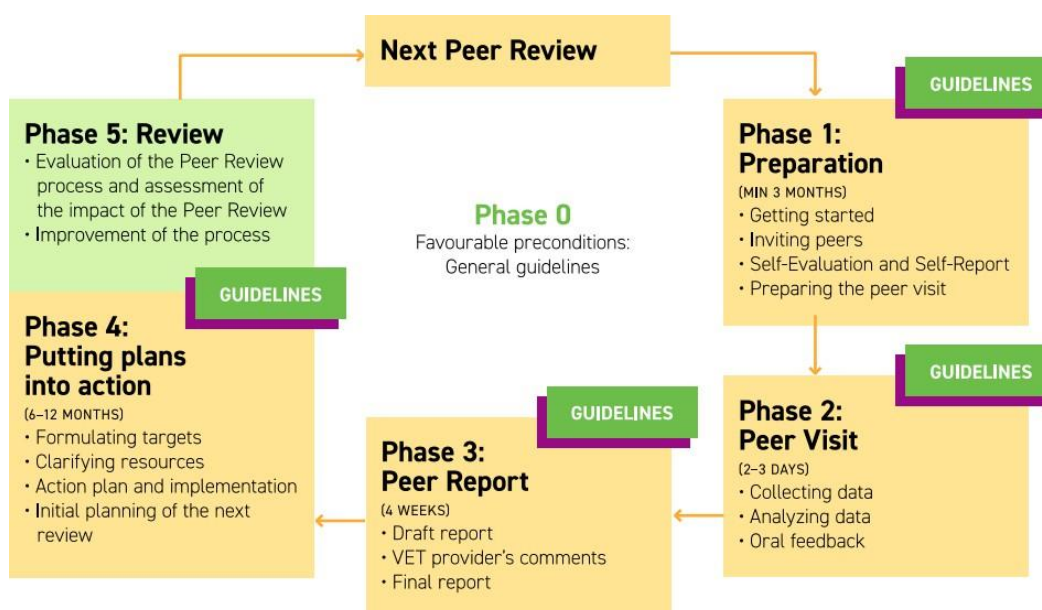
2. Peer review as a method in Strategic Planning and quality management

Peer review is a method of external evaluation. We agreed to use Peer Review in the process of strategic planning with project partners in Ghana and in Senegal. Peer Review is based on the idea of continuous improvement. The idea is to find strengths and areas of development of the peer reviewed organization. Peer review is not an inspection, it is confidential and voluntary based activity to enhance quality in the evaluation area, in this case, strategic planning and capacity building.

Peer review phases include preparation, peer visit, writing the report and improvement activities. It is built on the concept of continuous improvement. Peers familiarize themselves with the documentation that the Peer reviewed organization has prepared, they make questions for the interviews based on the criteria and indicators of the quality area, in this case, strategic planning. Interviews are important, students, teachers, management and other stakeholders, for example partners, are invited to participate.



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Source: Gutknecht-Gmeiner, M. (ed.) [2007]. European Peer Review Manual for initial VET. Vienna: öibf – Österreichisches Institut für Berufsbildungsforschung.

EUROPEAN PEER REVIEW QUALITY AREAS AND CRITERIA FOR VOCATIONAL EDUCATION AND TRAINING (VET)

3. Skills gap analysis

During the kick-off meeting of Skilling Eco-VET project in Ghana in April 2023 Luovi introduced the concept of Peer Review. We also discussed the questionnaire and the relevant questions and topics to be made to analyse the current situation of strategic planning in the participating organizations. The presentation of Peer review method and Strategic planning was on the agenda of the meeting.

After the meeting Luovi's quality professional finalized the questionnaire based on the discussions and feedback at the kick-off meeting. The deadline for answers was 5th May 2023. The organizations were able to analyse the results of the questionnaire themselves, and it was a starting point for the planning of the training and next steps for Luovi.



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The purpose of the questionnaire was mapping the current situation in strategic planning in VET in Don Bosco Youth Network, further referred as DBYN and in L' Association de Saint Francois de Salles du Sénégal, further referred as SFSS. The questionnaire looked at several key areas that help a VET college to succeed. These areas included planning and development, quality assurance, managing resources, communication, human resource planning, and promoting equality.

The questionnaire is at Annex 1.

The topics of the questionnaire were the following:

- **Strategic planning and development:** This section focused on how organizations keep track of both external and internal information, involve stakeholders such as authorities, learners, and local communities, define core values, and maintain long-term goals. These elements highlight the need for flexibility in a changing social and economic environment.
- **Quality Assurance:** This part had a focus on existing systems for continuous improvement, decision-making structures, and evaluation processes. Using Peer review as a tool in quality assurance is one way to improve performance.
- **Resources:** This section emphasized the need to regularly assess infrastructure, facilities, and equipment to ensure that the organization's goals are supported by its assets. Clear communication of procedures and results is also important for transparency and shared ownership among staff and stakeholders.
- **Planning of human resources:** The importance of mapping and developing skills of the teachers and other staff to align with strategic objectives. This helped to identify gaps, provide targeted training, and build a team capable of achieving the organization's mission.



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- **Equality and Equal Opportunities:** This is especially important to develop and implement policies that make VET accessible to everyone, including marginalized and disadvantaged youth. Inclusion at all levels, from management to learning materials and environments is important.

Beyond the structured questions, where organizations answered using the scale from strongly disagree to strongly agree, they were also encouraged to comment their choices and describe their activities, approaches to work-based learning and collaboration with the companies, and methods for ensuring sustainability in the strategy.

Both organizations have long-term strategies with a mission and a vision. There is an awareness of skill needs as they arise, but no systematic or ongoing process to map staff competencies. Ongoing training of staff is mentioned but a more structured skills assessment framework and anticipation of future competencies is lacking.

In conclusion, both organizations highlight the need for more systematic, ongoing approaches to mapping and developing staff skills. SFSS also faces challenges related to resource sufficiency, which impacts the breadth and depth of skills training available. Addressing these gaps with structured processes and sustainable resources will strengthen organizational capacity and the effectiveness of VET programs.

4. Peer review training

Training of the Peers is an essential part of the Peer review process. Besides the training material used online, the participants could benefit from the materials developed in two Erasmus projects, SEPRI and PREMIER, coordinated by Luovi. We have used the training materials, videos and model documents developed in the previously mentioned projects. The European Peer Review Quality Areas and Criteria for Vocational Education and Training (VET) manual has been used as a frame for the



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process, and we utilized the criteria and indicators from Quality area 1: Strategic planning and development.

This was the first time for Ghanaian and Senegalese partners to use Peer review and for our understanding using Peer review in quality assurance in the African continent in VET sector is quite new.

Luovi organized two training sessions online. The first one in English, was hold on the 4th of May 2023 and the second training was organized in French on the 16th of May 2023.

The trainer of the training sessions was Mari Kontturi, Manager of International Affairs at Luovi Vocational College. She has over 10 years' experience in transnational Peer reviews and acting as a trainer. The training in French was conducted by Minna Vainionpää, a teacher at Luovi Vocational College. The length of the training was 3 hours.

The training materials are available and can be used also after the project end. All training materials are translated in French.

The objective of the training was to give knowledge and skills to function as a Peer and to conduct the Peer review process in the organization. The content of the training was the following:

- Quality in VET
- Peer review methodology
- Main principles in Peer review process
- Key words in Peer review
- Peer review Phases: Preparation, Peer visit, Peer report and improvement
- Practical example in the project, the phases of the first and second Peer visits in the project briefly
- Roles and Responsibilities in Peer review



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- Tasks of the Peer team
- What happens after the Peer visit?
- The way of making questions
- Practical tips for interviews
- Questions and answers
- links to more materials available

The participants of the training familiarized themselves also with the model documents of description of activities, self-assessment report and Peer report.

Besides training on Peer review method, we organised a training on strategic planning online on 19th October 2023. Anne Tornberg, development director of Luovi was the trainer. The training had a focus on strategic plan and strategic planning process and goals, and the trainer also shared some practical tips for implementation and shared a case study from Luovi.

5. Peer visits

5.1 First round of Peer visits in 2023

Luovi's role in the Peer review process was to provide support to conduct the first two Peer visits in person. Participating in the Peer visit is an essential part of the training, the participants will have the opportunity to practice the skills in real Peer visit and to get the competence to function as a Peer in the future.

After the online meetings on Peer review, both in English and in French, participating organizations started preparations for the Peer visit. The preparation session was organized online on the 3rd of July 2023. The aim was to give practical tips how to organise a Peer visit and what are the roles and responsibilities of Peer team and Peer reviewed organization.



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The first Peer visit took place in Ghana in August 2023. DBYN prepared a description of the activities concerning strategic planning and capacity building. Besides, DBYN made and self- evaluation of the quality area and documented it. The documents were delivered to team in Senegal in advance of the actual Peer visit. The Senegalese team was able to familiarize with the documents and prepare questions for the groups to be interviewed.

DBYN also made practical arrangements concerning premises, transportation, and meals. DBYN invited staff members from various locations to participate in the interviews. One person in DBYN was appointed as a contact person for the Peer visit. The preparation phase with logistical arrangement is time consuming because participants came from various locations in Ghana.

During the Peer visit in Accra, the Senegalese team interviewed the Ghanaian participants in several groups. The interviews took place for one day. One of the Senegalese team members was fluent in English which was essential for a smooth implementation of the interviews. In addition, the team prepared the peer report and organizing the feedback session. Altogether three VET centres, Ashaiman, Sunyani and Tatale engaged in the Peer visit.

The feedback session was targeted to all who participated in the interviews and other staff members were invited to participate. The Peer visit was coached by Luovi team, Jussi Kajander and Mari Kontturi.

After the Peer visit in Ghana, the Senegalese team made same preparations in Dakar to organize the second Peer visit. They made a self-evaluation document; description of activities and other documentation needed and chose people to be interviewed during the Peer visit in November.

In both countries, Ghana and Senegal, students, teachers, and managers engaged in the process, contributing to the development of activities. After the peer visits DBYN and SFSS designed and developed capacity building strategies.



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Picture: Peer visit in Ghana, August 2023, interviews going on.

5.2 Online Peer visits

5.2.1 Second round of Peer visits in 2024

The second round of Peer visits were planned to take place online. Peer reports based on the Peer visits form the basis for the development of activities, in this case, design and development of strategies and operational plans. Both Peer reviewed organization, DBYN in Ghana and SFSS in Senegal worked on the documentation. The idea in the project was to evaluate the strategies by using Peer review method during the life span of the project, three years. Due to project resources, the second and third round of Peer visits were planned to be conducted online. Otherwise, the concept was the same, conducting the self-evaluation, inviting the people to be interviewed, and sharing the documentation with the Peer team. Meanwhile, the Peers familiarized themselves with the documentation and prepared questions.

During the process, Luovi staff members functioned as coaches for the process and supported the preparation of the online events as well giving advise on the implementation. The biggest challenge



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was to agree on the dates for the online Peer visits. Most of the training modules of Work package three were going on, and participants were already involved in many activities. Finally, the teams were able to find a time suitable for all, and the Peer visits were conducted on the same day on 14th November 2024, which was quite heavy for the teams.

The aim of the second Peer visit was to focus on the improvements made based on the first Peer visit. The teams shared the Peer reports and feedback and again, the peer reviewed organizations were expected to update the operational plans if needed.

5.2.2 Third round of Peer visits in 2024

Since the second round of Peer visits was carried out in November, there was not much time to work on the improvements until the third and last round of Peer visits in 2025. We followed the same concept and Luovi coaches had a couple of online meetings with the coordinators of DBYN and SFSS in spring 2025.

The online Peer visits were carried out in June 2025 during two different days this time. The focus was on the long-term improvements in action planning. Managers of the VET centers as well as teachers were interviewed. Both DBYN and SFSS started to work on the reports.

6. Benefits and challenges in the process

Since this was the first time for the partners to use Peer review as a method, it was important to get feedback on the process itself and both the benefits and challenges in implementing Peer review. After the first round of Peer visits in person, the evaluation form, developed via Google Form, was shared with the participants and they were able to provide detailed feedback on both the content and logistics of the Peer review. The answers were analyzed and discussed with the project coordinators. The use of a structured questionnaire with a scale of 1 to 5, from strongly disagree to



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strongly agree, provided a clear and quantifiable way to assess the participants' views on the Peer review process.

According to the feedback, most participants were satisfied with the content of the peer review meeting. The interviews and meetings during Peer visit were attended by a diverse group of stakeholders, including partners from Ghana and Senegal, and representatives of students, teachers, and staff. This diversity ensures that multiple perspectives were considered in the peer review process.

Peer review can easily be time consuming, preparing the documentation, inviting people to interview, and arranging logistics takes time. Long distances and matching the timetable of several people is not that easy. One challenge was the language barrier English and French. In Ghana the Senegalese Peer team was expected to make interviews in English, and all documentation was in English. It was the opposite when the Ghanaian Peer team went to Dakar to interview the people there, interviews were in French as well all the documentation.

The feedback session, which is a crucial element of the process, is very important. The Peers explain their findings and in case there are misunderstanding, they can adjust the Peer report. The Peer report is the base for the development actions. The time between the second and third Peer visit was quite short, not really allowing real improvements and developments to take place. However, in this case it was most important to learn to use the new methodology, Peer review as a tool in strategic planning and to see what the benefits and challenges in the process are.



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Picture:

Ghanian students giving their feedback on the first Peer review experience.

7. Conclusions

Peer review is a very compact method of external evaluation. It is a very structured process based on the evaluation criteria and indicators. The Peers are trained to conduct the evaluation and the process is highly confidential. Peers are often called critical friends, since they work in the same field as the colleagues from the peer reviewed organization. Also writing the description of your activities and conducting self-evaluation is a fantastic opportunity to focus on the current situation and the way of doing things, diving in the processes, and checking the details, pointing out strengths and areas for improvement.

However, the feedback and report from Peers, the Peer report summarizes how Peers see the current situation. Do they consider the same strengths in your activities and what is their opinion on the areas for improvement. The Peer reviewed organisation has already found the same strong and weak points

but getting the feedback from Peers outside your own organisation can be a confirmation or kick off for development. As such, Peers are not expected to say what the peer reviewed organization should do, but it is possible to give recommendations if they are asked for. During the three-year process in the project, the participants agreed on to ask and give recommendations. Besides, they agreed on sharing the Peer reports among the project consortia.

A strong commitment from the management is essential when conducting Peer review. Human resources are needed and in the case of a physical Peer visit also travelling expenses must be considered. On the other hand, Peer review can also be a tool to engage teachers, students, and other stakeholders in developing the activities and implementing the strategy of the organization. It was great to see the involvement of students and teachers when they were able to share their ideas and opinions, for some of them, it was the first time, when they were asked to contribute to the organization level development.

Also, the language issue must be considered when conducting transnational Peer reviews. Translation of documents and interpretations during the interviews are a cost. It is also important to keep in mind that Peer review without improvement activities is quite useless. It is always the responsibility of the peer reviewed organization to take the next steps, what are the things they want to focus, how they are going to do, and what is the time frame for development.

Peer visit in person seems to be a better way than doing the Peer review online. Especially when organizations do it for the very first time, it is easier to build commitment and trust when you meet the people in person.

DBYN and SFSS have now first experiences of using Peer review in strategic planning. They have adopted the method very well; Peer review is very structured way of working on the quality and quite easy to conduct when following the guidelines and respecting the rules of Peer review process.



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The improvement measures come next. It is always a responsibility of the peer reviewed organisation to decide how to benefit from the Peer report. Defining objectives and measures, also to nominate the persons responsible for the improvements as well a timetable for implementation could be the next step in the process.



Picture: Feedback session in Dakar in November 2023. The real development work starts after the Peer report.



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8. Annexes

Annex I. Mapping the current situation in strategic planning in TVET questionnaire in English and in French.

Annex II. Self-Evaluation Report of Senegalese TVET

Annex III. Self-Evaluation Report of Ghanaian TVET

Annex IV. Peer Report DBYN on Senegalese TVET 2023

Annex V. Peer Report ADAFO on Ghanaian TVET 2023

Annex VI. Peer Report DBYN on Senegalese TVET 2024

Annex VII. Peer Report ADAFO on Ghanaian TVET 2024

Annex VIII. Peer Report DBYN on Senegalese TVET 2025

Annex IX. Peer Report ADAFO on Ghanaian TVET 2025



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Annex I. Mapping the current situation in strategic planning in TVET questionnaire in English and in French



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Mapping the current situation in strategic planning in TVET

1. Please, choose Your organisation

- ☐ Don Bosco Youth Network-West Africa
☐ Techiman Business Resource Center
☐ ADAFO
☐ VIS Ghana
☐ VIS Senegal

2. Strategic planning and development

Scale:

1= Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Do not know

	1	2	3	4	5	Don't know
1. We systematically monitor and analyse the relevant knowledge and information from external sources, e.g. national policies, local environment, employers regionally and locally.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
2. We systematically monitor and analyse the relevant knowledge and information from internal sources, e.g. students, staff, management.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
3. We have procedures for strategic planning, e.g. when to plan, how to plan.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
4. We involve staff and key stakeholders in strategic planning.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
5. We have defined mission, values and vision.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
6. We have the long term strategic plan.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know



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	1	2	3	4	5	Don't know
7. We have defined the key indicators to monitor the achievements.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
8. We identify all relevant stakeholders, e.g. authorities, learners, local community, in relation to strategic goals.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
9. We have the procedures to update the strategy.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
10. We plan and promote sustainability and have procedures to implement it in strategic planning and development.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
11. We plan and promote equality and have procedures to implement it in strategic planning and development.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
12. Roles and responsibility: We have defined the roles and responsibilities in the processes.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know

Your comments on your choices

3. Quality Assurance

Scale:

1= Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Do not know

	1	2	3	4	5	Don't know
13. We run a coherent, continuous quality assurance system.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
14. We have clearly defined the decision-making structures and processes.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know
15. We evaluate our activities on an annual basis.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know

Your comments on your choices



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4. Resources

Scale:

1= Strongly disagree

2= Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

Do not know

	1	2	3	4	5	Don't know
16. We regularly identify short and long-term needs for infrastructure development, facilities and equipment acquisition and maintenance.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> Don't know

Your comments on your choices

• [Next](#)

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Cartographie de la situation actuelle en matière de planification stratégique dans TVET

1. Veuillez choisir votre organisation

- ☐ Réseau de jeunes Don Bosco- Afrique de l'Ouest
- ☐ Centre de ressources des affaires de Techiman
- ☐ ADAFO
- ☐ VIS Ghana
- ☐ VIS Senegal

2. Planification et développement stratégiques

Échelle:

1= Pas du tout d'accord

2 = Pas d'accord

3 = Ni d'accord ni en désaccord

4 = D'accord

5 = Tout à fait d'accord

Ne sais pas

	1	2	3	4	5	Ne sais pas
1. Nous contrôlons et analysons systématiquement les connaissances et les informations pertinentes provenant de sources externes, par exemple les politiques nationales, l'environnement local, les employeurs au niveau régional et local.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nous contrôlons et analysons systématiquement les connaissances et les informations pertinentes provenant de sources internes, par exemple les étudiants, le personnel, la direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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	1	2	3	4	5	Ne sais pas
3. Nous disposons de procédures de planification stratégique, par exemple quand planifier, comment planifier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Nous impliquons le personnel et les principales parties prenantes dans la planification stratégique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Nous avons défini une mission, des valeurs et une vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Nous disposons d'un plan stratégique à long terme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Nous avons défini les indicateurs clés pour suivre les résultats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Nous identifions toutes les parties prenantes concernées, par exemple les autorités, les apprenants, la communauté locale, par rapport aux objectifs stratégiques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Nous disposons de procédures pour mettre à jour la stratégie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Nous planifions et promouvons la durabilité et disposons de procédures pour la mettre en œuvre dans la planification et le développement stratégiques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Nous planifions et promouvons l'égalité et disposons de procédures pour la mettre en œuvre dans la planification et le développement stratégiques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Rôles et responsabilités : Nous avons défini les rôles et les responsabilités dans les processus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commentaire de votre choix



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3. Assurance qualité

Assurance qualité Échelle:

1= Pas du tout d'accord

2 = Pas d'accord

3 = Ni d'accord ni en désaccord

4 = D'accord

5 = Tout à fait d'accord

Ne sais pas

	1	2	3	4	5	Ne Sais Pas
13. Nous appliquons un système d'assurance qualité cohérent et continu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Nous avons clairement défini les structures et les processus de prise de décision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Nous évaluons nos activités sur une base annuelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Nous identifions régulièrement les besoins à court et à long terme en matière de développement d'infrastructures, d'acquisition et d'entretien d'installations et d'équipements.						

4. Ressources

Échelle:

1= Pas du tout d'accord

2 = Pas d'accord

3 = Ni d'accord ni en désaccord

4 = D'accord

5 = Tout à fait d'accord

Ne sais pas

	1	2	3	4	5	Ne sais pas
16. Nous identifions régulièrement les besoins à court et à long terme en matière de développement d'infrastructures, d'acquisition et d'entretien d'installations et d'équipements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Commentaire de votre choix



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Suivant

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SELF-EVALUATION REPORT

1 Contact

Organization name: Association Saint François de SALES

Address: Thiès Quartier Medina Fall

Contact persons: Père Roméo SALAMI/ Père Bertin DIARRA

Email: directeur@bosco-action.org / rpsenegal@bosco-action.org

2 Description of the TVET organization

The Salesian community set up in Senegal over 30 years ago and works for the most disadvantaged young people by offering vocational training of a social nature in the regions of Dakar, Thiès and Tambacounda. Its aim is to promote the right to education and technical vocational training, in coordination with the State, for the benefit of young people, especially those who are excluded. The local partner's organizational structure consists of a Board of Directors, made up of the directors of the VET centers in Dakar, Thiès and Tambacounda. It also has a technical board, with the participation of the "ADAFO" planning and development office. The branch's local council is made up of the director, administrator and Salesian community advisors. Finally, the Technical Council is made up of administrators, directors of studies and managers of the vocational integration office.

2.1 Role and tasks of ASSFS

- Improve the quality of our programs,
- Increase exchanges between the province's CFPs
- Strengthen the culture of partnership;
- Support advocacy actions to get the message across that vocational training is a career opportunity.

(Source: Introduction strategic plan 2021-2026)



The Salesians of Don Bosco are present in three regions of Senegal

2.2 The Kër Don Bosco socio-educational center in Dakar:

2.2.1 Founded - 2015

2.2.2 Number of students - 107 (25 boys and 82 girls)

2.2.3 Number of teachers - 09 (1 permanent and 8 non-permanent)

2.2.4 Various courses offered

Catering

Solar energy (photovoltaics) (not yet open this year)

Plumbing

Sewing

2.3 Tambacounda vocational training center

2.3.1 Founded - 1980

2.3.2 Number of students - 209 (195 boys and 14 girls)

2.3.3 Number of teachers - 14 (10 tenured and 4 non-tenured)

2.3.4 Different courses offered

Electricity

Automotive mechanics

Photovoltaic energy

Domestic electrical installation

2.4 Thiès vocational training center

2.4.1 Founded - 1986

2.4.2 Number of students - 250 (219 boys and 31 girls)

2.4.3 Number of teachers - 25 (10 tenured and 15 non-tenured)

2.4.4 Different courses offered

Electricity

General mechanics

Photovoltaic energy

Metal construction (welding)

Electro technology

Electromechanical

Woodworking

2.5 Information on the quality area: strategic planning and development

In a socio-demographic context where young people represent an indispensable potential for economic development, our concern is to provide them with further qualifications, by offering them the contribution of the Salesian charisma at the



service of vocational education. This will involve modernizing teaching approaches, equipment and curricula, as well as upgrading the skills of teachers and educators, while maintaining good, fruitful relations with the outside world: those involved in the world of trades, the job market and companies. This is why the AON's bold Strategic Plan advocates strengthening networking between these centers, in order to become a sub-regional reference capable of influencing national and international vocational training policies to guarantee young people a decent future. The integral education of young people, steeped in Salesian values, predisposes them to be the driving force behind development and the eradication of poverty in our countries.

(Source strategic plan 2021-2026)

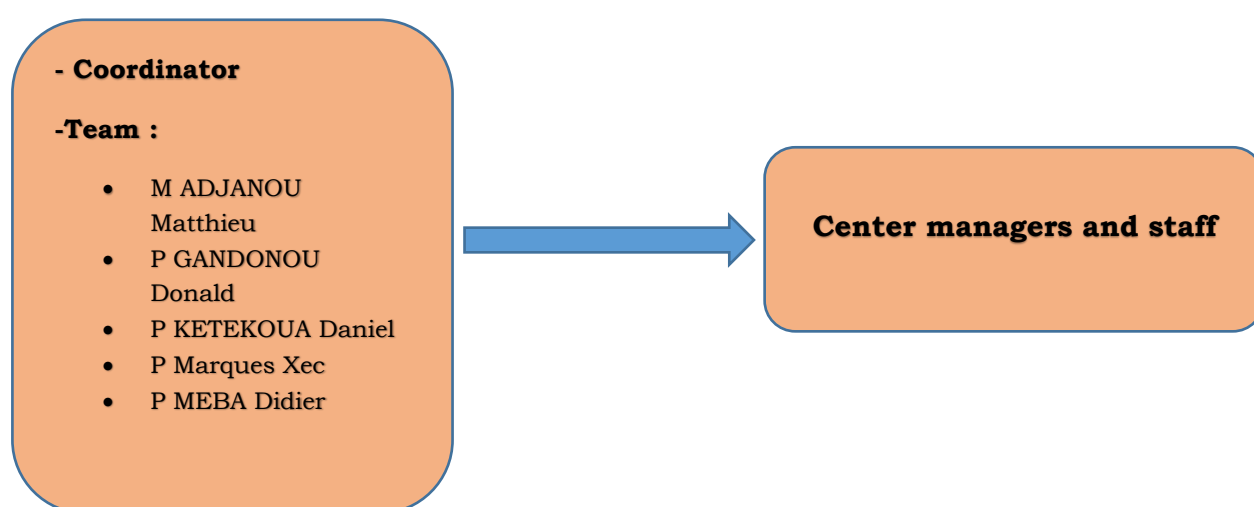
2.6 Information on national and international partnerships:

National partners	International partners
Local authorities	VIS
National School for Training in Family and Social Economics ENFEFS (catering sector)	Bosco global
Consular organizations and public and private VET partners,	GIZ
Ministry in charge (DFP / DEC/ IA/ IEF/CAOSP)	Fondation Real Madrid
AMEN plomberie	SAAM (SAN VIATOR Espagne)
3FPT	SCHNEIDER
Chamber of Trade	SAAM (SAN VIATOR Espagne)
DIDEC	TOOLS FOR LIFE (Allemagne)



2.7 TVET STRATEGY CHART - Chart of Educational System or Description

Professional and vocational schools and training centers (2023-2024)





3 Self-Evaluation and Assessment of Strategic Planning and Development

Criteria	Identifying the external and internal environment
Internal and External Environment	<p><u>Strength</u></p> <ul style="list-style-type: none"> a. Human resources ; b. Quality of training ; c. Results: official examinations and employability; d. Equipment and infrastructure; e. Response to market needs and government requirements; f. Atmosphere conducive to work and community life; g. APE (Parents' Association) involvement; h. Recognition of our work by the authorities and society in general. <p><u>Weaknesses</u></p> <ul style="list-style-type: none"> a. Lack of follow-up on the long-term vision (Strategic Plan) ; b. Shortcomings in Human Resources Management; c. Low visibility; d. Poor knowledge of the realities of the workplace and the market; e. Insufficient financial resources; f. Low identification with Salesian charisma and pedagogy (SDB and non-Salesian); g. Inadequate profile of Salesian directors in CFPs; h. The low level of networking between SDB centers and with public centers; i. The absence of certain training courses adapted to market trends; j. Insufficient material and equipment in vocational training centers. <p><u>Opportunities</u></p> <ul style="list-style-type: none"> a. Good image and admiration of the SDB and their Mission; b. Partnerships (companies, government, NGOs, etc.); c. Young people's enthusiasm for vocational training; d. The presence and testimony of ADBs; e. The presence of our CFPs in working-class areas; f. Job-oriented training. <p><u>Threats</u></p> <ul style="list-style-type: none"> a. Sociopolitical instability; b. The presence of other PSCs;



	<p>c. Rigidity of the education system;</p> <p>d. The opportunism of development institutions;</p> <p>e. Lack of labor market studies;</p> <p>f. Weak industrialization;</p> <p>g. The perception of vocational training as a second chance for less intellectually capable schoolchildren.</p>
Areas of improvement	<ul style="list-style-type: none"> - The "target group" policy: attention to those most in need; - Development and monitoring of PEPS; - Administrative professionalism; - Leadership of Vocational Training; - Development of staff skills; - Capacity-building for teachers; - The School of Parents: parent collaboration; - The presence and services of an educational psychologist; - Education for citizenship and environmental protection; - Development of partnerships with companies; - JSO (Job Services Office) : services and promotion; - Production: Income-generating activities (IGA); - CFP management platform: Bosco School Manager; - Drawing up and monitoring a budget; - The skills of a good accounting manager; - The ability to question the points of the dynamics developed.
Sources of evidence	<p>EVALUATION STUDY OF THE NEED TO UPDATE THE TRAINING PROGRAMS OF THE SALESIAN VOCATIONAL TRAINING CENTERS IN NORTH WEST AFRICA:</p> <p><i>EFTP UPDATED PROVINCIAL STRATEGIC PLAN 2022 - 2026</i></p>
Improvement measures (planned and implemented)	<p>Strategic planning in :</p> <ul style="list-style-type: none"> -Matching training to the job market; -Partnership and Advocacy ; -CFP- AFO networking; -Organizational Development ; -Financial Sustainability.
Criteria	Strategic planning
Strengths	In the Salesian province AON centers are accustomed to making strategic plans, which constitute good practice. A first plan for 2017-



	2020 has been completed, and the second for 2021-2026 is underway.
Areas of improvement	Improve plan monitoring mechanisms Improve networking system
Sources of evidence	Updated needs analysis
Improvement measures (planned and implemented)	Development and use of monitoring tools : - Operational Plan (or Annual Plan) ; - semi-annual and annual reporting templates ; - data collection plan; - indicator analysis/description sheets.

YET TO CONDUCT MONITORING AND EVALUATION OF THE EXISTING STRATEGIC DOCUMENTS AND ITS APPLICATION. (A systematic evaluation has not yet been carried out. Instead, we have a study of needs in innovative sectors).

Criteria	Monitoring and evaluation of strategic planning and development
Strength	
Areas of improvement	
Sources of evidence	
Improvement measures (planned and implemented)	



SELF EVALUATION REPORT

1. Contact information

Name of the TVET organisation: Don Bosco Youth Network (DBYN) Ashaiman-Ghana

Address of the TVET organisation: Salesians of Don Bosco, St. Joseph Province, West Africa South. Post Office Box 776, Ashaiman –Ghana.

Contact person: Mr. George TETTEH- COFFIE (Project Coordinator- DBYN)

Email: projects.sdbaos@gmail.com

2. Description of the TVET provider

DBYN (Don Bosco Youth Network) is a registered NGO in Ghana for the Salesian Mission in Ghana and West Africa. It raises Funds from Salesian and non-Salesian NGO's and other Salesian Provinces, Dioceses, Governments, Public Funding Agencies, etc.

DBYN serves as a link, a bridge, between the consecrated Salesians and civil society in the work of promoting youth development and empowerment, justice, and holistic human development.

Role and Task of DBYN;

1. Supports the Sectorial Strategic Planning of the Province
2. Support in Project Cycle Management
3. Networking and Advocacy for strong partnership with Government and Private Sector for the sustainability of human resource & equipment for training.
4. Development Cooperation and Aid Effectiveness.
5. To improve TVET delivery in Don Bosco TVET Centres.
6. Link Don Bosco TVET Centres to poorer young ones in our apostolate.

Salesians of Don Bosco, Ghana runs THREE (3) TVET Centres in Ghana;

1. DBTI Ashaiman – Offer Short-term Courses:



- 1.1. Year of Establishment – 1998
- 1.2. Student Population - 164 (93 boys & Girls 71)
- 1.3. No. of Staff/Instructors - 19 (14 Teaching-Staff & 5 non-teaching)
- 1.4. Courses/TVET Provision offered
 - 1.4.1. Automobile mechanic program
 - 1.4.2. Beauty care and Cosmetology program
 - 1.4.3. Electrical program
 - 1.4.4. Hospitality and Catering program
 - 1.4.5. Ref/AC program
 - 1.4.6. Solar Energy and Installation
 - 1.4.7. Defensive Driving, forklift and Crane Operation.

2. DBTI Sunyani – Offer Long-term Courses (3 Year Programs):

- 2.1. Year of Establishment - 1995
- 2.2. Student Population - 655 (558 boys & 97 Girls)
- 2.3. No. of Staff/Instructors - 80 (54 Teaching-Staff & 26 non-teaching)
- 2.4. Courses/TVET Provision offered
 - 2.4.1. Secretarial Studies
 - 2.4.2. Commercial Art
 - 2.4.3. General Agriculture
 - 2.4.4. Computer Technology
 - 2.4.5. Building and Construction Technology
 - 2.4.6. Electrical and Solar Energy Installation
 - 2.4.7. Catering & Hospitality
 - 2.4.8. Wood Work
 - 2.4.9. Welding & Fabrication

3. DBTI Tatala - Short-term Courses:

- 3.1. Year of Establishment - August 2020
- 3.2. Student Population - 117 (76 boys & 41 Girls)
- 3.3. No. of Staff/Instructors - 12 (9 Teaching-Staff & 3 non-teaching)
- 3.4. Courses/TVET Provision offered
 - 3.4.1. Beauty care and Cosmetology
 - 3.4.2. Building and Construction Technology.
 - 3.4.3. Electrical and Solar Energy Installation
 - 3.4.4. Catering and Hospitality.

The goal of the THREE (3) TVET Centres in Ghana is to improve TVET delivery in Ghana that offers realistic and sustainable jobs; Increased employability of our graduates; Effective and efficient utilization of resources; Increased number of professionally qualified Salesians in TVET; and Reduction in the number of dropouts for starters.



Information on quality area: strategic planning and development

A market survey conducted in 2017 to assess the current demands of young people and the job market. The market survey was a follow-up to the findings of the assessment and evaluation conducted by a TVET expert from Germany (**Mr. Thomas GERHARDS**) in 2016 in the two (2) main existing Don Bosco TVET Centres in Ghana as of that time.

The development of the Don Bosco TVET strategic documents 2017 was as a results of the findings from the assessment and evaluation conducted.

The Don Bosco TVET strategic documents developed in 2017 was to re-tooled, Re-shape and realign the training offered to the demands of young people, the job market and the manufacturing industry providing more job placement opportunity and increase employability of graduates.

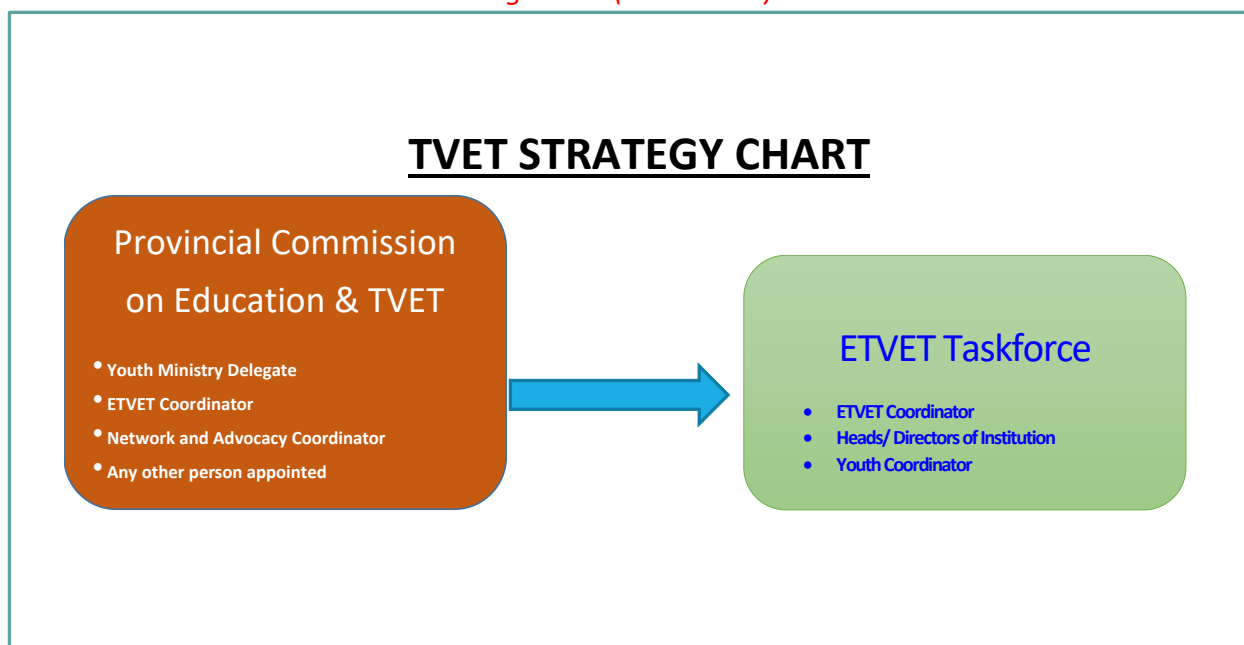
See Annexe 1: Don Bosco TVET Strategic Plan (2017-2022)

Information on the national and international partnerships:

See Annexe 2: PDO Annual Report 2021 - the attached PDO Annual Report provides narratives of projects and development interventions executed with funding from donor partners, friends and beneactors.

The PDO Annual Reports justifies strongly the utilization and application of donor resources and fundings. The PDO Annual Reports also provides detail data and impact analysis of the implemented projects and interventions.

TVET STRATEGY CHART - Chart of Educational System or Description (*See Annexe 1: Don Bosco TVET Strategic Plan (2017-2022)*)





3. Self-Evaluation and Assessment of Strategic Planning and Development

Criteria	Identifying the external and internal environment
Internal and External Environment	<p><u>Strengths</u></p> <ol style="list-style-type: none"> 1. Don Bosco is strong brand name 2. Linkage of our TVET to poorer young ones in our apostolate. 3. Skills and Training offered are answer to the needs of the youth and the Job market. 4. Assets - Good infrastructure, spacious buildings, fairly equipped training facilities, tools & equipment. <p><u>Weaknesses</u></p> <ol style="list-style-type: none"> 1. Over dependence on Donor Funding Training Programmes and sustainability. 2. Inadequate skilled Salesian family to manage Don Bosco TVET Centres and TVET Sectors/Works. 3. Lack of a diversified, sustainable Financing Strategic Action Plan. 4. Poor publicity of our TVET Centres and Services. 5. Low interest in formation/training in TVET. <p><u>Opportunities</u></p> <ol style="list-style-type: none"> 1. The growing youth population in Ghana. 2. Attractive life-skills orientations in our TVET Centres. 3. Willing and available adequate TVET trainers. 4. International development partners with similar interests. 5. Willing and available TVET Institutions ready to partner and network to improve TVET delivery. <p><u>Threats</u></p> <ol style="list-style-type: none"> 1. Possible change in government policy. 2. Competition for funding from development partners/donors. 3. Sustainability of human-resource and training cost. 4. Rising levels of poverty.
Areas of improvement	<ol style="list-style-type: none"> 1. To be able to provide training for the increased number of youth in the community and Country (Ghana) at large. 2. Our institution capable of of bringing in lifeskills orientation into our TVET Centres. 3. There should be enough enough TVET Trainers.



Sources of evidence	<i>Don Bosco TVET Strategic Plan (2017-2022)</i>
Improvement measures (planned and implemented)	<ol style="list-style-type: none"> 1. Capacity building workshop realized in 2022 with the aim to upgrade and train the Salesian with the needed skills and knowledge to manage Don Bosco TVET Centres and TVET Sectors/Works. 2. Provide quality training in competence based curricula/training modules to ensure sustainable jobs/employment. 3. Create a strong private-sector partnership with industry players and network with international development partners to invest in TVET. 4. Go beyond producing employable and skilled personnel, but ensures the creation of social cohesion and social capital.

Criteria	Strategic planning
Strengths	Don Bosco TVET Centres, Ghana are among the best TVET centres in Ghana offering young people with Technical and Professional skills orientation and training based on the needs of the youth and the Job market.
Areas of improvement	Don Bosco TVET Centres in Ghana require training tools and equipment, training materials and innovative training curricula and modules aligned to the demands of the job market and also ensuring sustainability of job placement/ employability.
Sources of evidence	<i>Don Bosco TVET Strategic Plan (2017-2022)</i>
Improvement measures (planned and implemented)	<ul style="list-style-type: none"> • Support TVET Teachers and instructors to upgrade their knowledge and competence in TVET education. • Engage/ Employ professional Trained TVET Teachers and instructors. • Improve network with private sector and the manufacturing industry to align training Curricula to the demands of the private sector and the manufacturing industry. • Improve private sector participation in TVET/ to invest in TVET.



PEER REVIEW REPORT - SENEGAL

Preamble: The content of this report is relevant information gathered from the peer review visit in Senegal between Monday 27th November and 29th November 2023. The report contains feedback and information's gathered during the interviews with the various focus groups (students/teachers/management). The report focusses on the strengths, areas to improve and some recommendations. **Key words:** peer visit, strength, improvement.

1.0. INTRODUCTION:

The strength of organizations often lies in their ability to self-assess and evaluate to discover strengths, weaknesses and challenges. In this sense, several methods can be adopted. As part of the project: «*Skilling VET-Eco System: enhance enabled environments for private and public VET* », key actors in Ghana and Senegal, DBYN (Ghana) and the Société Saint François de Salles (Senegal) chose the peer review methodology to self-assess and be evaluated.

To achieve this, the first peer review was conducted in Ghana from August 14 to 16, 2023 and the second in Senegal from the 27th to 29th November 2023. This report presents the findings of the visit. It is divided into 3 parts:

- Revise the peer review methodology and the schedule for the visit,
- Present the strength and areas of improvement to the peer,
- Expose some recommendations.

2.0. PEER REVIEW AND VISIT IN SENEGAL:

According to the training received, peer review is an evaluation process that aims to promote the improvement of various aspects at the level of institutions and organizations. It is divided into four interdependent steps:

- Preparation
- peer visit
- peer report
- improvement

As part of the preparation of the visit, DBYN received from their peers in SENEGAL:

- SENEGAL self-evaluation
- Strategic plan of Province AFO's Professional Training Centre's (CFP's).
- Agenda of the visit

Two representatives of Ghana peers facilitated the Peer Review: **Fr. Mark Eshun, SDB (Principal of DBTI Ashaiman/ TVET Director)** and **George Tetteh-Coffie (PDO Coordinator – AOS Province)**. The peer delegation from Ghana received support from **Simona COMPAGNI (VIS)** as well as the coaching of **Mari KONTTURI and Jussi KAJANDER (LUOVI)**.

The peer visit activity included the following phases:

- 1 Explanation of the peer review methodology and role of each participant. - Question & Answer session –
- 2 Focus Groups with students, teachers and management of the 3 TVET centers.
- 3 Peer feedback.

3.0. FINDINGS: Strength Senegal Peer, Improvement and Recommendations:

For an easier reading of the findings, the strengths, areas for improvement and recommendations were presented according to the structure below:



STRENGTHS	AREAS OF IMPROVEMENTS	RECOMMENDATIONS
<p>Internal and External environment.</p> <ol style="list-style-type: none"> 1. Conducive environment for teaching and learning. 2. A level of relationship exists between students, trainers/teachers, staff and SDB-management. 3. Periodically moments to mingle among themselves (moments like break-time and feast-days/celebrations). 4. The charism of Don Bosco and strong sense of belonging and living as a family. 	<p>Internal and External environment.</p> <ol style="list-style-type: none"> 1. Inadequate flow of communication and relationship among SDB-management and trainers/teachers/staff and students. 2. unavailability of strategic plan on human-resource management. 3. Inadequate infrastructure (<i>classrooms, hostels/dormitories, workshops with modern technological tools/didactics and Equipment's</i>) for smooth teaching and learning. 	<p>Internal and External environment.</p> <ol style="list-style-type: none"> 1. Improve the relationship between the Don Bosco and the public and private sector. 2. Seek for available resources regarding employment labour laws. 3. To strengthen JSO with the needed resources to develop data of both the private and the public sector and the manufacturing industries to build a strong network with Don Bosco Centre's to realign the trainings offered by Don Bosco Centre's to the job/labour market. 4. To establish in-campus/close-by Hostels/Dormitories to enable prospective students coming from afar to seek for skills training.

<u>STRENGTHS</u>	<u>AREAS OF IMPROVEMENTS</u>	<u>RECOMMENDATIONS</u>
<p>Strategic planning</p> <ol style="list-style-type: none"> 1. Availability of Strategic Plan to guide the delivery of TVET in line with the vision, mission of Don Bosco and national educational policies. 2. Clear knowledge of the vision, mission and values of Don Bosco Centres. 3. Some level of connection with the labor market (internships, workshops, seminars, roundtable). 	<p>Strategic planning</p> <ol style="list-style-type: none"> 1. Involvement of the different stakeholders (management, teachers, students, external stakeholders, partners) in the preparation of the strategic plan. 	<p>Strategic planning</p> <ol style="list-style-type: none"> 1. The availability of successive Strategic Plan is commendable, however there should be periodic evaluation (<i>short-term & long-term</i>), it could be half-year/end of year and to update strategic plan. 2. To engage all stakeholders particularly teachers and staff in the process of evaluating the strategic plan and this will enhance the application of the implementation of the actions and policies established and outlined by strategic plan.
<p><u>STRENGTHS</u> Monitoring and evaluation</p>	<p><u>AREAS OF IMPROVEMENTS</u> Monitoring and evaluation</p> <ol style="list-style-type: none"> 1. Process of M&E is not clear or visible 	<p><u>RECOMMENDATIONS</u> Monitoring and evaluation</p> <ol style="list-style-type: none"> 2. To seek information and knowledge on how to start M&E process.



CONCLUSION

In summary, based on the documents received, our interactions with the various focus groups, observations made and interviews conducted, we found that AON in collaboration with Salesian TVET in Senegal represent a strong organization with a clear strategic vision. However, there is room to improve in terms of systemic approach in strategic and monitoring and evaluation.



Report Submitted by:

George TETTEH-COFFIE,
DBYN Ghana
AOS PROVINCE

29th November 2023



REPORT PEER VISIT IN GHANA

Summary : This report contains relevant aspects of the peer visit in Ghana from august 14 to 16, 2023. It based on facts observed and informations gathered through interviews and focus groups. The findings focus on the strengths, areas to improve and some recommendations.

Key words : peer visit, strength, improvement

INTRODUCTION

The strength of organizations often lies in their ability to self-assess or be evaluated to discover efforts made and challenges. In this sense, several methods can be adopted. As part of the project : « Skilling VET-Eco system : enhance enabled environments for private and public VET », key actors in Ghana and Senegal, DBYN (Ghana) and ADAFO (Senegal) chosed peer review methodology to self-assess and be evaluated.

To achieve that, the first peer review was conducted in Ghana from August 14 to 16, 2023. This report presents the findings of the visit and is foresees 3 parts :

- Revise the peer review methodology and the schedule for the visit,
- Present the strength and areas of improvement to the peer,
- Expose some recommendations.

1- PEER REVIEW AND VISIT IN GHANA :

According to the training received, peer review is an evaluation process that aims to promote the improvement of various aspects at the level of institutions and organizations. It is divided into four interdependent steps :

- preparation
- peer visit
- peer report ;
- improvement

As part of the preparation of the visit, ADAFO received from their peers in Ghana :

- DBYN self-evaluation
- Strategic plan of AOS TVET
- Agenda of the visit
- Annual report 2021

Two representatives of Senegal peers took in the Peer Review: Fr. Roméo SALAMI, Director of ADAFO, and Fr. Antonio HERERA, Director from Thiès (Sénégal) Professional Center. The delegation received the support of Silvia TIZZI and Emma BERTOLINI(VIS) as well as the coaching of Mari KONTTURI and Jussi KAJANDER (LUOVI).

The visit was divided into/ included the following phases:

- Explanation of the peer review methodology and role of each participant.
- Q & A session. ;
- Focus Groups.
- Peer feedback.

2- FINDINGS: strength Ghana peer, improvment and recommendations

For a easier reading of the findings, the strengths, areas for improvement and recommendations were presented according to the structure below :

STRENGHTS	AREAS OF IMPROVEMENTS	RECOMMENDATIONS
<p>Internal and ext. environment.</p> <ul style="list-style-type: none"> • Presence of a conducive environment within the schools (no power gap between students and teachers, good learning environment, learning by doing, good communication) • Periodically moments to share feedbacks and suggestions 	<p>Internal and ext. environment.</p> <ul style="list-style-type: none"> • The ongoing processes seem <i>not systematically</i>. There are several actions but not a systemized process 	<p>Internal and ext. environment.</p> <ul style="list-style-type: none"> • Put together all the best practices and create a systematic approach in strategic plan and shared its among the three schools.

<ul style="list-style-type: none"> • Strong connection with the labor market (internships, seminars, roundtables...) • Strong strategies to get information on TVET national policies (seminars, roundtables...). 		
<p>Strategic planning</p> <ul style="list-style-type: none"> • Good management strategies and plans • Clear knowledge of the vision, mission and values of Don Bosco Organization. • Presence of memorandum of understandings with industries and companies to protect the students from “exploitation”. • Strong relations with external stakeholders and with partners that know the schools very well. 	<p>Strategic planning</p> <ul style="list-style-type: none"> • Small selection of participants from different levels (management, teachers, students, external stakeholders, partners). • Objectives and indicators strategic plan not well-known by all , internal and external stakeholders (students, teachers, companies...) 	<p>Strategic planning</p> <ul style="list-style-type: none"> • Involve more people representative of the different teams (students, professors, members of the administration, external stakeholders ...) in strategic planning. • Consider an investment plan (include the importance to overcome the digital gap (introduce modern tools in the trainings) and aspect of youth entrepreneurship by looking for partnerships that can promote this
<p>Monitoring and evaluation</p> <ul style="list-style-type: none"> • A lot of indicators that have been achieved (solar energy system, memorandum with industries...) 	<p>Monitoring and evaluation</p> <ul style="list-style-type: none"> • Weak communication of results of strategic plan with internal and external stakeholders. 	<p>Monitoring and evaluation</p> <ul style="list-style-type: none"> • Retain acquired partnerships and search new ones. • Implement peer review activities among schools to share best experiences.

<ul style="list-style-type: none"> • There are strong partnerships (GIZ, B/NA...) • Presence of informal sessions with Salesians to express feedbacks. • The evaluation of the <i>2017-2022 Strategic Plan</i> was performed <p>Improvement</p> <ul style="list-style-type: none"> • There are gaps in the training methodology, however the organizations are aware of this issue and they are trying to overcome this (i.e., by organizing teachers training). • There is the wish and readiness to overcome obstacles. • Don Bosco Schools have a wide network of partners that give and can give suggestions and feedbacks to their work. 	<ul style="list-style-type: none"> • Monitoring methods among the three schools are not too much shared. <p>Improvement</p> <p>Missing of some teacher trainings in modern tools/technology.</p> <p>Some courses are not very attractive and need to be more practical.</p>	<ul style="list-style-type: none"> • Organize school visits among students and teachers for the exchange of ideas and practices. <p>Improvement</p> <ul style="list-style-type: none"> • Update the qualification plan of teachers and staff members and look for various ways to achieve it (projects, own capacity) • Capitalize sustainability actions with strategic approaches in a sustainability plan.
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Conclusion

In sum, based on the documents received, observations made and interviews conducted, we found that DBYN in collaboration with Salesian TVET in Ghana represent a strong organization with a clear strategic vision. However, there is room to improve in terms of systemic approach in strategic and sustainable plans. This latter can be ensured through the new strategic plan.



PEER REPORT

Peer reviewed organisation: [Association Société de Saint François de Sales](#) (TVET Centres in Senegal).

Peers - [Senegal TVET Centres](#)

1.0. Directors/ Principals:

- 1.1. [Emilio HERNANDO – Dakar](#)
- 1.2. [Antonio HERRERA – Thiès](#)
- 1.3. [P. Elie ASSOGBA – Tambacounda](#)

2.0. Teachers:

- 2.1. [Joseph Alexandre NDEYE- Dakar](#)
- 2.2. [Anna Mossane FAYE – Dakar](#)
- 2.3. [Ferdinand AFANTODJI – Dakar](#)
- 2.4. [Abdoulaye DABO – Tambacounda](#)
- 2.5. [Baïlo BARRY- Tambacounda](#)
- 2.6. [Edouard Gabriel COLY – Tambacounda](#)
- 2.7. [M François FAYE – Thiès](#)
- 2.8. [M. Etienne Yangane FAYE – Thiès](#)
- 2.9. [M. Michel DIONE – Thiès](#)
- 2.10. [M. Bartralami YOUM – Thiès](#)

3.0. Students:

- 3.1. [Ibrahim BALDE – Tambacounda](#)
- 3.2. [Fatoumata DIALLO – Tambacounda](#)
- 3.3. [Michel Maxime FAYE – Thiès](#)
- 3.4. [Thioro NGOM – Thiès](#)
- 3.5. [Hélène Berthe MENDY – Dakar](#)
- 3.6. [Vincent MENDY – Dakar](#)

Date: 14th November, 2024
Location: Online
Quality area: Strategic Planning
Annexes: The Programme of the Peer Visit

1. INTRODUCTION

The purpose of the Peer visit and the Peer report is to help the peer reviewed organisation to recognise the strengths and areas for development and to support in further development of activities.

The peer report is based on the materials that Peer reviewed organisation has delivered to the Peers.

We chose peer review as an approach for self-evaluation and assessment for this particular project because it will **enhancing Curriculum Relevance, Promoting Collaborative Learning and Knowledge Sharing, Identifying and Addressing Gaps in Skill Development, Supporting Professional Development, Aligning Teaching with Industry Needs, and Building a Community of Practice.**

2. PEER REVIEW:

The aim was to get information on the strengths and areas for development in strategic planning of **TVET Centres in Senegal (Dakar, Thiès, and Tambacounda)**. In the Peer review the attention was paid to the following aspects:

- Evaluation processes undertaken in the various TVET centres in Senegal.
- The Salesians' participation the daily activities at the various TVET Centres in Senegal.
- The TVET'S Centre's vision, mission, and values; how it can impact the students and the roles being played to achieve them.
- Interaction between Don Bosco TVET Centres in Senegal and the public and private sectors and how to improve the interaction between them.
- Involvement in the organization's (Don Bosco TVET Centres in Senegal) strategic planning; and Setting priorities and goals.

Peer visit was carried out online, the interviews took place for one day. The peer review meeting was in two parts, **the first part where the Don Bosco Youth Network (DBYN) interviewed management, staff & teachers, students' representation from Don Bosco TVET Centres** (Dakar, Thiès, and Tambacounda). **And the second part was where Senegal interviewed management, staff & teachers, students of TVET Centre's in Ghana** (DBTI Ashaiman and Sunyani).

3. FINDINGS: Senegal's Strengths, Areas for Improvements and Recommendation.

STRENGTHS	AREAS FOR IMPROVEMENT	RECOMMENDATIONS
<p>INTERNAL AND EXTERNAL ENVIRONMENT</p> <p>1). In addition to the potential of monthly Board of Directors meetings, an annual meeting and evaluation are held more frequently.</p> <p>2). In terms of our interactions and relationships with the public and private sectors, we have already achieved good success in the organizations and have improved our relationship with the majority of middle-sized businesses.</p> <p>3). All the TVET Centres in Senegal have a well signed contracts, in accordance with the relations and labour law, the contract is for both permanent and Temporary teachers.</p> <p>4). There are systems in place for students to voice their complaints or issues in order to get them resolved. There is an approach really between directors and the students, whether it is the teachers of studies or the director of the Center which is really enough for the students to make their complaints and grievances. There are normally 16 teachers;</p>	<p>INTERNAL AND EXTERNAL ENVIRONMENT</p> <p>1). For the first sectors' priorities, improvement with synthesis and belonging is complicated.</p> <p>2). The stakeholders and decision makers are not involved as it need time to support them, to present things to them, so that they can also react and get more involved.</p> <p>3). Enhancing collaboration among seasoned educators is to provide them with paid leadership opportunities both within and beyond the institution.</p>	<p>INTERNAL AND EXTERNAL ENVIRONMENT</p> <p>1). Actively highlight the value of diverse perspectives in strengthening synthesis.</p> <p>2). we have to involve the stakeholders and decision makers (Managers of the Centre) as it is good to actually broaden our thinking and projects, therefore strategic plans.</p> <p>3). Opportunities for enhancing collaboration are also advantageous to seasoned educators. One strategy to expand their professional learning network is to provide the teachers with paid leadership opportunities both inside and outside of the institution which will help them to achieve the mission and vision of the TVET Centres and Don Bosco as a whole</p>

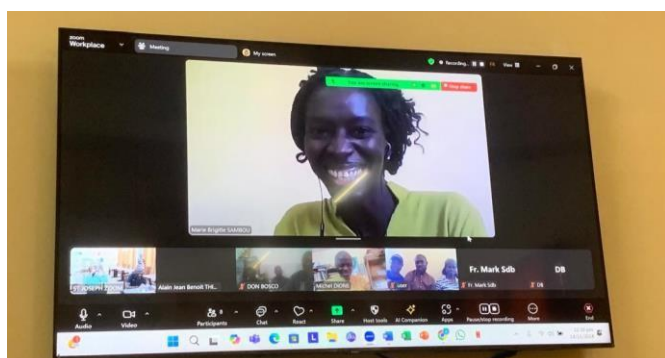
<p>each class has a teacher to make their grievances to.</p> <p>5). We have steps to attract students to enrol in the TVET Centres across all the TVET Centres in Senegal. There is a flexibility policy that we have put in place, that is to say to make outings, visits available to other establishments of less general, to present our training center and the sectors that we have, and also after our Facebook page here. This has allowed us therefore to increase the visibility for people to enrol.</p>		
<p>STRATEGIC PLANNING</p> <p>1). At the beginning of each school year, there is a meeting that is called therefore to discuss matters concerning strategic planning, but it is done at the beginning, at the beginning of the year the teachers and the directors meet for 2 days.</p>	<p>STRATEGIC PLANNING</p> <p>1). unavailable of strategic plan on human-resource management.</p>	<p>STRATEGIC PLANNING</p> <p>1). Conduct a Human Resource needs assessment to identify current gaps in recruitment, training, retention, and staff development; Align Human Resource goals with organizational objectives (e.g., supporting the mission of TVET Centres or Don Bosco) and finally, establish clear KPIs to monitor progress.</p>
<p>MONITORING AND ASSESSMENT</p> <p>1). Our goal and plan are to have a team meeting once a month to discuss and assess the institution's activities. which we conduct four times a year.</p>	<p>MONITORING AND ASSESSMENT</p> <p>1). Evaluate integration and assessment at the centers is done once a month but not on a regular basis. This has been our major challenges in all our TVET Centres in Senegal.</p> <p>2). insufficient data collection processes, which hinder the ability to conduct in-depth</p>	<p>MONITORING AND ASSESSMENT</p> <p>1). Evaluation of integration at the centers should be carried out and adhered to on a regular basis to support the fulfilment of both our objective and the centres' mission.</p> <p>2). Enhance data collection processes to enable more detailed analysis of the needs of students and graduates.</p>

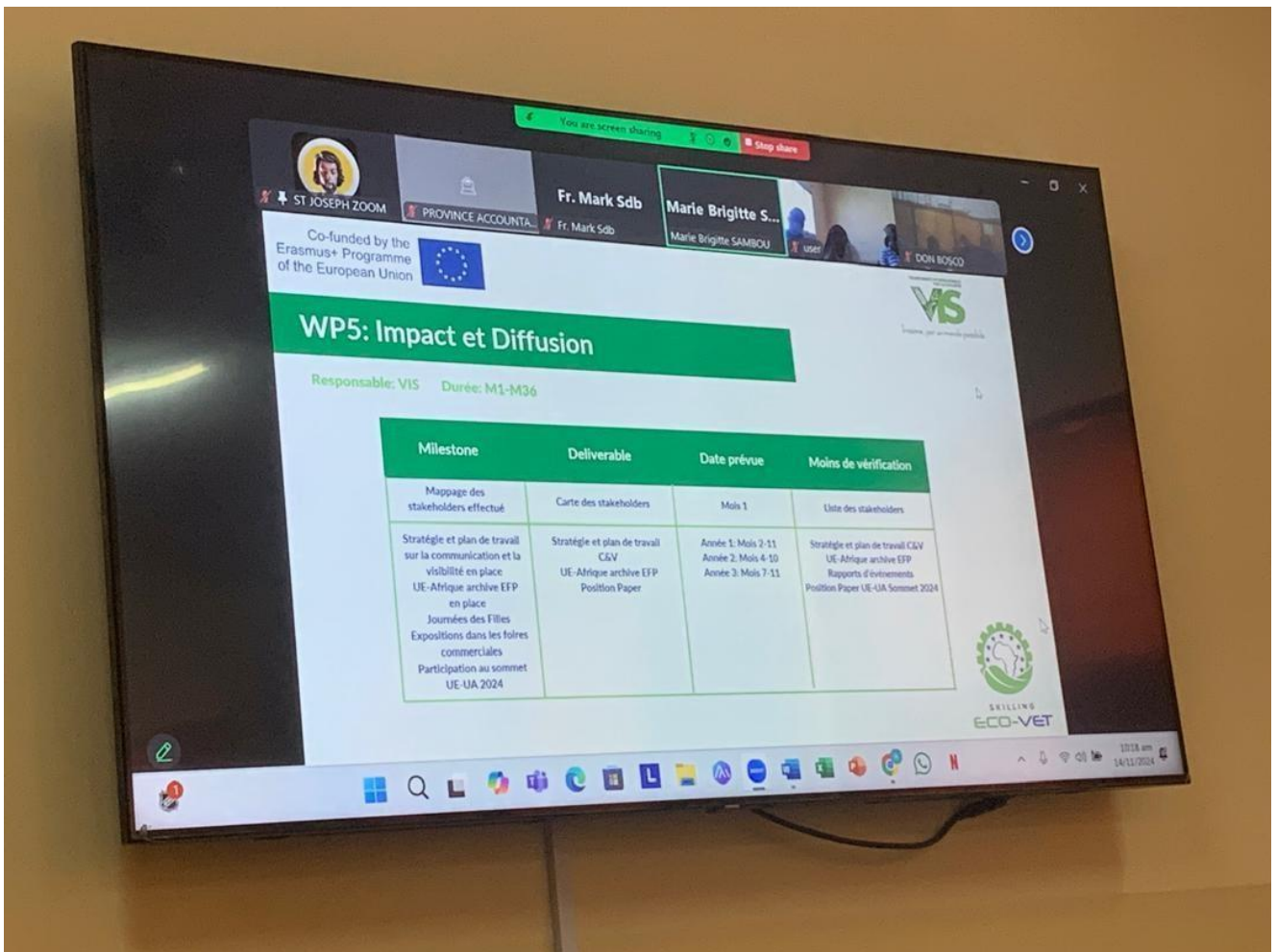
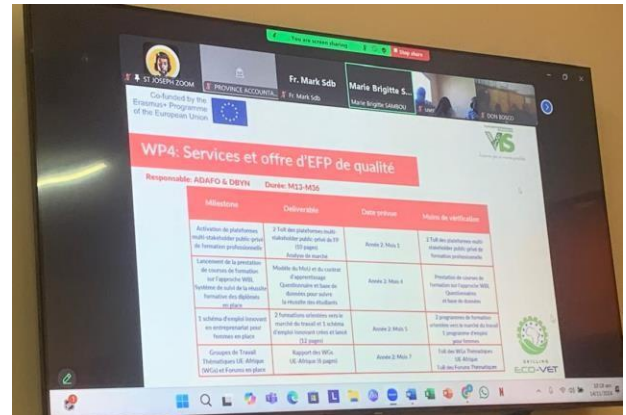
	analyses of the needs of students and graduates.	
IMPROVEMENT 1). There is an effective participation of the Salesians in the daily activities at the various TVET Centres in Senegal which help us to achieve the goals and objective set aside for the Centres. 2). Encouraging active student participation in providing feedback is essential to effectively adapting and improving practices.	IMPROVEMENT 1). lack of sufficient opportunities to build real-world competencies through hands-on training and projects. 2). lack of eco-industry advisory boards, which prevents TVET centers from obtaining valuable industry insights on emerging skill requirements and limits the ability to align curricula with current industry standards.	IMPROVEMENT 1). Focus on more building real-world competencies through hands-on training, projects. 2). Establish eco-industry advisory boards made up of professionals who can provide guidance on the evolving skillsets required and help shape the curriculum to meet industry standards.

4. CONCLUSION:

In conclusion, we discovered that AON, in partnership with Salesian TVET in Senegal, is a powerful organization with a distinct strategic vision based on our interview and interactions with the various focus groups (Directors, Teachers, and Students of the various TVET Centers in Senegal).

However, the systemic approach to strategic planning, monitoring, and evaluation may need some improvement; Evaluation of integration at the centres should be carried out and adhered to regularly; and stakeholders should be involved in the direct decision making to develop the strategic plan.





Report Submitted by:

George TETTEH-COFFIE,
DBYN Ghana
AOS PROVINCE
15th December, 2027





PEER REPORT

Peer reviewed organisation: DBYN

Aishaman TVET center

Sunyani TVET center

Peers: Association Société de Saint François de Sales

Time: November 14th, 2024

Location: Online

Quality area: Strategic planning

Annexes: The programme of the Peer visit

Résumé : Ce rapport contient des aspects pertinents de l'évaluation des pairs du GHANA qui s'est tenue en ligne le 14 novembre 2024. Il est basé sur les faits observés et les informations recueillies lors des entretiens. Les conclusions se concentrent sur les points forts, les domaines à améliorer et quelques recommandations.

Mots clés : évaluation des pairs, force, amélioration

INTRODUCTION

La force des organisations réside souvent dans leur capacité à s'auto-évaluer ou à être évaluées pour découvrir les efforts accomplis et les défis à relever. Dans ce sens, plusieurs méthodes peuvent être adoptées. Dans le cadre du projet " Skilling VET-Eco system : enhance enabled environments for private and public VET ", des acteurs clés au Ghana et au Sénégal, DBYN (Ghana) et l'Association Société de Saint François de Sales (Sénégal) ont choisi la méthodologie de l'examen par les pairs pour s'auto-évaluer et être évalués.

Pour ce faire, un premier examen par les pairs a été mené au Ghana en présentiel du 14 au 16 août 2023.

Le deuxième examen des pairs s'est tenu en ligne le 14 novembre 2024.

Le rapport présente les conclusions de l'examen et se compose de trois parties :

- Réviser la méthodologie de l'examen par les pairs et le calendrier ;
- Présenter les points forts et les points à améliorer à l'homologue;
- Exposer quelques recommandations.

1- EXAMEN PAR LES PAIRS :

Selon la formation reçue, l'examen par les pairs est un processus d'évaluation qui vise à promouvoir l'amélioration de divers aspects au niveau des institutions et des organisations. Elle se divise en quatre étapes interdépendantes :

- Préparation;
- L'examen des pairs;
- Rapport de pairs ;
- Amélioration.

Dans le cadre de la préparation de l'évaluation , l'Association Société de Saint François de Sales a reçu des informations de la part de ses pairs du Ghana un document portant sur le :

- Rapport d'évaluation

La révision par les pairs a été menée par Mme Marie Brigitte SAMBOU gestionnaire de projets de l'Association Société de Saint François de Sales du Sénégal . Elle a reçu le soutien de Mari KONTURI (LUOVI) portant sur des orientations sur le déroulement de l'activité en ligne et de Mlle Adannaya Joy NDUKWE (Sénégal) pour la traduction.

L'examen comprenait les phases suivantes :

- Préparation des questions;
- Séance de questions-réponses.

2- CONSTATATIONS : forces du Ghana, amélioration et recommandations

Pour faciliter la lecture des résultats, les points forts, les domaines à améliorer et les recommandations ont été présentés selon la structure ci-dessous :

FORCES	DOMAINES D'AMÉLIORATION	RECOMMANDATIONS
Environnement interne et externe 1. Bon partenariat avec des entreprises pour le retour d'informations sur les compétences et la mise en pratique via des stages. 2. Relations positives entre enseignants et étudiants, favorisant un environnement d'apprentissage coopératif. 3. Apprentissage basé sur le travail qui prépare les apprenants au marché de l'emploi.	Environnement interne et externe 1. Problèmes de cohabitation entre les résidents adultes et plus jeunes dans les foyers, créant une faible adhésion. 2. Manque d'infrastructures et de salles de classe pour les nouveaux inscrits. 3. Reconnaissance limitée par les agences publiques et privées, impactant la certification et la collaboration.	Environnement interne et externe 1. 1 Investir dans l'expansion des infrastructures, notamment les foyers pour une meilleure cohabitation. 2. 1 Renforcer les infrastructures pour une bonne intégration des nouveaux inscrits. 3. 1 Renforcer les partenariats avec les agences gouvernementales (CTVET, GTEC) et le secteur privé pour une meilleure reconnaissance.

<p>Planification stratégique</p> <ol style="list-style-type: none"> 1. Mise en œuvre partielle du plan stratégique à travers des engagements et activités spécifiques. 2. Implication des parties prenantes (personnel, étudiants) dans la planification via réunions et ateliers. <p>Suivi et évaluation</p> <ol style="list-style-type: none"> 1. Utilisation de plusieurs méthodes pour évaluer la performance des formations, y compris les retours des parties prenantes. 2. Suivi régulier de l'évolution professionnelle des diplômés par l'administration. <p>Amélioration</p> <ol style="list-style-type: none"> 1. Méthodes pédagogiques efficaces (approche par compétences) qui facilitent la transition vers le marché du travail. 2. Existence de systèmes salésiens qui soutiennent l'encadrement des étudiants. 3. Participation active des étudiants dans les retours d'expérience pour adapter les pratiques. 	<p>Planification stratégique</p> <ol style="list-style-type: none"> 1. Manque de communication des objectifs stratégiques aux étudiants. 2. Difficultés financières limitant la mise en œuvre complète du plan stratégique. <p>Suivi et évaluation</p> <ol style="list-style-type: none"> 1. Manque d'équilibre entre les formations pratiques et théoriques. 2. Difficultés pour inclure des changements dans le contenu de formation fournis par le ministère. <p>Amélioration</p> <ol style="list-style-type: none"> 1. Insuffisance de matériel et d'espace pour les formations pratiques. 2. Manque de soutien financier pour les étudiants vulnérables. 	<p>Planification stratégique</p> <ol style="list-style-type: none"> 1. 1 Partager les objectifs stratégiques avec les étudiants pour renforcer leur implication. 2. 1 Diversifier les sources de financement pour améliorer la viabilité du plan stratégique. <p>Suivi et évaluation</p> <ol style="list-style-type: none"> 1. 1 Augmenter la part des formations pratiques pour équilibrer avec la théorie. 2.1 Renforcer les mécanismes de collecte de données pour une analyse plus approfondie des besoins des étudiants et diplômés. 2.2 Créer un espace dédié aux retours des étudiants pour les intégrer plus efficacement dans les programmes. <p>Amélioration</p> <ol style="list-style-type: none"> 1. 1 Renforcer les infrastructures et les équipements pour une meilleure mise en pratique des compétences. 2.1 Mettre en place des bourses pour les étudiants en situation de vulnérabilité. 2.2 Sensibiliser les donateurs et partenaires pour soutenir financièrement ces initiatives.
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	<p>Amélioration</p> <p>1. Besoin d'une meilleure diversification des modules de formation pour répondre aux besoins changeants du marché.</p> <p>2. Paiement excessif par les étudiants pour des outils qui devraient être pris en charge.</p>	<p>Amélioration</p> <p>1.1 Former les enseignants sur les nouvelles technologies et méthodes innovantes.</p> <p>1.2 Moderniser les infrastructures avec des outils technologiques avancés.</p> <p>2.1 Réduire ou éliminer les coûts liés aux outils essentiels pour les étudiants issus de milieux défavorisés.</p> <p>2.2 Sensibiliser les donateurs et partenaires pour soutenir financièrement ces initiatives.</p>
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Conclusion

En résumé, sur la base des documents reçus, des observations faites et des entretiens menés, nous avons constaté que le DBYN, en collaboration avec l'EFTP salésien au Ghana, représente une organisation solide dotée d'une vision stratégique claire. Toutefois, des améliorations sont possibles dans le renforcement des infrastructures, la diversification des sources de financement, la modernisation des programmes et outils pédagogiques mais aussi dans l'amélioration de la communication stratégique. Ces actions permettront de continuer à offrir une éducation de qualité inclusive.

Marie Brigitte SAMBOU
Gestionnaire de projets
Association Société de Saint François de Sales



PEER REPORT

Peer reviewed organisation: **Association Société de Saint François de Sales** (TVET Centres in Senegal).

Peers - **Senegal TVET Centres**

1.0. Directors/ Principals:

- 1.1. Antonio HERRERA – Thiès
- 1.2. P. Elie ASSOGBA – Tambacounda

2.0. Teachers:

- 2.1. Joseph Alexandre NDEYE- Dakar
- 2.2. Anna Mossane FAYE – Dakar
- 2.3. Ferdinand AFANTODJI – Dakar
- 2.4. Abdoulaye DABO – Tambacounda
- 2.5. Baïlo BARRY- Tambacounda
- 2.6. Edouard Gabriel COLY – Tambacounda
- 2.7. M François FAYE – Thiès
- 2.8. M. Etienne Yangane FAYE – Thiès
- 2.9. M. Michel DIONE – Thiès
- 2.10. M. Bartralami YOUM – Thiès

3.0. Students:

- 3.1. Ibrahim BALDE – Tambacounda
- 3.2. Fatoumata DIALLO – Tambacounda
- 3.3. Michel Maxime FAYE – Thiès
- 3.4. Thioro NGOM – Thiès
- 3.5. Hélène Berthe MENDY – Dakar
- 3.6. Vincent MENDY – Dakar

Date: 16th June, 2025

Location: Online

Quality area: Strategic Planning and Quality Management Systems

Annexes: The Programme of the Peer Visit

1. INTRODUCTION

The purpose of the Peer visit and the Peer report is to help the peer reviewed organisation to recognise the strengths and areas for development and to support in further development of activities.

The peer report is based on the materials that Peer reviewed organisation has delivered to the Peers.

We chose peer review as an approach for self-evaluation and assessment for this particular project because it will **enhancing Curriculum Relevance, Promoting Collaborative Learning and Knowledge Sharing, Identifying and Addressing Gaps in Skill Development, Supporting Professional Development, Aligning Teaching with Industry Needs, and Building a Community of Practice.**

2. PEER REVIEW:

The aim was to get information on the strengths and areas for development in strategic planning of **TVET Centres in Senegal (Dakar, Thiès, and Tambacounda)**. In the Peer review the attention was paid to the following aspects:

- The Job placement of trainees and the involvement of trainers in the activities of the centre.
- Evaluation processes undertaken in the various TVET centres in Senegal.
- The Salesians' participation the daily activities at the various TVET Centres in Senegal.
- Capacity building of trainers and school management relating to the implementation of activities.
- Interaction between Don Bosco TVET Centres in Senegal and the public and private sectors and how to improve the interaction between them.
- Involvement in the organization's (Don Bosco TVET Centres in Senegal) strategic planning; and Setting priorities and goals.

Peer review assessment was carried out online. The peer review meeting was in conducted in a day, **where the Don Bosco Youth Network (DBYN) interviewed management, staff & teachers, students' representation from Don Bosco TVET Centres (Dakar, Thiès, and Tambacounda).**

3. FINDINGS: Senegal's Strengths, Areas for Improvements and Recommendation.

STRENGTHS	AREAS FOR IMPROVEMENT	RECOMMENDATIONS
<p>INTERNAL AND EXTERNAL ENVIRONMENT</p> <p>1). More engagement with teachers and parents for the smooth implementation of school activities.</p> <p>2). In terms of our interactions and relationships with the public and private sectors, we have already achieved good success in the organizations and have improved our relationship with the majority of partners like the GIZ and Real Madrid foundation.</p> <p>3). All the TVET Centres in Senegal have a well signed contracts, in accordance with the relations and labour law, the contract is for both permanent and Temporary teachers.</p> <p>4). There are systems in place for students to voice their complaints or issues in order to get them resolved.</p> <p>5). The capacity building of staff is progressing and in force. There is a pastoral education project that takes account of the spiritual wellbeing and to improve the Salesian charism among</p>	<p>INTERNAL AND EXTERNAL ENVIRONMENT</p> <p>1). For the first sectors' priorities, improvement with synthesis and belonging is complicated.</p> <p>2). The stakeholders and decision makers are not involved as it need time to support them, to present things to them, so that they can also react and get more involved.</p> <p>3). Enhancing collaboration among seasoned educators is to provide them with paid leadership opportunities both within and beyond the institution.</p> <p>4). More industries and enterprises are willing to come on board. The JSOs are doing their best to bring onboard such players for collaborations.</p> <p>5). There is no structured plan for the personal development of the teachers but plans are in place to integrate in the province strategy.</p>	<p>INTERNAL AND EXTERNAL ENVIRONMENT</p> <p>1). Actively highlight the value of diverse perspectives in strengthening synthesis.</p> <p>2). we have to involve the stakeholders and decision makers (Managers of the Centre) as it is good to actually broaden our thinking and projects, therefore strategic plans.</p> <p>3). Opportunities for enhancing collaboration are also advantageous to seasoned educators. One strategy to expand their professional learning network is to provide the teachers with paid leadership opportunities both inside and outside of the institution which will help them to achieve the mission and vision of the TVET Centres and Don Bosco as a whole.</p> <p>4). The teachers need more support in the personal development.</p> <p>5). Parents must be encouraged to be part of the school environment on regular basis.</p>

<p>the staff.</p> <p>6). The cooperation between the management and staff is positive. The teachers have a good rapport with the students as well.</p>	<p>6). More meetings and regular supervision by the centre management should be encourage. The teachers acknowledge the efforts from the principals but more need to be done.</p>	<p>6). More capacity building programmes must be instituted or sanctioned to improve the technological skills of the teachers.</p> <p>7). Many of the industries can be called upon to help build the skills of the teachers.</p>
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<p>STRATEGIC PLANNING</p> <p>1). At the beginning of each school year, there is a meeting that is called therefore to discuss matters concerning strategic planning, but it is done at the beginning, at the beginning of the year the teachers and the directors meet for 2 days.</p> <p>2). The Province Strategic Plan is well in place and the copies well distributed to the various Principals.</p> <p>3). The province PTVET has the mandate in follow-up with the implementation of the document. Meetings are organized on regular basis. Every year there is orientation for the teachers and students.</p>	<p>STRATEGIC PLANNING</p> <p>1). unavailable of strategic plan on human-resource management.</p> <p>2). The Province Strategic Plan is well developed but needs more follow-up assessment.</p> <p>3). Newly appointed Principals need more orientation and guidance for the smooth implantation of the Strategic Plan.</p> <p>4). More and more meetings are needed to carry all stakeholders along as far as the strategic plan is concerned.</p>	<p>STRATEGIC PLANNING</p> <p>1). Conduct a Human Resource needs assessment to identify current gaps in recruitment, training, retention, and staff development; Align Human Resource goals with organizational objectives (e.g., supporting the mission of TVET Centres or Don Bosco) and finally, establish clear KPIs to monitor progress.</p> <p>2). The province PTVET team needs to improve o their mandate in tracking down the progress of the strategic plan and ensure that all stakeholders are on board.</p>

<p>MONITORING AND ASSESSMENT</p> <p>1). Our goal and plan are to have a team meeting once a month to discuss and assess the institution's activities. which we conduct four times a year.</p>	<p>MONITORING AND ASSESSMENT</p> <p>1). Evaluate integration and assessment at the centers is done once a month but not on a regular basis. This has been our major challenges in all our TVET Centres in Senegal.</p> <p>2). insufficient data collection processes, which hinder the ability to conduct in-depth</p>	<p>MONITORING AND ASSESSMENT</p> <p>1). Evaluation of integration at the centers should be carried out and adhered to on a regular basis to support the fulfilment of both our objective and the centres' mission.</p> <p>2). Enhance data collection processes to enable more detailed analysis of the needs of students and graduates.</p>
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	analyses of the needs of students and graduates.	
IMPROVEMENT 1). There is an effective participation of the Salesians in the daily activities at the various TVET Centres in Senegal which help us to achieve the goals and objective set aside for the Centres. 2). Encouraging active student participation in providing feedback is essential to effectively adapting and improving practices.	IMPROVEMENT 1). lack of sufficient opportunities to build real- world competencies through hands-on training and projects. 2). lack of eco-industry advisory boards, which prevents TVET centers from obtaining valuable industry insights on emerging skill requirements and limits the ability to align curricula with current industry standards.	IMPROVEMENT 1). Focus on more building real-world competencies through hands-on training, projects. 2). Establish eco-industry advisory boards made up of professionals who can provide guidance on the evolving skillsets required and help shape the curriculum to meet industry standards.

4. CONCLUSION:

In conclusion, we discovered that AON, in partnership with Salesian TVET in Senegal, is a powerful organization with a distinct strategic vision based on our interview and interactions with the various focus groups (Directors, Teachers, and Students of the various TVET Centers in Senegal).

However, the systemic approach to strategic planning, monitoring, and evaluation may need some improvement; quality management and integration at the centres should be carried out and adhered to regularly; and stakeholders should be involved in the direct decision making to develop the strategic plan.



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Browser tabs: Inbox (1,760) - jsoghana1@gmail.com, Meet - cek-efyg-twv, All Mail - jsoghana1@gmail.com, LINK FOR PEER REVIEW - TEAM

Address bar: meet.google.com/cek-efyg-twv

Meeting interface:

- Participants: MARIE BRIGITTE SAMBOU OFILI, Antonio HERRERA, sdb tamba, Benedict Mensah
- People sidebar: Add people, Search for people, IN THE MEETING, Contributors (4): Benedict Mensah (You) Meeting host, Antonio HERRERA, MARIE BRIGITTE SAMBO..., sdb tamba
- Meeting controls: 11:31 AM | cek-efyg-twv, Microphone, Camera, Chat, Screen share, Hand raise, More options, End call
- Windows taskbar: Type here to search, Taskbar icons, 86°F Sunny, 11:31 AM 6/16/2025

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Browser address bar: meet.google.com/cek-efyg-tww

Meeting interface (Google Meet):

- Participants (Grid view):
 - Top row: Joseph Alexa..., MARIE BRIGITTE SAMBOU OFILI, anna mossan..., Edouard coly, Ferdinand AFANT...
 - Bottom row: Antonio HERRERA, Alain Jean Benoit THIAW, 3 others (B, ABLO), Benedict Mensah
- Time: 1:05 PM | cek-efyg-tww
- Toolbar: Microphone, Video, Chat, Raise hand, End call
- System tray: Type here to search, Taskbar icons, System clock: 1:05 PM 6/16/2025

Meeting interface (Google Meet) - 1 minute later:

- Participants (Grid view):
 - Top row: Joseph Alexa..., MARIE BRIGITTE SAMBOU OFILI, anna mossan..., Edouard coly, Ferdinand AFANT...
 - Bottom row: Antonio HERRERA, Alain Jean Benoit THIAW, 3 others (B, ABLO), Benedict Mensah
- Time: 1:06 PM | cek-efyg-tww
- Toolbar: Microphone, Video, Chat, Raise hand, End call
- System tray: Type here to search, Taskbar icons, System clock: 1:06 PM 6/16/2025



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Browser tabs: Fw: RE: RE: Budget (2 Jahr) - x, Meet - cek-efyg-twv, All Mail - jsoghana1@gmail.com x, LINK FOR PEER REVIEW - TEAM x

Address bar: meet.google.com/cek-efyg-twv

Video call participants:

- MARIE BRIGITTE SAMBOU OFILI
- Edouard coly
- Antonio HERRERA
- Benedict Mensah

Call controls: 1:14 PM | cek-efyg-twv, Microphone, Camera, Screen Share, Chat, Hand, More, End Call

Windows taskbar: Type here to search, Taskbar icons (File Explorer, Edge, etc.), System tray: 1:14 PM, 6/16/2025

Report Submitted by:

Benedict MENSAH,
DBYN Ghana AOS
PROVINCE
27th June, 2025





PEER REVIEW REPORT - Senegal

Peer reviewed organisation: DBYN

Ashaiman TVET center

Sunyani TVET center

Peers: Association Société de Saint François de Sales

Time: June 12th, 2025

Location: Online

Quality area: Strategic planning

Annexes: The program of the Peer visit

Préambule : Le contenu de ce rapport est constitué d'informations pertinentes recueillies lors de la visite d'évaluation par les pairs qui s'est tenue en ligne le jeudi 12 juin 2025. Le rapport contient des commentaires et des informations recueillis lors des entretiens avec les différents groupes cibles (étudiants/enseignants/direction). Le rapport se concentre sur les points forts, les domaines à améliorer et quelques recommandations. Mots clés : visite de pairs, points forts, amélioration.

INTRODUCTION :

La force des organisations réside souvent dans leur capacité à s'autoévaluer et à s'évaluer pour découvrir leurs forces, leurs faiblesses et leurs défis. En ce sens, plusieurs méthodes peuvent être adoptées. Dans le cadre du projet : « Skilling VET-Eco System : enhance enabled environments for private and public VET », les acteurs clés au Ghana et au Sénégal, DBYN (Ghana) et la Société de Saint François de Sales (Sénégal) ont choisi la méthodologie de l'examen par les pairs pour s'autoévaluer et être évalués.

Pour ce faire, la première revue par les pairs a été réalisée au Ghana du 14 au 16 août 2023, la seconde au Sénégal du 27 au 29 novembre 2023, la troisième en ligne le 14 novembre 2024, et la quatrième, la dernière en ligne les 12 et 16 juin 2025. Ce rapport présente les conclusions de la dernière visite.

Il est divisé en 3 parties :

- Réviser la méthodologie de l'examen par les pairs et le calendrier de la visite ;
- Présenter les points forts et les domaines d'amélioration aux pairs ;
- Exposer quelques recommandations.

1 L'EXAMEN PAR LES PAIRS :

Selon la formation reçue, la revue par les pairs est un processus d'évaluation qui vise à promouvoir l'amélioration de divers aspects au niveau des institutions et des organisations. Elle se divise en quatre étapes interdépendantes :

- La préparation ;
- L'examen des pairs ;
- Le rapport des pairs ;
- L'amélioration.

Dans le cadre de la préparation de la visite, l'Association Société de Saint François de SALES a reçu des documents de la part de ses pairs du Ghana portant sur :

- DBYN 2024 annual report ;
- Le rapport d'auto-évaluation du Ghana ;
- L'agenda de la visite.

L'évaluation des pairs a été menée par Marie Brigitte SAMBOU (Project manager de l'Association Société de Saint François de SALES) soutenu par Mme Anna Hélène Dibor Diokh (Assistante administrative et financière de l'Association Société de Saint François de SALES) pour la prise de note.

Les deux pairs (Ghana et Sénégal) ont reçu le soutien ainsi que le coaching de Mari KONTTURI (LUOVI).

L'examen a comporté les phases suivantes :

- La réparation des questions-Réponses ;
- La séance de questions-réponses.

2 CONSTATATIONS: Strength Senegal Peer, amélioration et recommandations:

Pour faciliter la lecture des résultats, les points forts, les domaines d'amélioration et les recommandations ont été présentés selon la structure ci-dessous :

STRENGTHS	AREAS OF IMPROVEMENTS	RECOMMENDATIONS
<p>Internal and External environment</p> <ol style="list-style-type: none"> 1- Existence de relations cordiales et ouvertes avec les partenaires publiques et privées. 2- Existence de cadre d'échange avec les partenaires à travers des ateliers et signature d'accords de partenariats facilitant la mise en stage des apprenants. 3- Disponibilité d'opportunités d'insertion sur le marché du travail. 4- Bonne relation avec soutien et accompagnement de la direction dans les besoins du corps enseignant 	<p>Internal and External environment</p> <ol style="list-style-type: none"> 1- Manque d'équipements pour les cours pratiques dans certaines filières 2- Infrastructures vétustes et classes insuffisantes face à l'augmentation des étudiants 3- Insuffisance des investissements dans certaines filières 	<p>Internal and External environment</p> <ol style="list-style-type: none"> 1- Investir dans les équipements modernes adaptés aux nouvelles technologies 2- Réhabiliter les infrastructures existantes et construire de nouvelles salles de classes supplémentaires 3- Renforcer les partenariats pour un soutien durable
<p>Strategic planning</p> <ol style="list-style-type: none"> 1- Existence d'un plan stratégique 2023-2027 2- Implication dans la planification stratégique des enseignants et des élèves à 	<p>Strategic planning</p> <ol style="list-style-type: none"> 1- Faible diffusion des objectifs du plan stratégique auprès de tous les enseignants 2- Rigidité du système du centre de Sunyani, 	<p>Strategic planning</p> <ol style="list-style-type: none"> 1- Organiser des séances d'information sur le plan stratégique pour tout le personnel

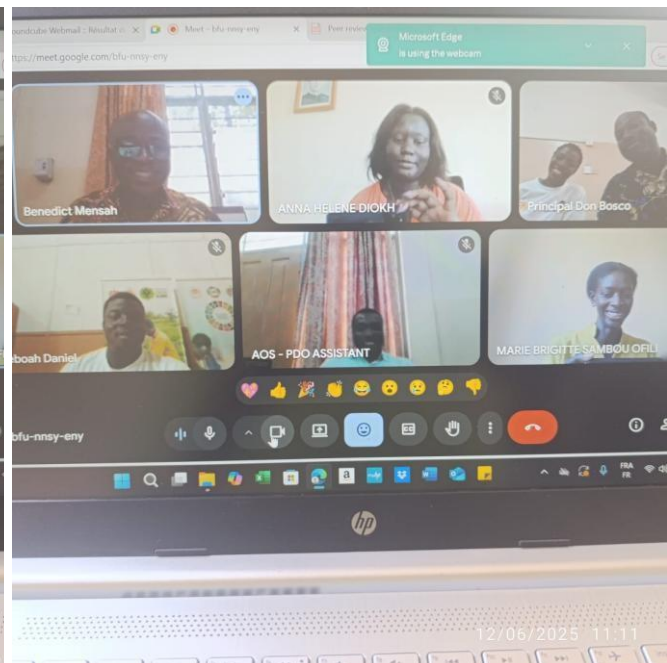
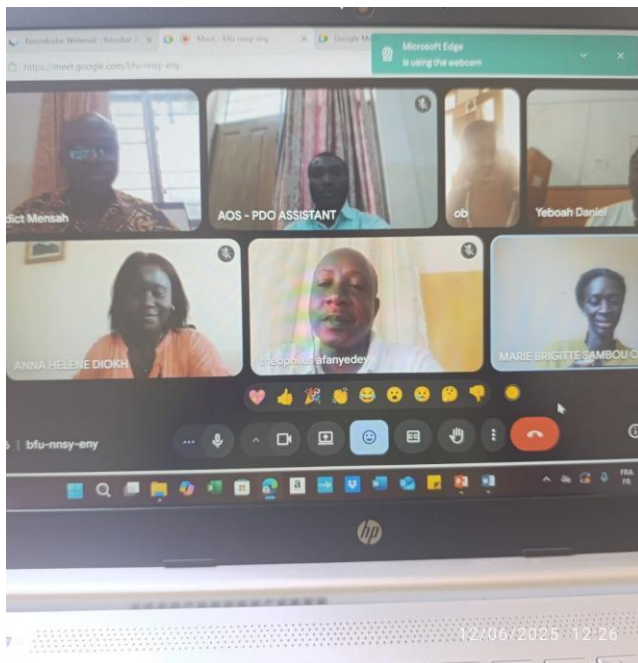
<p>travers des questionnaires et discussions</p> <p>3- Tenues de réunion ou tables rondes avec la direction pour le suivi des activités du plan stratégique et la vie du centre</p> <p>4- Renforcement des compétences du personnel enseignant</p> <p>Suivi-évaluation</p> <p>1- Évaluations régulières des performances à travers des rapports internes et retours des entreprises après passage des stagiaires.</p> <p>2- Disponibilité du rapport financier</p> <p>3- Disponibilité d'outils tels que le site web aidant à faire l'évaluation de même que l'application de registre numérique</p> <p>4- Evaluation du staff et disponibilité des besoins existants</p>	<p>centre public sous contrôle gouvernementale ; difficulté d'opérer des changements ou modifications du plan stratégique.</p> <p>Suivi-evaluation</p> <p>1- Nécessité de renforcer le suivi sur l'impact des formations</p> <p>2- Absence de mécanismes clairs pour intégrer les retours dans la révision des programmes</p>	<p>2- Alléger les procédures administratives pour plus de flexibilité pour le centre de Sunyani</p> <p>Suivi-evaluation</p> <p>1- Mettre en place des indicateurs d'impact plus précis</p> <p>2- Mettre en place un système d'intégration des retours des parties prenantes</p> <p>3- Renforcer l'accompagnement du staff</p>
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Amelioration	Amélioration	Amélioration
1- Renforcement des capacités des enseignants et soutien de la part de la direction 2- Existence d'initiative d'adaptation aux besoins du marché du travail	1- Communication stratégique insuffisante 2- Besoin de mise à jour régulière des modules de formation	1- Renforcer de capacités du personnel administratif et financier pour l'obtention de compétences techniques 2- Améliorer la communication institutionnelle 3- Introduire de nouveaux modules de formation adaptés aux réalités du marché 4- Mettre à disposition de nouveaux équipements adaptés aux nouvelles technologies 5- Avoir une disponibilité de salariés professionnels

CONCLUSION

In summary, based on the documents received, our interactions with the various focus groups, observations made and interviews conducted, we found that DBYN in collaboration with Salesian TVET in Ghana represent a strong organization with a clear strategic vision.

Cependant, des efforts sont nécessaires dans la modernisation des infrastructures, le renforcement de la communication et l'adaptation continue des formations aux besoins du marché. La mise en œuvre des recommandations permettra de renforcer la qualité et l'impact de la formation offerte.



Marie Brigitte SAMBOU

Gestionnaire de projets

Association Societe Saint François de SALES

03th July 2025

