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**Deliverable 2.2
Capacity development strategy and
its operational workplan**

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CAPACITY DEVELOPMENT STRATEGY 2023- 2025

DON BOSCO YOUTH NETWORK

SKILLING ECO-VET PROJECT 101092440

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VET Centers Covered: Don Bosco Technical Institute (DBTI) Ashaiman and Don Bosco Technical Institute (DBTI) Sunyani

November 2023



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Purpose:

This strategy outlines a comprehensive approach to enhancing the capacity of DBYN's VET centers in Ghana, drawing from the Assessment Report (November 2024) and the Peer Report (November 2024). It addresses identified strengths, weaknesses, and recommendations to foster sustainable skills development for young people.

Prepared By:

DON BOSCO YOUTH NETWORK (DBYN) Strategic Planning Team, in collaboration with Association Société de Saint François de Sales (Senegal)



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TABLE OF CONTENTS

INTRODUCTION	4
BACKGROUND AND CONTEXT	5
VISION, MISSION, AND OBJECTIVES	6
KEY STRATEGIC PILLARS	7
Strategic Planning and Governance	7
Infrastructure and Resource Development	8
Partnerships and Collaboration	8
Training and Pedagogical Improvement	8
Monitoring, Evaluation, and Feedback Systems	9
ACTION PLAN (2023-2025)	9
RISKS AND MITIGATION STRATEGIES	10
CONCLUSION	11



INTRODUCTION

The Capacity Development Strategy for 2023-2025 is designed to build on the outcomes of peer reviews conducted in August 2023 (face-to-face in Ghana) and November 2024 (online). These reviews, led by the Association Société de Saint François de Sales (ADAFO, Senegal), involved key stakeholder groups including management, teachers, and students from DBTI Ashaiman and DBTI Sunyani. The peer review methodology emphasized self-assessment to identify strengths, areas for improvement, and actionable recommendations.

This strategy aims to address critical challenges such as infrastructure limitations, financial sustainability, and pedagogical imbalances while leveraging strengths like existing strategic plans, positive stakeholder relationships, and work-based learning initiatives. By focusing on capacity building, DBYN seeks to enhance the quality of Technical and Vocational Education and Training (TVET) in Ghana, aligning with national skills development goals and the "Skilling VET-Eco System" project supported by European Union funding.

The strategy is grounded in the principles of inclusivity, collaboration, and sustainability, ensuring that vulnerable youth particularly those from poor backgrounds benefit from improved access to quality education. Over the 2023-2025 period, DBYN commits to implementing targeted interventions to achieve measurable improvements in operational efficiency, learner outcomes, and partnerships with public and private sectors



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BACKGROUND AND CONTEXT

DBYN operates two key VET centers in Ghana: DBTI Ashaiman and DBTI Sunyani. These centers provide TVET programs focused on entrepreneurship, and other vocational and technical skills such *catering & Hospitality, cosmetology, Air Condition & Refrigerator, solar installation, carpentry and woodwork, welding, electricals, Auto- mobile* targeting young people to prepare them for the job market.

Key Findings from Peer Reviews:

- **Strengths:** A 5-Year TVET Strategic Plan (2023-2027) has been developed, providing a clear roadmap. Well-equipped mechanical workshops (e.g., in Sunyani) support practical training. Emphasis on entrepreneurship skills and short-term training models fosters innovation. Partnerships with industries for Work-Based Learning (WBL) and internships are progressing. Staff contracts are clearly defined, and relationships among teachers, students, and Salesian staff have improved. Stakeholder involvement in planning has enhanced governance.
- **Weaknesses:** Accommodation facilities remain inadequate, leading to cohabitation issues between adults and younger residents. Training fees are unaffordable for vulnerable students, and teacher salaries lack sustainability. Infrastructure shortages affect new students enrolled, and there is limited recognition from public agencies like Commission For Technical And Vocational Educational Training (CTVET). Imbalances between theoretical and practical training persist, alongside insufficient equipment.
- **Areas for Improvement and Recommendations:** Strengthen Public-Private



Partnerships (PPP) for curriculum development and strategic planning. Invest in infrastructure expansion, diversify funding sources, and modernize teaching methods with advanced tools. Enhance monitoring of graduates, improve communication of strategic objectives, and establish scholarships for disadvantaged students. Train teachers in innovative pedagogies and increase practical training components.

The peer reviews conducted highlight DBYN's solid foundation but underscore the need for targeted capacity development to overcome financial and infrastructural barriers. This strategy integrates these insights to create a resilient VET ecosystem.

VISION, MISSION, AND OBJECTIVES

Vision

To establish DBTI Ashaiman and DBTI Sunyani as leading inclusive VET centers in Ghana, empowering vulnerable youth with market-relevant skills for sustainable employment and entrepreneurship by 2027.

Mission

DBYN commits to providing high-quality, accessible TVET through collaborative partnerships, innovative training, and robust infrastructure, fostering holistic development aligned with Salesian values.

Strategic Objectives (2023-2025)

1. Enhance strategic planning and governance by involving all stakeholders in decision-making processes.



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2. Improve infrastructure and resources to accommodate growing enrollment and support practical learning.
3. Strengthen partnerships with public and private sectors for better recognition, funding, and curriculum alignment.
4. Upgrade training methodologies to balance theory and practice, incorporating modern technologies and feedback mechanisms.
5. Achieve financial sustainability through diversified funding and support systems for students and staff.
6. Implement effective monitoring and evaluation systems to track progress and adapt to emerging needs.

These objectives are SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and will be reviewed annually.

KEY STRATEGIC PILLARS

This section outlines the core areas of focus, *derived directly from the peer review recommendations*.

Strategic Planning and Governance

Building on the existing 5-Year TVET Strategic Plan, this pillar emphasizes inclusive planning.

- Actions: Conduct quarterly workshops involving staff, students, and teachers to communicate objectives and gather input. Partial implementation will be accelerated through specific commitments.
- Expected Outcomes: Increased student involvement and balanced planning that



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addresses cohabitation and recognition issues.

Infrastructure and Resource Development

Addressing weaknesses in accommodation and classrooms is critical.

- Actions: Invest in dormitory expansions and new classrooms. Modernize workshops with advanced technological tools.
- Expected Outcomes: Improved cohabitation, capacity for new enrollees, and enhanced practical training spaces.

Partnerships and Collaboration

Leverage ongoing industry engagements for WBL.

- Actions: Intensify PPP with CTNET, and private companies for curriculum alignment and certification. Involve partners in strategic planning and feedback sessions.
- Expected Outcomes: Better job market preparation, internships, and collaborative funding opportunities.

Training and Pedagogical Improvement

Shift towards competency-based approaches with more practical focus.

- Actions: Train teachers in new technologies and innovative methods. Diversify modules to meet market needs. Increase practical training proportion to 60% of curriculum.
- Expected Outcomes: Graduates better equipped for employment, with regular feedback adapting programs.



Financial Sustainability and Support Mechanisms

Tackle fee affordability and salary sustainability.

- Actions: Diversify funding through donor sensitization and grants. Establish scholarships for vulnerable students. Explore income-generating activities like consultancy services.
- Expected Outcomes: Reduced dropout rates and stable staff retention.

Monitoring, Evaluation, and Feedback Systems

Enhance graduate tracking and stakeholder feedback.

- Actions: Use multiple evaluation methods, including stakeholder surveys. Create dedicated feedback spaces for students. Strengthen data collection for in-depth analysis.
- Expected Outcomes: Data-driven improvements and adaptive strategies

ACTION PLAN (2023-2025)

The action plan is phased across three years, with responsibilities assigned to DBYN management, center directors, and partners.

Year 1: 2023 (Foundation Building)

- Q1-Q2: Review and update the 5-Year Strategic Plan with stakeholder input.
- Q2-Q3: Conduct infrastructure audits
- Q3-Q4: Launch teacher training workshops on innovative methods



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- Ongoing: Establish PPP committees for curriculum alignment

Year 2: 2024 (Implementation and Scaling)

- Q1-Q2: Modernize IT Tools for offices and JSO's to improve their service of work.
- Q2-Q3: Strengthen monitoring systems
- Ongoing: conduct mid-year reviews.

Year 3: 2025 (Consolidation and Evaluation)

- Q1-Q2: Expand partnerships for WBL internships
- Q2-Q3: Balance theory-practice ratio and diversify training modules
- Q3-Q4: Full evaluation of strategy impacts, with adjustments for post-2025.
- Ongoing: Maintain feedback mechanisms and report on sustainability metrics.

RISKS AND MITIGATION STRATEGIES

Potential risks include funding delays, resistance to change, and external economic factors.

- Risk 1: Low Stakeholder Engagement – Mitigation: Use incentives like recognition events and clear communication of benefits.
- Risk 2: Pedagogical Imbalances Persist – Mitigation: Mandatory training for teachers and pilot testing of new modules.



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- Risk 3: External Factors – Mitigation: Monitor national TVET policies and adapt through flexible planning.

CONCLUSION

This Capacity Development Strategy 2023-2025 positions DBYN's VET centers in Ghana for transformative growth. By addressing peer review recommendations such as *infrastructure enhancements, financial diversification, and pedagogical innovations*, DBYN will strengthen its role in youth skills development. Collaboration with ADAFO Senegal and other partners will ensure inclusive, quality education that aligns with market needs.

Successful implementation will result in empowered graduates, sustainable operations, and stronger Public-private Partners (PPPs. DBYN commits to annual progress reports and a final evaluation in 2025 to inform future strategies).



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OPERATIONAL WORKPLAN FOR CAPACITY DEVELOPMENT STRATEGY 2023-2025

DON BOSCO YOUTH NETWORK

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VET Centers Covered: Don Bosco Technical Institute (DBTI) Ashaiman and Don Bosco Technical Institute (DBTI) Sunyani

October 2023



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Purpose:

This Operational Workplan translates the Capacity Development Strategy 2023-2025 into actionable, detailed steps to enhance the capacity of DBYN's VET centers. It builds on the strategy's key pillars, objectives, and high-level action plan, providing specific tasks, timelines, responsibilities, resources required, key performance indicators (KPIs), and monitoring mechanisms. The workplan ensures alignment with the "Skilling Eco-VET Project" and incorporates insights from the November 2024 Assessment and Peer Reports.

Prepared By:

DON BOSCO YOUTH NETWORK (DBYN) Strategic Planning Team, in collaboration with Association Société de Saint François de Sales (Senegal)



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TABLE OF CONTENTS

INTRODUCTION	4
VISION, MISSION AND STRATEGIC OBJECTIVES.....	4
Strategic Objectives (2023-2025):	5
KEY STRATEGIC PILLARS AND DETAILED ACTIVITIES	5
Pillar 2: Infrastructure and Resource Development.....	7
Pillar 3: Partnerships and Collaboration	8
Pillar 4: Monitoring, Evaluation, and Feedback Systems	9
CONCLUSION.....	10



INTRODUCTION

This Operational Workplan serves as the implementation blueprint for the Capacity Development Strategy 2023-2025. It breaks down the strategy's strategic pillars into granular activities, assigning clear responsibilities to DBYN management, center directors, teachers, students, and external partners. The workplan is structured around the six key strategic pillars identified in the strategy: Strategic Planning and Governance, Infrastructure and Resource Development, Partnerships and Collaboration, Training and Pedagogical Improvement, Financial Sustainability and Support Mechanisms, and Monitoring, Evaluation, and Feedback Systems.

The workplan is phased over three years (2023-2025), with quarterly milestones to allow for adaptive management. It emphasizes inclusivity, particularly for vulnerable youth from poor backgrounds, and aligns with Salesian values of holistic development. Risks from the strategy are integrated with mitigation measures embedded in activities.

Estimated implementation will require collaboration across stakeholders, with regular reviews to track progress. This document is designed to be a living tool, subject to annual revisions based on evaluations.

VISION, MISSION AND STRATEGIC OBJECTIVES

Vision

To establish DBTI Ashaiman and DBTI Sunyani as leading inclusive VET centers in Ghana, empowering vulnerable youth with market-relevant skills for sustainable employment and entrepreneurship by 2027.



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Mission

DBYN commits to providing high-quality, accessible TVET through collaborative partnerships, innovative training, and robust infrastructure, fostering holistic development aligned with Salesian values.

Strategic Objectives (2023-2025):

1. Enhance strategic planning and governance by involving all stakeholders in decision- making processes.
2. Improve infrastructure and resources to accommodate growing enrollment and support practical learning.
3. Strengthen partnerships with public and private sectors for better recognition, funding, and curriculum alignment.
4. Upgrade training methodologies to balance theory and practice, incorporating modern technologies and feedback mechanisms.
5. Achieve financial sustainability through diversified funding and support systems for students and staff.
6. Implement effective monitoring and evaluation systems to track progress and adapt to emerging needs.

These objectives are SMART and will guide all activities in this workplan.

KEY STRATEGIC PILLARS AND DETAILED ACTIVITIES

The following sections detail activities under each pillar, presented in tables for clarity.

Each table includes Activity Description, Timeline, Responsible Parties, Resources Required, KPIs, and Mitigation for Risks.



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DBYN commits to providing high-quality, accessible TVET through collaborative partnerships, innovative training, and robust infrastructure, fostering holistic development aligned with Salesian values.

Pillar 1: Strategic Planning and Governance

This pillar focuses on inclusive planning, building on the 5-Year TVET Strategic Plan (2023-2027).

Activity Description	Timeline	Responsible Parties	Resources Required	KPIs	Risk Mitigation
Conduct quarterly workshops to communicate strategic objectives and gather stakeholder input (staff, students, teachers).	Q1-Q4 each year (2023-2025)	DBYN Management, Center Directors	Venue, facilitation materials, refreshments	➤ 80% stakeholder participation rate ➤ 50+ inputs collected per workshop	Use incentives like certificates; send reminders via email/SMS to boost engagement.
Update the 5- Year Strategic Plan annually based on workshop feedback.	Q4 annually (2023-2025)	Strategic Planning Team, ADAFO Senegal	Planning meeting	Updated plan approved by board	Involve neutral facilitators to address resistance to change.



Establish student councils for ongoing input into governance.	Q2 2023	Center Directors, Teachers	Training materials for members	Councils operational in both centers; monthly meetings held	Train leaders on conflict resolution to prevent low engagement.
Develop communication protocols for disseminating strategic updates.	Q3 2023	DBYN Management	Digital tools such as newsletters,	90% awareness among stakeholders	Monitor economic factors; have backup print options.
Pilot balanced planning sessions addressing cohabitation issues.	Q2-Q3 2024	Center Directors	Focus group materials	Resolution plans for cohabitation	Mandatory participation with recognition events.

Pillar 2: Infrastructure and Resource Development

Addressing accommodation inadequacies and infrastructure shortages.

Activity Description	Timeline	Responsible Parties	Resources Required	KPIs	Risk Mitigation
Modernize workshops with advanced tools (e.g., solar installation kits, welding equipment)	Q1-Q4 2024	Teachers, Procurement Team	Equipment procurement	80% of workshops equipped; practical training Conducted	Train staff on new tools to prevent resistance.



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Upgrade IT infrastructure for offices and Job Shadowing Offices (JSOs).	Q1-Q2 2024	Center Directors JSO's	Computers with installed software's	IT systems operational; efficiency improved	Backup training sources to avoid losses of data.
Build new classrooms and workshops	Q3 2024 - Q1 2025	Center Directors	Skilled labours, contractors and financial resources	Classrooms ready for use	Phased construction to minimize disruption.

Pillar 3: Partnerships and Collaboration

Leveraging industry engagements for Work-Based Learning (WBL).

Activity Description	Timeline	Responsible Parties	Resources Required	KPIs	Risk Mitigation
Establish PPP committees with CTNET and private companies.	Q3-Q4 2023	DBYN Management, Partners	Meeting venues, agreements	Committees formed; 5+ partnerships signed	Clear benefit communications to encourage participation.
Align curriculum with partner input through joint sessions	Q1-Q2 2024	Teachers, Partners	Workshop materials	Curriculum updated; 70% alignment with market needs	Pilot alignments to test feasibility.
Organize internship programs with industries.	Ongoing (Q2 annually)	Center Directors	Placement coordination	80% of students placed in internships; feedback received	Diversify partners to mitigate economic risks.



Seek certification from public agencies like CTNET.	Q4 2024	DBYN Management	Application fees, documentation	Certifications obtained for both centers	Monitor policy changes and adapt applications
Involve partners in strategic planning and feedback	Q3 annually	Strategic Planning Team	Collaborative tools	partners inputs per year	Incentives like co-branded events.

Pillar 4: Monitoring, Evaluation, and Feedback Systems

Enhancing graduate tracking and feedback.

Activity Description	Timeline	Responsible Parties	Resources Required	KPIs	Risk Mitigation
Track graduates through alumni networks.	Ongoing (Q1 annually)	Alumni Coordinators	Database, events	70% graduates tracked; employment rate data	Incentives like reunions.
Conduct mid-year and annual reviews	Q2 & Q4 annually	All Teams	Review meetings	Reports with adjustments; progress towards objectives	Flexible agendas for external factors.
Full strategy evaluation	Q3-Q4 2025	Internal Evaluators	Reporting materials; Refreshment	Final report; post-2025 recommendation	Independent evaluators for objectivity.





CONCLUSION

Operational Workplan ensures the Capacity Development Strategy 2023-2025 is executed effectively, leading to sustainable improvements in DBYN's VET centers. Annual progress reports will be produced, with a final evaluation in 2025. DBYN commits to empowering vulnerable youth through quality TVET.



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STRATÉGIE DE DÉVELOPPEMENT DES CAPACITÉS 2023-25

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Table des matières

Introduction	3
I- VISION, MISSION ET OBJECTIF STRATEGIQUE	4
II- AXES STRATEGIQUES : AXES, OBJECTIFS, ACTIVITES, INDICATEURS	5
1. Plannication stratégique	5
2. Infrastructure et modernisation de la formation	6
3. Partenariat et Réseautage	7
4. Suivi et évaluation.....	8
CONCLUSION.....	10



Introduction

Le plan stratégique de développement des capacités pour 2023-2025 est conçue à partir des résultats de la visite des pairs menée du 27 au 29 novembre 2023 au Sénégal.

Cette visite des pairs (peer review) a été conduite par notre partenaire et pair Don Bosco Youth Network du Ghana. Cette évaluation des pairs a impliqué divers groupes de parties prenantes clés, y compris la direction, les enseignants et les étudiants du Centre Professionnel Don Bosco de Dakar, de Thiès et de Tambacounda.

La méthodologie de l'évaluation par les pairs est partie de notre auto-évaluation, associée aux interviews des divers groupes pour identifier les points forts, les domaines à améliorer et les recommandations réalisables.

Cette planification stratégique vise à relever des défis ressortis tels que l'inadéquation entre l'infrastructure et les objectifs pédagogiques, le management des ressources humaines, le circuit de communication....

En mettant l'accent sur les renforcements des capacités, l'Association Saint François de Sales du Sénégal veut améliorer la qualité de l'enseignement technique et professionnel

et Formation (EFTP) au Sénégal, conscient du fait que la première ressource c'est le personnel et les compétences. Aussi, la raison de ce choix stratégique est d'aligner les objectifs nationaux de développement des compétences sur ceux du projet "Skilling projet VET-Eco System" financé par l'Union européenne.



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La stratégie est fondée sur les principes d'inclusivité, de collaboration et de durabilité, et veille à ce que les jeunes vulnérables, en particulier ceux issus de milieux pauvres, bénéficient de l'accès à une éducation de qualité.

Sur la période 2023-2025, Association Saint François de Sales du Sénégal s'engage à mettre en œuvre des interventions ciblées pour obtenir des améliorations mesurables dans les opérations par les résultats des apprenants et les partenariats avec les secteurs public et privé.

I. Vision, mission et objectif stratégique

Vision : Un monde où les jeunes sont épanouis, professionnellement compétents, autonomes, responsables, honnêtes citoyens et bons croyants impactant durablement la société.

Mission : Les CFP Don Bosco accueillent les jeunes surtout les plus vulnérables et les préparent à la vie par une formation intégrale en vue de leur insertion socio-professionnelle.

Objectifs stratégiques :

- 1- Oeuvrer à l'appropriation de la planification stratégique et à un système de communication efficace entre les différentes parties prenantes



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- 2- Développer un management efficace et professionnel des ressources humaines
- 3- Former le personnel à des méthodologiques efficaces de transmission de savoir et des compétences en adéquation avec les besoins du marché
- 4- Développer un grand réseau de partenariat avec les acteurs du secteur privé et public
- 5- Développer un système efficace de suivi et évaluation pour relever les défis constatés.

II. Axes stratégiques : axes, objectifs, activités, indicateurs

1. Plannification stratégique

En oeuvrant à l'appropriation de la planification stratégique et à un système de communication efficace entre les différentes parties prenantes.

- 1.1. Impliquer toutes les parties prenantes, en particulier les enseignants/formateurs, le personnel et les travailleurs, dans le processus d'élaboration d'un plan stratégique.

- *Responsable*: Direction



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- *Indicateur* : Participation de 75% des parties prenantes aux rencontres liées à la planification stratégique
- *Mesure d'atténuation de risque* : Faire des communications périodes par note de service et rappel par SMS.

1.2. Impliquer toutes les parties prenantes dans l'évaluation du plan stratégique existant afin d'améliorer la mise en œuvre des actions et des politiques établies et décrites dans le plan stratégique.

- *Responsable* : Direction
- *Indicateur* : Participation de 75% des parties prenantes aux rencontres liées à la planification stratégique
- *Mesure d'atténuation de risque* : Faire des communications périodes par note de service et rappel par SMS.

1.3. Procéder à une évaluation périodique (à court et à long terme) afin de s'assurer que les actions et les plans stratégiques sont respectés.

- *Responsable* : Direction
- *Indicateur* : Participation de 75% des parties prenantes aux rencontres liées à la planification stratégique
- *Mesure d'atténuation de risque* : Faire des communications périodes par note de service et rappel par SMS.

2. Infrastructure et modernisation de la formation

En modernisant les infrastructures et équipements des Centres pour répondre au besoin de formation



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1.4. Élaborer un parcours d'emploi et de développement pour les cours de recyclage et le renforcement des capacités des formateurs/enseignants et du personnel en tant que mesures de motivation pour la durabilité des ressources humaines et le service à long terme.

- *Responsables* : Direction, Enseignants, BOI(JSO)
- *Indicateur* : Nombre de parcours développés
- *Mesure d'atténuation* : Mettre en place un comité de suivi

2.2. Établir des foyers/dortoirs sur le campus/à proximité pour permettre aux étudiants potentiels venant de loin d'avoir des chances égales d'accéder à l'EFTP et à la formation professionnelle.

- *Responsable* : Direction
- *Indicateur* : Foyers/dortoirs construits
- *Mesure d'atténuation* : Orienter vers des foyers et dortoirs étudiants de structure partenaires.

3. Partenariat et Réseautage

En développant un réseau de partenariat efficace et bénéfique à la formation des jeunes défavorisés.

- a.** Renforcer les JSO avec les ressources nécessaires pour développer des données permettant de cartographier les partenaires potentiels au sein des secteurs privé et public afin de construire un partenariat solide.

- *Responsables* : Direction, BOI(JSO)



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- *Indicateurs*: Cartographie des partenaires
- *Mesure d'atténuation*: Mettre en place un comité de suivi

b. Inviter les partenaires à investir dans l'EFTP pour améliorer l'infrastructure, l'équipement, etc. et les impliquer pour réaligner les formations proposées par les centres Don Bosco sur le marché du travail.

- *Responsables*: Direction, BOI(JSO)
- *Indicateurs*: Conventions signées et forum partenariat public-privé organisés
- *Mesure d'atténuation*: Mettre en place un comité de suivi

4. Suivi et évaluation

En mettant en place un système d'évaluation efficace pour une amélioration continue de la qualité de la formation

a. Rechercher des informations et des connaissances sur la manière de lancer le processus de suivi et d'évaluation.

- *Responsable*: Direction
- *Indicateur*: Tableau de bord de suivi d'information
- *Mesure d'atténuation*: Avoir des réunions de mise à jour d'information

b. La direction de Don Bosco organise des réunions fréquentes/périodiques avec les parties prenantes (enseignants/formateurs, PTA, marché du travail, secteurs public et privé, etc.) afin d'améliorer le travail en réseau et l'approche participative.



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- *Responsable*: Direction
- *Indicateur*: Nombre de réunions organisées
- *Mesure d'atténuation*: Faire des communications périodes par note de service et rappel par SMS.

c. La Direction de Don Bosco doit élaborer un calendrier académique pour les réunions du personnel/de la direction générale et des associations de parents d'élèves (PTA) afin de délibérer et de discuter des questions et d'aborder les préoccupations dans un but commun.

- *Responsable*: Direction
- *Indicateur*: Nombre de réunions organisées
- *Mesure d'atténuation*: Faire des communications périodes par note de service et rappel par SMS.

d. Les formateurs/enseignants doivent jouer un rôle de premier plan lors des fêtes et célébrations de Don Bosco afin d'établir des relations plus étroites avec les étudiants en dehors de la salle de classe et des contacts de formation habituels ; cela permettra à terme d'améliorer les relations entre les enseignants et les stagiaires.

- *Responsable*: Direction, Délégué du personnel
- *Indicateur*: 80% de participation des enseignants
- *Mesure d'atténuation*: Faire des communications périodes par note de service et rappel par SMS.



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III. CONCLUSION

Ce plan stratégique de renforcement de capacité est notre assurance pour exécuter efficacement les activités nécessaires pour renforcer les capacités de nos équipes de 2023 à 2025 afin d'atteindre efficacement les objectifs qui permettront d'inscrire nos centres professionnels dans la durabilité dans l'univers pédagogique et professionnel du Sénégal.

Pour le rendre plus pratique, un plan d'action détaillé sera élaboré à sa suite.



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PLAN D'ACTION DE RENFORCEMENT DE CAPACITÉS 2023-25

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Décembre 2023



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Pour mettre en application, notre plan stratégique de renforcement de capacités 2023 – 2025, nous avons établi le présent plan qui tient compte des résultats de l'évaluation des pairs réalisés par Don Bosco Youth Network du Ghana en Novembre 2023 et à qui nous sommes reconnaissants.

Nous avons préféré pour ce plan un aspect synchronique et concis où sont mis en exergue :

- Les objectifs
- Les activités à mener
- Les équipes impliquées
- La date de début de l'activité
- La date de fin de l'activité
- La durée
- Le niveau de priorité
- La détermination sur le calendrier annuel

En choisissant le calendrier annuel, nous avons opté pour l'adoption du même schéma chaque année afin de renforcer et de consolider au fil des trois ans du projet les acquis sur les aspects à améliorer détectés à la première évaluation des pairs.

Une particularité est que ce calendrier commence au deuxième trimestre de l'année car le premier trimestre sera réservé pour l'évaluation et les réflexions pour améliorer les actions ciblées. Nous espérons qu'avec cette approche, nous améliorerons nos



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compétences en vue d'offrir une formation de qualité aux jeunes défavorisés du Sénégal par l'entremise du projet Skilling Eco-vet.



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OBJECTIF	TACHES	EQUIPE	DEBUT	FIN	DUREE (jrs)	PRIORITE	Avril	Mai	Juin	Juillet	Août	Septembre	Octobre	Novembre	Decembre
1. Environnement interne et externe.	1.1 Réunions semestriels avec les enseignants ou formateurs des centres	Centres Direction	1/10/2024 (annuel)	31/10/2024 (annuel)	30	High									
	1.2 Organisation de table ronde sur l'insertion soci professionnelle avec la direction, les parties prenantes du secteur public et privé	Centres Direction et SSFS	1/10/2024 (annuel)	31/12/2024 (annuel)	91	High									
	1.3 Elaboration en interne de calendrier académique pour les réunions du personnel/ de la direction	Centres Direction	1/5/2024 (annuel)	31/12/2024 (annuel)	244	Medium									
	1.4 Meilleure organisation interne et plus de participation des professeurs lors des fêtes	Centres Direction	1/5/2024 (annuel)	31/12/2024 (annuel)	244	Medium									
	2.1 Formalisation des relations de travail selon le code du travail	Centres Direction	1/4/2024 (annuel)	31/12/2024 (annuel)	274	High									
	3.1 Renforcement de capacités des formateurs (formation Skilling APC, women entrepreneurship)	SSFS	1/4/2024 (annuel)	31/12/2024 (annuel)	274	High									



